



# Bentley Academy Charter School

**An Application for a Horace Mann III  
Public Charter School in Salem, MA**

November 14th, 2014

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**Commonwealth and Horace Mann Charter Applicant Information Sheet**

*This information is included with all submissions. The application, including this form, will be posted on the Department website. Applicants are advised that the primary contact person may be contacted by the public and/or media with questions about the proposed school.*

**Name of Proposed Charter School:** Bentley Elementary Charter School

**School Address (if known):** 25 Memorial Dr.

**School Location (City/Town REQUIRED):** Salem MA 01970

**Primary Contact Person:** Justin Vernon

**Role or relationship of contact person to proposal:** Principal of Bentley Elementary School grades 3-5

**Address:** 11 Buffum St

**City:** Salem **State:** MA **Zip:** 01970

**Daytime Tel:** (440) 231-2986 **Secondary Tel:** n/a

**Email:** [justinanthonyvernon@gmail.com](mailto:justinanthonyvernon@gmail.com)

**1. The proposed school will open in the fall of school year:**  2015-2016  2016-2017

School Year	Grade Levels	Total Student Enrollment
First Year	K to 5	275
Second Year	K to 5	300
Third Year	K to 5	325
Fourth Year	K to 5	340
Fifth Year	K to 5	350

**2. Grade span at full enrollment:** K to 5

**3. Total student enrollment when fully expanded:** 350

**4. Age at entry for kindergarten, if applicable:** 5

**5. If applicable, the proposed Horace Mann charter school is:**  New or  Conversion

**6. If applicable, the proposed type of Horace Mann<sup>1</sup> charter school is:**

Horace Mann I  Horace Mann II  Horace Mann III

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<sup>1</sup>The revision of M.G.L. c. 71, § 89 in 2010 created three types of Horace Mann charter schools, each with a particular set of requirements.

**Questions #7-10 are for applications for a Commonwealth charter school ONLY.**

7. If applicable, will this proposed Commonwealth school be a **regional charter school**?  Yes  No

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in *District Information on Enrollment Projections for New Applications and Expansion Amendments* at <http://www.doe.mass.edu/charter/new/?section=app>. (Use additional sheets if necessary.)

_____	_____	_____
_____	_____	_____
_____	_____	_____

If no, please specify the district's population as reported in the most recent United States census estimate for the community the school intends to serve: \_\_\_\_\_.  
*The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at <http://www.census.gov/>], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).*

8. For all proposed Commonwealth charter schools, list the districts that are contiguous with the proposed school's district or region. Please only list districts that are included in *District Information on Enrollment Projections for New Applications and Expansion Amendments* at <http://www.doe.mass.edu/charter/new/?section=app>. (Use additional sheets if necessary.)

_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Will the proposed Commonwealth charter school serve a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in *District Information on Enrollment Projections for New Applications and Expansion Amendments* or in any updated analysis performed by the Department?  Yes  No

10. Will the proposed Commonwealth charter school serve a district or districts in which the 9 percent net school spending cap is, or **could be**, exceeded by 2014-2015 applications?  Yes  No

11. Have members of the applicant group previously submitted a prospectus or final application that did not result in a charter?  Yes  No

If yes, is the present submission related in content to the previous application?

Yes  No

If yes, please indicate the name of the previous proposal and the year submitted.

_____	_____
_____	_____
_____	_____

12. Is the applicant group currently the board of trustees of an existing charter school?

Yes  No

If answered YES, please explain why the group is not using the charter application designed for use by a current board of trustees.

13. Do members of the applicant group currently operate or are they employed by a private or parochial school?  Yes  No

14. Are any members of the applicant group present or past members of a charter school board of trustees, school committee, or other type of public governing body?  Yes  No

If yes, please indicate the person's name; the charter school name and school location, or school committee district; and dates of membership.

<u>Pat Schultz</u>	Salem School Committee	Since 2013
<u>Rachel Hunt</u>	Salem School Committee	Since 2013
_____	_____	_____

## *Executive Summary*

The driving force and philosophy behind the founding group's desire to open Bentley Academy Charter School is an unyielding belief that every student deserves the chance and choice to live their educational life to its fullest, be that high school, college, or post graduate study. Regardless of the choice a student makes to pursue college or career, the road to educational and personal fulfillment begins with a strong elementary school experience.

**MISSION:** Bentley Academy Charter School prepares all of its students for personal and academic success to get to and through college. Through a combination of high academic standards, data-derived instructional methods, and community supports and partnerships, Bentley Academy Charter School establishes the critical foundation necessary for students to thrive as they advance in their academic careers.

**VISION:** BACS students will achieve at the same high levels regardless of socio-economic status, race, or other element of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BACS will eliminate the achievement 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.

**CORE STRATEGIES:** To achieve the vision, Bentley Academy Charter School has designed a school around the following six strategies:

1. Create a culture of achievement: setting a culture that encourages and supports scholars to reach higher and achieve more is a key piece of student success. Clear and consistent standards applied throughout the school set the stage for better communication and productivity among teachers, between teachers and scholars, and among scholars themselves. A college focused school culture will encourage scholars to see themselves as collegiate scholars and will leverage the community to impart the importance of continued education for all scholars.
2. Develop comprehensive and rigorous curricula: allowing scholars to stretch their educational horizons is an important piece of college preparatory work. Scholars who feel supported are more comfortable pushing themselves and their understanding without fear of failure.
3. Differentiate instruction: using data to differentiate instruction is a powerful tool that teachers can use to rapidly increase student achievement.

4. Attain excellence in leadership and instruction: staffing the school with teachers, administrators, and staff who have strong instructional, collaborative, and management skills is an important pre-requisite for school success. Regular observations, high quality feedback, and professional development ensure that teachers are working smart, not just hard.

5. Expand the learning day and year: more time used well can make a significant difference for scholars and teachers. More time not only allows for more targeted instruction, but also more enrichment and more opportunities for teacher collaboration. BACS will have a reimagined school day that takes into account the needs of both the teachers and the scholars.

6. Engage family and community: a school's biggest allies are the scholars' caregivers. They have the ability to reinforce or negate any progress that student is making, so keeping them well informed and focused on the same college preparatory goals can be a factor in school and student success.

**BACKGROUND on PARTNERSHIPS and COMMUNITY:** Salem Public Schools, Blueprint Schools Network, and Empower Schools have been working together for over six months to create a plan that accelerates achievement for the students of the existing Bentley Elementary School. The collaboration is the first of its kind in Massachusetts. It uses available regulatory pathways to allow the school to access important autonomies that will enable it to implement the kind of changes necessary to improve student achievement.

Bentley Elementary School, an existing K to 5 school in Salem, has a rich history, beginning with being named after one of Salem's "most productive and beloved citizens," Reverend William Bentley. But in the fall of 2011, Bentley Elementary School was named a Level 4 school by the state of Massachusetts based on student achievement data. The school has been through major changes to try to recapture the spirit of Rev. Bentley, most recently 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. During the restart year, Bentley will be managed by Blueprint Schools Network. The next step in Bentley Elementary School's journey is to become a Horace Mann charter school to maintain, long term, the autonomy that it needs to continue to partner with Blueprint and implement its model, and the accountability that it desires to be a great place for scholars and teachers.

Salem is a vibrant, diverse, emerging community home to more than 42,000 people and some of the area's most impressive cultural exhibits. The Peabody Essex Museum, the Salem Maritime National Historic Site, and the House of Seven Gables are among the attractions that share Salem's rich history and cultural offerings with the



region, and the world. Salem is also home to a strong public school system that includes an existing Horace Mann charter school and an Innovation School as well as Salem Academy, a Commonwealth Charter School. However, the percent of Salem residents with an Associates or Bachelor's degree continues to lag behind the state average, and the percent of residents who have not finished high school exceeds the state average. Indeed, Salem is the only city that is not a Commissioner's District to have a Level 4 school: Bentley Elementary.

Bentley Elementary School, of all elementary schools in Salem, serves the highest percentage of low income students and special education students. Additionally, it is also educates the highest percentage of English Language Learners (not including the elementary school with a dual language program). The school also measures far above the district average in these same categories. However, Bentley Elementary is now uniquely poised, due to the bold vision and leadership of the Mayor and Salem School Committee, to transform itself into a school where every student excels, where every teacher is improving his or her craft, and every parent and community member's strengths are being leveraged for kids.

The founding team and founding board of Bentley Academy Charter School are made up of local stakeholders: the current Head of School at the Bentley restart, the Head of Operations of the Bentley restart, lead teachers, key partners, and two current Salem School Committee members.

Bentley Academy Charter School will open in August, 2015 with a Kindergarten through grade 5 student body consisting of 275 students.

## **I. How will the school demonstrate faithfulness to the charter?**

### *A. Mission*

The Bentley Academy Charter School founders possess the unyielding belief that paths toward educational and personal fulfillment all begin with a strong elementary school experience that equips students with the skills necessary for later success in college and career. To ensure this strong educational foundation, students deserve opportunities and choices which are not currently available to all students in our community. Therefore, the founders have designed BACS around the following mission:

Bentley Academy Charter School prepares all of its students for personal and academic success to get to and through college. Through a combination of high academic standards, data-derived instructional methods, and community supports and partnerships, Bentley Academy Charter School establishes the critical foundation necessary for students to thrive as they advance in their academic careers.

### *Vision*

BACS students will achieve at the same high levels regardless of socio-economic status, race, or other element of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BACS will eliminate the achievement 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 Bentley Academy Charter 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 the curricula and 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 an extended school day and year.
- 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 the BACS ethic.
- 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 as scholars.

## *Core Values*

Our core values guide our work toward achieving our mission. Scholars and staff members alike commit to exemplifying these values in and out of school. The core values are used as the basis for our behavioral systems, are explicitly taught to our students, are shared with the families and communities who support our students, and drive everything we do at Bentley Academy Charter School.

**Grit:** We believe that challenges are a means to improvement, and that we can improve by working hard. We are learners, first and foremost, and show perseverance in everything we do.

**Integrity:** We believe in doing the right thing even if it is the hard thing. Having integrity means always telling the truth and taking responsibility for our actions, even when we make mistakes.

**Collaboration:** We believe it is essential to work together to reach our goals. We share ideas and listen respectfully to the perspectives of others. We value all members of our community and their unique contributions.

**Discipline:** We believe that with hard work, we can reach our goals. By being engaged and focused, and adhering to a code of conduct, we can achieve our best and help others do the same.

**Zest:** We believe curiosity and enthusiasm create a positive learning environment, and make hard work easier and more fun.

## ***B. Key Design Elements***

### *The Turnaround Challenge*

Bentley Academy Charter School occupies a relatively new and innovative space in education reform. Rather than opening its doors as a completely new school as most charter schools do, the founding group and Salem School Committee have committed themselves to *turning around* an existing school that has experienced half a decade of decline. School Turnaround has become a popular topic in national education reform due to the federal government's Race to the Top program and locally due to Massachusetts' 2010 Act Relative to the Achievement Gap that established accountability levels for all of MA's public schools.

Though turning around a school presents challenges that starting a school from scratch does not, we firmly believe that a high-quality education is the most direct path to economic opportunity and that every student at Bentley Elementary deserves the opportunity to access this kind of transformative program. This belief is born out not only in anecdotes but in published research that shows that Americans with a Bachelor's

degree earn approximately \$1,000,000 more over their lifetime than those with only a high school diploma.<sup>2</sup>

The key design elements described below, though not unique to BACS, differ from Bentley of the past and from traditional Salem public schools in ways which will allow for the realization of our mission to give all students at our school the foundation and tools to pursue an advanced education regardless of their family background. A Mass Insight report called *The Turnaround Challenge* named several strategies that have shown promise in turnaround schools and that we have included in our design of the school turnaround wherein Bentley Elementary will become Bentley Academy Charter School. These strategies include an extended school day and year; clear and consistent student expectations and discipline; differentiated instruction; and a collaborative staff culture that prioritizes continuous improvement.<sup>3</sup> The school turnaround research in addition to our belief that education can change lives for the better have informed the following key design elements.

The design elements described here, and throughout the application reflect BACS leadership educational philosophy and are essential for the school to succeed. Many of these elements would be impossible to implement or achieve without the autonomy provided by a Horace Mann Charter School as described below.

*1. A culture of achievement:* The BACS community will build a culture that values hard work and its outcomes by communicating high standards for all students without exception; consistently discussing and encouraging goal setting and progress monitoring for students and adults; prominently displaying visuals reflective of achievement and college attendance; publicly commending individuals on goal attainment; and reinforcing this culture across staff, students, and families. Regardless of a student's background or ability, BACS will achieve its mission by helping each student grow to his or her fullest potential and have the maximum number of choices for future educational opportunity.

Implementing a comprehensive school culture of high expectations requires teachers to engage with each other, with administration, and with students and families in a fundamentally different way. To ensure that this can happen, the school must have staffing flexibility and the right to have higher expectations of teachers. These kinds of flexibilities are found in the autonomy granted by a charter.

*2. Rigorous and comprehensive curricula:* BACS teachers will develop demanding curricula to appropriately challenge each student based on their skill level and capacity. Through a combination of flexibility and support, our educators will have the ability to choose the coursework and resources that best serve their students, along with access to data, materials, collaboration with peers, and outside expertise to effectively result in proficiency.

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<sup>2</sup> Julian, T. & Kominski, R. *Education and Synthetic Work-Life Earnings Estimates*. American Community Survey Reports, ACS-14. U.S. Census Bureau, Washington, DC. (<http://www.census.gov/prod/2011pubs/acs-14.pdf>), 2011.

<sup>3</sup> See *The Turnaround Challenge*, Mass Insight and Education Research Institute, 2007.

Providing teachers the time and tools to understand what this looks like for each of their students is not possible without the freedom from traditional teacher schedules and requirements.

*3. Differentiated instruction:* Data is a powerful tool to inform which students need what types of interventions. Providing this information to teachers along with strategies for how to tailor instruction can allow individual students and groups of students to receive precisely what they need to advance toward their goals. BACS values how data enhances teaching, and equips teachers with data to identify students needing support or challenge and the training to apply appropriate techniques to help every student succeed at the next level.

District systems that dictate the methods by which students should be taught are not effective for the kinds of challenges that turnaround schools face. The ability to tailor curriculum scope and sequence to meet the needs of individual students is not possible without the freedoms provided by a charter.

*4. Excellence in leadership and instruction:* BACS' core value of collaboration and respect are integral to the culture of the school and critical when hiring a strong leader and an unparalleled teaching corps. Administrators will have extensive instructional and management experience, with exceptional collaboration and talent development skills to ensure the highest quality teaching. Regular observations, constructive and applicable feedback, and professional development ensure teachers grow, not just work. Teachers at BACS must be committed to the mission, willing to embrace the core values, and eager to participate in a culture that is constantly striving to be better. Recognizing that this is not the environment that every teacher wants to work in, the Head of School at BACS needs the full autonomy to assemble a custom team of teachers and staff members without having to prioritize seniority.

*5. Expanded learning day and year:* Research is very 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 – simply require more time than available in the standard school schedule.<sup>4</sup> “More time, used well” translates into a BACS student’s school day from 7:30 a.m. to 3:30 p.m.; a school year that offers ten more days; and optional Saturday Scholars and Acceleration Academies programs that allow for even more targeted instruction and enrichment. For teachers a longer day and year enables a school day that is customized to allow for considerable common planning time, allows for built in professional development, and provides a full two weeks of teacher collaboration and preparation before students arrive. This kind of calendar is not possible within the current collective bargaining agreement, but is an essential element of achieving a complete school turnaround at Bentley.<sup>5</sup>

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<sup>4</sup> Farbman, D. *The case for improving and expanding time in school*. The National Center on Time & Learning, Boston, MA, 2012.

<sup>5</sup> For more see The National Center on Time & Learning ([www.timeandlearning.org](http://www.timeandlearning.org)).

*6. Partnership:* Schools and teachers do not operate in vacuums, and thus require strong partnerships with all the different people and organizations that have an impact on students' lives. Teachers and administrators will partner to determine the most effective teaching materials and methods. The school will partner with families to ensure a culture of achievement and support is provided to students outside the school day. Students are treated as partners in their own learning and that of their peers, respected as individuals and trusted to do their best when provided appropriate guidance and support. And BACS will partner with SPS and other community organizations to provide a full range of supports and services for the students.

Blueprint Schools Network has served as the Bentley restart's EMO for the 2014-2015 school year. The non-profit has supported the school through the joint selection of the Head of School, supervising and evaluating the Head of School, establishing and monitoring the Math Fellows Program, and conducting site visits to give Bentley restart administrators and teachers feedback on school operations and instruction with concrete recommendations for next steps. It is the Board of Trustees intent to maintain this relationship with the emphasis on the partnership being on the Math Fellows program and site visits.

The school needs freedom from district structures and requirements to provide the flexibility to enter into important partnerships quickly.

These six elements combined with comprehensive application of our core values supported by the important autonomies of a Horace Mann III charter will lead to immediate and noticeable changes at BACS and vastly improved educational outcomes for all students at the school.

*In the first month of school:*

100% of BACS scholars will

- complete a comprehensive orientation teaching academic and behavioral expectations and norms.
- complete reading and math diagnostics, and set rigorous academic goals based on the results.
- establish a routine with their teacher and peers that helps them focus each morning.
- be excited to come to school each day ready to learn, to challenge themselves, and to begin their paths to college.

100% of BACS teachers will:

- develop, modify, and personalize curricula, lessons, and assessments to meet the needs of all their students including those who are English Language Learners and/or who have disabilities.
- consistently communicate with their students' families regarding both positive student performance and areas where help at home can lead to improvement.

100% of BACS families will:

- receive multiple contacts from a staff member directly involved in their child's education, including, in a majority of instances, a home visit from their child's teacher.
- understand they are important to the learning process of their students and that the school values their contributions.
- have had a voice in choosing the representatives for a Parent Advisory Council.

BACS community members will:

- see positive changes at BACS and consider the school as a source of pride for Salem.
- be impressed by the level of rigor in instruction and the excitement scholars show toward learning and achieving their goals.

*In the first five years of operation:*

- The Bentley Academy will have exited out of Level 4 state accountability status.
- 60% of Bentley Academy 5<sup>th</sup> grade students will be scoring proficient or advanced in ELA and math as measured by PARCC.
- The Bentley Academy will have comparable achievement to some of the Commonwealth's most successful charter schools.
- 100% of the initial 5th grade cohort will be enrolled in high school, excelling academically and otherwise setting and achieving stretch goals for themselves.
- Graduates in middle and high school will be invited to keep in touch with BACS, and will return intermittently to the school for Town Hall meetings as community role models or to serve as mentors for current students.
- SPS and BACS will have created a professional learning community to share best practices and complete Instructional Rounds together to improve student achievement for all Salem students.
- Community partnerships will have been established to maximize each student's elementary school experience. Students will benefit through exposure to a variety of professions and opportunities outside the school. The community gains first-hand insight into the work happening at BACS and develops pride in and connection with the school.
- The Board of trustees will have added new members, and will have strengthened its profile in the community to attract talent and leadership.
- The Parent Teacher Organization Advisory Council will actively engage families, serving as a conduit for information between families and the school to identify and address problems early. They will be instrumental in helping recruit new families who might be not well served by traditional school options.
- BACS will have a MA Board of Elementary and Secondary Education review and will have the charter renewed for another five years.

*Within ten years of founding:*

- Ninety percent of BACS scholars will be scoring proficient and advanced in ELA and math as measured by MCAS (or PARCC).
- Two classes of the original cohort of students will be excelling in college.
- Graduates will regularly be invited back to campus to share their high school and college experiences and encourage current Bentley Academy scholars to remain focused on their goals.

### ***C. Description of the Community to be Served***

#### ***The Turnaround Challenge at Bentley Elementary School***

Initial turnaround efforts began in 2012 to address several years of declining student achievement that landed Bentley Elementary in Massachusetts Level 4 status. The improvement strategy chosen by the local stakeholder group, Bentley administration, and Salem Public Schools was the ‘transformation’ model and after 1.5 years of best efforts it became clear that it was not achieving expected student outcomes. Bentley Elementary did see improvement in overall achievement on the 2014 MCAS, which is a positive sign and solid building block for BACS. However the school still remains in Level 4 designation with student achievement in the 7<sup>th</sup> percentile state-wide. Last school year, Bentley Elementary did not meet its Cumulative PPI targets for any subgroup. Proficiency rates were 30% behind the state average for ELA and science, and 20% behind in mathematics. More specifically, students with disabilities at the Bentley had a CPI 20 points less than their state-wide peers in both ELA and math. ELLs at the Bentley had a CPI 20 points behind the state average in ELA and 12 CPI points behind in math.<sup>6</sup>

The Salem School Committee, looking for a bold alternative to serve the students at Bentley Elementary, launched a multi-year effort to turnaround Bentley facilitated by Empower Schools, an independent non-profit. The turnaround effort partners Bentley Elementary grades three to five with Blueprint Schools Network in the first year (school year 2014-15) under the ‘restart’ model and then seeks a Horace Mann Charter for kindergarten to grade five in the second year (school year 2015-16) to ensure the continuation of critical autonomies for success.<sup>7</sup> This innovative approach that provides a school a ‘fresh start’ while not displacing any students is the first of its kind in Massachusetts.<sup>8</sup>

#### ***Salem, MA and Salem Public Schools***

Salem is a vibrant, diverse, community of more than 42,000 people and some of the area’s most impressive cultural institutions; the Peabody Essex Museum, the Salem

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<sup>6</sup> For historical MCAS scores for Bentley Elementary, please see <http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=02580005&orgtypecode=6&>

<sup>7</sup> In May 2014, the School Committee signed an MOU that served as both the management agreement to comply with the federal ‘restart’ model requirements and the MOU A as required by MA charter school law. The MOU can be found as an attachment to this application.

<sup>8</sup> UP Education Network also performs school turnarounds but has never done so as a ‘restart to Horace Mann’ model.



Maritime National Historic Site, and the House of Seven Gables are among the attractions that share Salem's rich history and cultural offerings with the region and the world. Each of these institutions is an opportunity to expand curricular offerings for BACS students, and create the comprehensive, rigorous curriculum at the heart of BACS. A number of local educational institutions such as Salem State University, Endicott College, Montserrat College, and Gordon College provide an academic orientation for the community, but unfortunately, the percent of Salem residents lacking a high school, Associates, or Bachelor's degree continues exceed the state averages.<sup>9</sup> These colleges and universities are an opportunity to bring to life the college going goal that we expect every BACS student to embrace and help reverse that trend for Salem.

The founding group of Bentley Academy Charter School is excited to partner with Salem Public Schools. Salem is home to a selection of impressive public schools and public school options including a Commonwealth Charter School, an innovation school, and another Horace Mann Charter School. However, like every urban school district in America, there are low performing schools that have proven very difficult to improve through traditional means. The fact that SPS has shown the leadership to make the necessary changes to improve outcomes for its students reinforces our desire to partner, share our findings with the district, and learn from the best of what Salem has to offer.

#### *Bentley student demographics*

During the 2013-2014 school year, Bentley Elementary had Salem's highest percentage of low income students, second highest percentage of special education students, and highest percentage of English language learners (not including a dual language program at a different school) and data show that these students have significant progress to make in order to be prepared for a middle school experience. However, the district wide student achievement for elementary students in these same categories is equally discouraging. By fifth grade, only two of Salem's seven elementary schools have more than 50% of low income students scoring proficient and advanced in either ELA or math. Based on this data, the founding group believes there is a clear need for a college preparatory program focused on the needs of Salem's at risk student population.

Every student enrolled in Bentley Elementary School in school year 2014-15 will have the opportunity to continue their education at Bentley Academy if they so choose.<sup>10</sup> In August, 2015, BCAS will open as a Kindergarten through 5th grade school serving approximately 275 diverse students. Current Bentley K-5 student demographics (from the 2014-15 year) show 85% of the students coming from low-income households, 14% are students with disabilities, and over 16% are English Language Learners.

Having been a part of the Bentley Elementary community during the 2014-15 school year, the founding group has considerable knowledge of the community that Bentley Academy will serve and the challenges facing those communities.

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<sup>9</sup> See the Metro Boston Data Common <http://metroboostondatacommon.org/snapshots/cities-and-towns/salem/education/> 2014.

<sup>10</sup> MA law allows for priority enrollment for the students in the traditional school that will be closed and turned into a charter school.

- Many of the students that will enroll at BACS will be academically behind their peers in other Salem elementary schools. For them we will tailor everything we do to help them not just catch up, but excel.
- Many of the students will be English Language Learners, many who are immigrants, whose parents do not speak English and some who may not even be American citizens. For them we will ensure that they have every support necessary to access the same high quality curriculum of native English speakers and have specifically designed enrichment and cultural activities that embrace and respect the diversity of familial backgrounds at BACS. For their parents we will continue to offer the very successful citizenship and language classes started by a former Bentley parent and will have staff members that can communicate with them in their preferred language and reflect their own culture.
- Many students will be first generation high school graduates or college students. For these students we will make sure that they begin to see themselves as ‘college material’ and that they understand the choices that they will have if they take their education seriously.<sup>11</sup>
- Many of the students come from homes where parents are working multiple jobs and are unable to participate in traditional parent engagement opportunities. For these parents we will go to them, on their schedule, and listen to their hopes and dreams for their child thus creating a relationship that would not happen if we waited for them to come to us.

The challenges are considerable, but not insurmountable. In fact, we believe that each of these challenges can be seen as an opportunity to rethink how school is delivered to this community and a chance to create innovative structures and systems that are specifically tailored for this community.

### *A Capable Team to Serve the Community*

The founding group and board of trustees have a wealth of experience in school turnaround as well as roots in Salem itself. Justin Vernon, current principal of the Bentley Restart is a Salem resident and parent. Mr. Vernon also has prior turnaround experience; when Boston Public Schools decided to close the Roger Clap elementary school due to underperformance, Mr. Vernon saw an opportunity. He reopened the school as an Innovation School and led an immediate transformation from a level 3 school to a Level 1 school in just one year – the only school in BPS to do so that year.<sup>12</sup> The Head of Operations of the Bentley Restart, Marlena Afonso, is another member of the founding group. She comes from Blackstone Academy Charter School, a college preparatory charter school, where she was the founding special populations team chair. Under her

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<sup>11</sup> Engle, J., Bermeo, A., & O’Brien, C. *Straight from the Source: What works for first generation college students*. Pell Institute for the Study of Opportunity in Higher Education, Washington DC, 2006.

<sup>12</sup> See <http://profiles.doe.mass.edu/mcas/mcascharts2.aspx?linkid=33&orgcode=00350298&fycode=2013&orgtypecode=6&> for student achievement data.

tenure, Blackstone Academy became one of the highest performing schools in Rhode Island.

Additionally, founding board members John Casey, Rachel Hunt, and Christine Sullivan are all Salem residents with deep connections to local businesses, institutions, and causes. The current Head of Student Success for the Bentley Restart, Marquis Victor, attended Salem State and grew up in the area, two founding lead teachers of the Restart live in Salem, and a current Salem School Committee member (also a Salem resident) are also part of the founding group.

In addition to the strong local presence and experience, Matt Spengler and Sarah Toce bring valuable outside expertise to the founding board and group. Ms. Toce is Policy Director at Empower Schools, a non-profit organization, where she led the effort to ‘Restart to Horace Mann’ for Bentley Elementary. Ms. Toce was a member of the founding group and will continue as a founding board member. Mr. Spengler is Executive Director of Blueprint Schools Network, the key design and operational partner for the restart during the 2014-15 school year. In 2010, Blueprint was asked to help plan and implement a comprehensive turnaround plan for ten low-performing schools in Denver. Within one year of Blueprint’s involvement, student achievement in these schools was not only on the rise, but was outpacing the district in both reading and math. In addition, all of the schools that implemented all five of Blueprint’s core strategies were in the top 13% of schools for student growth state-wide in math after one year of implementation. Student achievement continued to improve in the second year after implementation as well. The elementary schools that implemented Blueprint’s five strategies also saw significant growth, jumping from 32% to 50% proficient and advanced in Math, 32% to 43% in Reading, and 20% to 30% in Writing.<sup>13</sup> Mr. Spengler will not be a founding board member as Blueprint might continue to provide contracted services to the school.

As described above, the founding team has considerable experience working with at-risk students to achieve favorable outcomes. But their talent does not need to operate in a vacuum; they are part of a system of carefully considered strategies and school design elements which have been crafted specifically to address the needs of the Bentley school population. Based on the skill of the staff and the structures explained in section B above, BACS will helping students, particularly Salem’s high needs students, achieve the foundation that they need in order to advance their academic career and retain all the professional options that a strong academic background provides.

#### *Community Involvement in Structuring the Plan*

The school also benefits from active support from SPS, school parents, and the community. The restart plan was shared with the broader community throughout its development. SPS, Blueprint Schools Network, and Empower Schools solicited and received feedback from teachers, parents, and the community through communications and in-person meetings at the school. The Salem School Committee was briefed

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<sup>13</sup> See <http://blueprintschools.org/our-approach/results> for Blueprint Schools Network’s student achievement data.

numerous times by SPS leadership and Empower Schools on the development of the plan, and was asked for input along the way. All but one of the school committee meetings were public meetings where teachers, parents, and community members were invited to attend. Many did, providing critical feedback during the public comment period. SPS, Blueprint, and Empower representatives have shared data, the key components of a restart model and a Horace Mann charter school, and the Blueprint strategy since March, and actively encouraged input.

Individual stakeholders have been involved in the process as well, from assistant superintendents to the acting co-principal and former assistant principal of Bentley Elementary. Existing partnering programs and institutions were all involved in planning for the current year at Bentley and the future at BACS, sharing their invaluable understanding of current processes and systems at Bentley and what changes might be the most impactful. Please see attached letters of support from parents and community organizations.

#### *Why a Horace Mann Charter School?*

During the initial stages of the partnership, Salem Public Schools, Blueprint Schools Network and Empower Schools discussed possible next steps after Bentley became a Restart model school. Under state law, once a school has exited Level 4 status, a school may be unable to maintain its autonomy, and potentially will revert to the same procedures and practices that hampered its success in the first place. We believe that autonomy in hiring and developing mission-aligned staff, expanding learning time, accessing and utilizing data for decision-making, and creating differentiated curricula for students are necessary conditions for Bentley to succeed as a turnaround school and into the future. A Horace Mann Charter School is the best option for the school to maintain these essential features while continuing as a resource for all students of Salem, particularly the most vulnerable and highest-need students who deserve every same opportunity for college and career preparation at the elementary level.

On May 5, 2014, the Salem School Committee voted in a 5-2 decision to commit to the partnership with Blueprint Schools Network to operate a Restart model school in 2014-15 and to seek a Horace Mann III charter school for the 2015-16 school year. The Memorandum of Understanding, signed May 29, 2014, governs the partnership in the Restart year and serves as the MOU A for the Horace Mann Charter School. The board-approved contract reflects a truly collaborative process to develop the vision, the plan, and the agreements.

#### ***D. Enrollment and Recruitment***

Bentley Academy Charter School is committed to serving every student that is currently enrolled in Bentley Elementary School and thus has committed to opening its doors as a full K to 5 school rather than ‘aging up’ from a single kindergarten class. This ensures that every student currently enrolled in Bentley has the opportunity to access the

new program and the benefits that come with being a part of the high expectations, college preparatory community.<sup>14</sup> It is ultimately up to the parents and the students to decide if they want to remain a student at Bentley during this transition, but we are confident that with a strong recruitment and retention plan we will be able to re-enroll the vast majority of the current students and add new ones as well.

Enrollment trends at Bentley have been disappointing in recent years, declining considerably since 2010, perhaps in part as a reaction to falling student achievement results. The demographics of the Salem community are expected to hold relatively constant over the next five years, but we expect enrollment at BACS to increase as the school’s reputation for academic excellence grows and as positive results from the changes during turnaround are established over time. The physical campus has the capacity to support a student body of over 400 students, so while enrollment has been closer to 300 students over the past few years, the projections below account for growth based on the impact that becomes increasingly visible as a result of the BACS school design and subsequent demand from families in the community to participate in the BACS program.

	K	1	2	3	4	5	Total
2015-16	55	55	50	45	40	30	275
2016-17	55	55	55	50	45	40	300
2017-18	60	60	55	55	50	45	325
2018-19	60	60	60	55	55	50	340
2019-20	60	60	60	60	55	55	350

In the 2013-14 school year, Bentley Elementary enrolled 292 students and due to programmatic shifts within the district outside of the school’s control enrollment dropped to 252 students in 2014-15. Through a combination of increased retention, marketing, and outreach (see Section IV B for the Recruitment and Retention Plan) and a strong track record of success for our students, we believe we will be able to grow the enrollment of the school steadily and within 5 years have almost recaptured the original enrollment of Bentley Elementary.

It is hard to determine what the average student attrition rate is for Bentley as the enrollment has been significantly affected in recent years. Our enrollment projections assume a constant enrollment due to either 100% retention or enrolling new students in any seats that becomes vacant in a given grade. We believe that our academic program will provide the necessary supports and challenges, and that our school culture will develop in students a commitment to our mission and an internalization of our core values, so that attrition from our program is minimized. There may continue to be a rare instance of a student who must be retained, and there will always be circumstances

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<sup>14</sup> Students currently enrolled in Bentley Elementary School are guaranteed a spot at Bentley Academy Charter School upon completion of the application by the due date. We will make every effort to ensure the easiest possible process for completing the application for all families at Bentley.

beyond the realm of control of the school such as when students move out of the area, but otherwise we believe that every student that starts BACS kindergarten will have the opportunity to complete 5th grade. Our projections below assume an ambitious but reasonable target.

Students will be able to join BACS in Kindergarten, provided their fifth birthday has occurred by August 1 of the year in which they will begin Kindergarten, and provided that the conditions and processes of the lottery have been executed as per the charter. Students will be able to join BACS at any other grade level with seats available, provided that the conditions and processes of the lottery have been met and the student has met the BACS criteria required for promotion from their previous educational environment. Applicants with a sibling (or other family member from the same household) already enrolled at BACS for the same year being applied for will be granted preference over seats assigned per lottery to applicants with no sibling connection. More enrollment details are available in Section IV C (Enrollment Policy and Application for Admission). The Head of Operations will manage the enrollment process along with all matters of compliance and reporting, as she currently does for the Bentley School. Because this position is staffed during the Turnaround and the same processes can be continued, there will be no barriers to completing and submitting enrollment data to DESE in March, 2015.

#### *Communicating to the Salem Community*

On page 23 we describe our use of home visits to increase parental engagement, and connection to the school. We believe that word of mouth is a particularly strong tool in getting the word out about the educational program at BACS- a satisfied family is the best communication tool a school can have and we will strive to make every family that attends BACS a highly satisfied one. We are confident that the families of students currently enrolled in grades 3 to 5 of Bentley Elementary will help us spread the word to others. We also intend to reach out to families of students in grades K to 2 through similar means. These families might not fully understand what is happening at the school and it is up to us to reach out to them. We have already begun to do so through school wide invitations to grade 3 to 5 events and making ourselves available to parents in their native language at the school so they can ask questions.

In addition to personal referrals, BACS has already begun to implement a multi-pronged communications strategy that will ensure that even the hardest to reach families in Salem will know about the opportunity that exists at BACS. This communications plan is focused on going to where the parents are rather than expecting the parents to come to us. We will create informational flyers translated into each of the major languages spoken in Salem (this includes Spanish and Portuguese and distribute them in person in centers of community activity like churches and other places of worship, community centers, public libraries, and popular community events. BACS will also participate in as many SPS sponsored activities as possible, always making sure to have multilingual representatives of the school present so no family is denied information due to a language barrier.

### *Parent and Community Support for BACS*

Throughout the process of developing BACS we have been encouraged by the strong parental and community support. If enrollment in the Restart grades of Bentley during SY 14-15 are any indication, we have reason to believe that a majority of families will choose to keep their child enrolled as it transitions to BACS. Parental and community support is exhibited in a number of letters of support found in Section VI of this document.

## **II. How will the School demonstrate academic success?**

### ***A. Overview of Program Delivery***

#### *Core strategies revisited*

The six core strategies outlined earlier in this document are the foundation on which the education program of Bentley Academy Charter School is built. These strategies are based on a significant and growing body of research, particularly research focused on urban schools and turnaround schools, and our own experience with and exposure to high performing urban schools.<sup>15</sup> Below is a more thorough discussion of how each strategy will come alive at BACS.

#### *Create a culture of achievement*

Short term achievement for the students of BACS will look different for each because of their different starting points. What will not look different are the high expectations that will be set and maintained throughout the year for their academic effort, their personal behavior, and their extracurricular endeavors. Each and every BACS student, regardless of their starting point, will be expected to focus on a goal of becoming a collegiate scholar and will pursue that path from day one with the help of the staff and the surrounding community. Setting high expectations for all students, regardless of their current academic achievement, benefits the whole community and places a premium on effort, determination, and perseverance.<sup>16</sup>

College going culture: From collegiate banners on the wall to the opportunity to wear college branded apparel on non-uniform days, BACS will be steeped in a college going culture. Rather than 1st graders or 5th graders, BACS students will be in the habit of referring to themselves and their peers by their college graduation year, for example, the first cohort of third graders will refer to themselves as “Class of 2029”.

Teachers will embody the college going attitude as well by displaying prominently their college memorabilia, sharing stories with the students about their

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<sup>15</sup> Selected resources from Mass Insight and Education Research Institute, *The Turnaround Challenge*. 2007; Carter, S.C., *No Excuses: lessons from 21 High performing, high poverty schools*, The Heritage Foundation, 2000; and Chenoweth, K., *It's being done: academic success in unexpected schools*, Harvard Education Press, 2007.

<sup>16</sup> Lemov, D. *Teach like a champion: 49 techniques that put students on the path to college*, Jossey-Bass, 2010; and Tough, P., *How children succeed: Grit, curiosity, and the hidden power of character*, Houghton Mifflin Harcourt, 2012.

experience in college, and using language that reflects this culture. For instance, a particularly good answer from a student might elicit a response from the teacher similar to, “That is a college answer, John!”

Social-emotional development: For students, especially first generation students, to be successful in middle school, high school, and eventually college, they must have a strong social-emotional skills foundation.<sup>17</sup> The five core social emotional core competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision making.<sup>18</sup> Explicitly teaching students appropriate social emotional competencies in school will be a main focus during the first two weeks of school and will continue throughout the rest of the year through two pathways- morning meeting and a comprehensive behavioral system.

The Morning Meeting format used at the Bentley Elementary School in the previous year will continue and will be a major lever for teaching students social-emotional skills in school and beyond.<sup>19</sup> Morning Meetings will have focus on teaching and reflecting on BACS’ core values as well. Content for Morning Meeting will be adapted and differentiated to meet the needs of each grade level and every classroom.

A clear and consistent behavioral expectation system developed with social-emotional skills in mind will be implemented early and will increase in complexity throughout a child’s education tenure at BACS. A Dean of Student Success will ensure that students are knowledgeable about the school’s core values and what is expected of them at all times and will monitor students’ progress towards fully embodying the behavior of a BACS student. The students in grades 3-5 will continue a demerit/merit system based on our core values, similar to many successful charter schools. Students in grades K-2 will use an adaptation of the system that allows students to learn more clearly from their teacher how they are doing socially and have opportunities to change their behavior to get back on track.

If students need additional social-emotional supports we will offer many options. Our bi-lingual school adjustment counselor (English and Spanish), who will serve students whose IEPs indicate a need for counseling, and the Dean of Student Success will work with specific students to offer multi-week social social-emotional skills classes for small groups of students. Students requiring further supports may be referred to the school’s IST (the district-wide Intervention/Support Team model) led by the Student Support Coordinator (responsible for special education coordination). Members of the team will work collaboratively to put tailored plans in place for struggling students. In addition, we will work closely with the district assigned Behavioral Specialist if necessary. This person will be helpful in observing students, offering on the spot support, and constructing tailored behavior plans as well.

<sup>17</sup> Rimm-Kauffman, S., Larsen, R. & Baroody, A. *Efficacy of the responsive classroom approach: Results from a three year, longitudinal randomized control trial*, University of Virginia, 2012

<sup>18</sup> Dymnicki, A., Samboldt, M., & Kidron, Y. *Improving college and career readiness by incorporating social and emotional learning*, American Institute for Research, 2013.

<sup>19</sup> See more at <https://www.responsiveclassroom.org/>



### *Develop comprehensive and rigorous curricula*

One's first college seminar is not the right time nor place to be experiencing rigorous coursework for the first time. Too often our students arrive at college unprepared for the rigors of the classroom and are required to take remedial classes on their own dime for no credit.<sup>20</sup> We believe that it is imperative that a student's first exposure to curricula that challenges, excites, and rewards be early in their educational career, not the first time they sit in Sociology 101.

Challenging habits and coursework: Scholars at BACS will be encouraged to challenge themselves on a regular basis, reading a book recommended for a higher grade level, or pushing ahead in math when it makes sense. These kinds of academic stretches will not only benefit academic achievement, but will also develop the non-cognitive skills that are important to a student's success in middle and high school, in college, and in their future career.<sup>21</sup>

Exposing students to texts that are at and above grade level is particularly important to prepare students for the kind of rigor that they will face late in their educational career because "text difficulty is reduced over time when students only read things that they can. A fifth grader reading at the fourth-grade level who only reads fourth-grade books will not be prepared for sixth grade."<sup>22</sup> This is a practice the Bentley 3-5 teachers are engaging in this school year and will continue to implement in future years as BACS. All grade levels began the school year reading novels that were at grade level or beyond (e.g. 4th grade read *Seedfolks* by Fleishman).

The AVID (Advancement via Individual Determination) Elementary program is designed to help students prepare for and succeed in college through a focus on four components: student success skills; organizational skills; writing, inquiry, collaboration, organization, and reading; and partnerships.<sup>23</sup> We will introduce AVID in grades four and five and begin piloting AVID practices with the third grade. This program started in high schools across the country and has expanded into middle and elementary schools due to its success.<sup>24</sup> Third through fifth grade teachers will be trained on AVID and will teach those crucial study skills and habits to our students as a means of increasing success. In addition, participation in AVID gives teachers access to curriculum materials, which have recently put an emphasis on text complexity and close reading exercises. Students will be given homework every night that is meaningful, builds on concepts from

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<sup>20</sup> The MA Department of Higher Education reports that 38% of students enrolled in public colleges and universities in MA had to take remedial coursework during their first semester <http://www.mass.edu/aboutus/documents/2013-12-10MathPathways.pdf>

<sup>21</sup> Knudsen, E. I., Heckman, J. J., Cameron, J. L., & Shonkoff, J. P., *Economic, neurobiological, and behavioral perspectives on building America's future workforce*, Proceedings of the National Academy of Sciences, 103(27), 10155-10162. 2006; and Casner-Lotto, J., & Barrington, L. *Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century US workforce*, Partnership for 21st Century Skills, 2006.

<sup>22</sup> Fisher, N., Frey, D., & Lapp, D. *Text complexity: Raising rigor in reading*, International Reading Association, 2012.

<sup>23</sup> For more see <http://www.avid.org/research.ashx> and for information on its impacts at the elementary level see Cunningham, A., Redmond, C., Merisotis, J. *Investing early: Intervention programs in selected U.S. states*. Institute for Higher Education Policy, 2003.

<sup>24</sup> Johnston, D., Nickel, P., Popp, J., & Marcus, M. *Validation of the AVID certification self study (CSS): A measure of AVID secondary program implementation fidelity*, 2010.

the day's work, and extends thinking and student processing. Consistent with AVID, students will write their assignments in an agenda every school day. Parents will sign the students' agenda once these homework assignments are completed.<sup>25</sup>

Student and curricular differentiation: BACS teachers will use the summer professional development time to create curriculum maps tailored to meet the needs of our students. The maps created are reviewed on an on-going basis and build logically allowing students to use prior knowledge to make sense of new content. Activating prior knowledge is crucially important for our English Language Learners.<sup>26</sup> BACS teachers will expose students to multiple strategies to work through a given type of problem. Teachers will pull from multiple curricula such as EngageNY, Singapore Mathematics Program, Do the Math (Scholastic) and others for a wide range of choices based on student needs. These three named curricula in particular offer students high quality visual models, a strategy which is important for ELL students and students that learn best visually.<sup>27</sup> Emphasis on multiple strategies and visual models increases fluency and conceptual understanding of mathematics.

We believe strongly that curriculum should not be static. Curriculum needs to be changed, tweaked, and adapted based on the needs of our students and its effectiveness. The summer's professional development will focus heavily on analyzing student data and creating curriculum maps based on the Common Core State Standards. Teachers will look at multiple data points to select power standards (ELA: Key Ideas and Details & Craft and Structure, and in Math: Operations and Algebraic Thinking). These data points include MCAS data from multiple years, Benchmark Assessment Data, writing prompts, and Achievement Network results from the previous year. From there teachers will create assessments and long-term plans using Understanding by Design principle.<sup>28</sup> This was high impact work for our teachers and will be something we do over the coming summer as well.

Curriculum revision will also happen on an on-going basis. Teachers will use interim assessments from Achievement Network to create detailed data action plans and new unit plans based on assessment results. Teachers also make curricular changes day to day based on quizzes, 'do nows', and exit tickets to ensure that students are getting the support they need and progressing at the appropriate pace.

Beyond 'the 3 Rs': A comprehensive and rigorous curriculum includes core academics as well as visual art, music, physical education, foreign languages, and many other options that supplement and complement the knowledge and skills being learned in math, ELA, social studies, and science. Every student at BACS, regardless of their academic standing

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<sup>25</sup> McAndrews, S. (developed by) *AVID: Advancement Via Individual Determination foundations: Implementations guide*, Avid Press, 2010.

<sup>26</sup> Bresser, R., Melanese, K., & Sphar, C. *Supporting English Language Learners in math class*, Math Solutions Publications, 2009.

<sup>27</sup> Jacobson, J., Johnson, K., & Lapp, D. *Effective instruction for English Language Learners: Supporting text-based comprehension & communication skills*, Guilford Press, New York, 2011.

<sup>28</sup> Tomlinson, C., & McTighe, J. *Integrating differentiated instruction & understanding by design: Connecting content and kids*, ASCD, 2006.

will have visual art, music, and physical education every week. The additional time in the daily schedule allows for 60-minute specialty classes for each student four times per week. Partnering with the district to provide expanded choices for the students of BACS is also important. Many of this year's 4th and 5th grade students have participated in the district-wide band program which we intend to continue as a Horace Mann Charter School.

In addition, every student will have the opportunity to engage in our Friday Choice Time, an extra opportunity for enrichment opportunities. Implemented this year at the Bentley restart grades 3-5, Friday Choice Time has been a highly successful program. Students get to choose an enrichment activity they enjoy or try something new based on the options provided by BACS teachers. Among the options that Bentley students have asked for and chosen this school year are bracelet making, scrap booking, board game play, free computer time, poetry reading and writing, fitness boot camp, free painting, community service, and beginner knitting. As BACS continues to establish partnerships with community organizations and businesses, these options will expand dramatically for students.

#### *Differentiate instruction*

Inclusion: One of our great points of pride at the Bentley restart grades three to five is the diversity of our students participating in our inclusive school environment. As previously mentioned, the current demographics of Bentley and the assumed future demographics of BACS include high levels of students from low income backgrounds, a considerable number of English language learners, and a significant number of students with different learning needs. Research shows that inclusion of special education students in general education classrooms is important for overall academic achievement in the classroom. At BACS we believe fully in inclusion and the research that supports inclusion, and we look for as many opportunities as possible to include our scholars in the general education setting, and offer a continuum of academic services (including substantially separate options) for our students to be successful.<sup>29</sup> Our scholars need this type of differentiated support seeing that the percentage of students scoring proficient and advanced on the 2014 MCAS was nearly half that of the state in both ELA and science.

Student groupings: All students will move from heterogeneous, inclusive core classes into homogenous groups for intervention and enrichment blocks that occur twice a day for all students. All students will participate in a carefully tailored 30 minutes of ELA intervention/enrichment and 30 minutes of mathematics intervention/enrichment daily. During these times, students are assigned to small groups and given tailored instruction to fit their needs based on data. Teachers work collaboratively during common planning time to analyze multiple data points to create student groupings for the intervention/enrichment time. For example, this school year at the Bentley restart, guided by a new mission, teachers looked at both the BAS and the power standards from the first

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<sup>29</sup> Hehir, T., *Effective inclusive schools: Designing successful schoolwide programs*, Jossey-Bass, CA, 2012.

Achievement Network interim assessment to group students according to the skills they needed to develop.<sup>30</sup> Constantly returning to the mission of the school has helped focus efforts to get maximum results for students.

This time can also be used to ensure that special education and ELL students receive their required minutes of specialized instruction. Though the intervention and enrichment blocks are an explicit use of differentiation, teachers will also work hard to address the needs of all of their students in general instruction.

Co-teaching: As much as possible, BACS scholars will be grouped in heterogeneous, inclusive, co-taught classrooms for general instruction. At the Bentley restart grades three to five, there are six content areas specialists and five interventionists on staff. Based on student needs, three interventionists focus on students with English Language Learning needs, and two interventionists work with students with IEPs. In most cases during core content delivery there are at least two and sometimes three fully licensed educators in the room. This kind of student support will allow all BACS students to be pushed to the high standards of the Common Core.<sup>31</sup> What might this look like? In a BACS fifth grade class during the independent practice portion of the lesson, the ELA teacher is facilitating a small group discussion with students on an advanced grade level novel, while the ESL teacher is conferencing with students on his caseload with a grade level text while putting an emphasis on dissecting vocabulary within the text.

Math fellows: Further differentiation comes in the form of the Blueprint Math Fellows. Fellows typically meet daily with up to four students at a time for a 45-60 minute tutorial. The small group ensures that each student gets the necessary attention to master the math skills that he or she will need to move ahead in their academic courses. Math Fellows collaborate with grade level teachers to create specific lesson plans and activities for each student included in the small group sessions ensuring that each students' math needs are being met on a daily basis.

Content specialization: Departmentalizing grades three through five will allow teachers to be subject area experts and hone in on their own instructional practice and content knowledge, and to collaborate with the other department head to specifically target interventions for scholars. Additionally, this model prepares students for middle school and high school where they will have to adapt to working with multiple teachers throughout the school day.

### *Excellence in leadership and instruction*

Turnaround competencies: The work of a teacher in a turnaround school is significantly different from that of a teacher in a school trying to maintain the status quo. These differences require a different set of competencies, skills, and knowledge in order to be

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<sup>30</sup> Bambrick-Santoyo, P, *Driven by data: A practical guide to improve instruction*, Jossey-Bass, CA, 2010.

<sup>31</sup> Hanover Research. *The effectiveness of the co-teaching model*, 2012.

successful. Public Impact has compiled a list of these based on their research in Turnaround schools across the country and BACS plans to use them as a guide for our own hiring and evaluation.<sup>32</sup> The adapted Turnaround teacher competencies, skills, and knowledge include:<sup>33</sup>

- A relentless drive for results
- Ability to influence and motivate others
- A data-driven and problem solving approach
- Interpersonal understanding and cultural awareness
- Ability to overcome adversity
- A Sense of self-efficacy
- Initiative and persistence
- Strong pedagogy and delivery
- Effective classroom management

Collaboration will be of paramount importance to the staff at BACS. Each teacher will have numerous teams that they participate in, from a common planning time team to a data team or school culture team. The responsibility of a teacher at BACS goes far beyond his or her classroom, and each teacher understands that the success of the school relies on forming an unbeatable team that is rowing in the same direction.

Professional development: In order for teachers at BACS to be most effective, clear and consistent communication and evaluation based on the above competencies, leading to specific improvement plans, is essential. Teachers will have an individualized professional development plan and will work to develop and improve these competencies, skills, and knowledge throughout the year.

Staff members will participate in at least 100 hours of professional development throughout the course of the school year. Professional development will occur in the summer and also after the school day for about two days per month. The sessions will largely be provided in-house or through key partnerships and will be specifically focused on where BACS teachers need it most.

The summer sessions will focus on exploring and norming the school's expectations, incentive systems, and operating procedures (e.g., the hall pass system, the student progress report system, the agenda system), curriculum overview, data analysis, goal setting, and building content and instructional strategies knowledge so that every teacher and staff member is on the same page on the first day of school. Possible sessions during the school year include curriculum refinement and vertical alignment, student and staff culture, use of data to drive instruction and rigorous and differentiated instruction for students. Recognizing and honoring the partnership with the district, teachers may be asked to attend district wide professional development sessions at the request of the principal.

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<sup>32</sup> These competencies were also used to hire the teachers now working in the restart.

<sup>33</sup> See *School Turnaround Teachers: Competencies for Success*, Public Impact, 2008.

BACS's commitment to partnership, as stated in the school's mission, will strengthen the school's professional development program. During this school year the Bentley restart grades three to five has partnered with the district in several ways to supply professional development. BACS ELA teachers are working with consultants from the Teaching and Learning Alliance, an opportunity set up by the district, to observe teachers and offer feedback around focus lessons, impactful conferencing about reading, and the building of vocabulary. In addition, we are working with the district to receive targeted professional development through the Landmark School, a leader in educating students with language-based disabilities, to better differentiate instruction for our students with disabilities. These partnerships enrich BACS teachers and add to the impact that they can have on students in their classrooms and thus we will continue to partner with SPS when these kinds of opportunities become available.

Teacher leadership: To supplement professional development sessions, individual teachers will be asked to play leadership roles within the staff. Mentor teachers, lead teachers, and senior lead teachers will have various responsibilities ranging from leading specific professional development sessions to mentoring younger teachers, to helping critique and improve the instructional practices of colleagues. This school year, two Bentley restart teachers worked collaboratively with a district literacy coach to plan for and deliver professional development on maximizing resources associated with the Benchmark Assessment System and Lucy Caulkins e-book to deliver targeted instruction during our intervention time. Upon invitation of the Head of School, teachers who are willing and able to take on these additional roles will be paid a stipend for their efforts. Lead teacher classrooms will also be the site of a budding partnership with Endicott College. Endicott students on their path to becoming teachers will be invited to spend their pre-practicum time in these classrooms learning from the best. At the time of the writing of this application there are four pre-practicum students from Endicott College observing and supporting Bentley fourth and fifth grade classrooms. In addition, we have made an agreement with Endicott College to explore a more in-depth partnership for four to six Masters Candidate Teaching Fellows at BACS next school year.

#### *Expand the learning day and year*

More time used well has proven to be an important change to address persistent achievement gaps.<sup>34</sup> Therefore, the school hours for BACS will be 7:30am to 3:30pm and the school year will start two weeks earlier than SPS. Additionally, students will not have early release days as a result of teacher professional development. At Bentley Academy Charter School, teachers and students will learn during a full eight hour school day and a 190 day school year for students 1-5 and 185 for students in kindergarten (for a full calendar see Section IV D). As a result of this expanded day and year, by the end of

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<sup>34</sup> Hoxby, C., Murarka, S., and Kang, J., *How New York City's charter schools affect achievement*, NYC Charter Schools Evaluation Project, 2009; and Dobbie, W., and Fryer, R.G. Jr., *Getting beneath the veil of effective schools: Evidence from New York City*, NBER Working Paper, No. 17632, 2009.

their time at BACS, students will have had the equivalent of at least one and a half years of additional school compared to their counterparts in other public schools.<sup>35</sup> But in order for a longer school day to yield positive results, it must not mean just adding an hour. For real impact the BACS administrative team has created a new schedule designed with the needs of BACS scholars and teachers in mind.

This extra year and a half will be used to hone core academic skills, but also to deepen artistic appreciation, broaden understanding of diverse cultures, and improve mind and body awareness and wellness. Additional time means time for individualized small group instruction for at least an hour for each student each day. It also means enough time to support students that really need remediation and to push students that are achieving at or above grade level.

More time on task: Two, two and a half hour blocks, one of math and one of English Language Arts allows the teacher to create academic experiences that hone scholars’ non-cognitive skills in addition to being a content rich period. Authentic group work becomes more attainable and helps to build cooperation, collaboration, and interpersonal skills. Longer blocks allow more differentiation for all scholars as they move much more fluidly in and out of activities rather than having to pull scholars out of general instruction for small group focus.

As mentioned above, we departmentalized the core content teaching staff during the 2014-2015 SY. This has created some excellent co-curriculum opportunities and enrichment opportunities for all students right within the classroom. Math skills have been reinforced during the science work and social studies has been a prime time to practice utilizing many of the comprehension strategies students have learned in ELA with informational texts. We’ll look to build this practice when creating the academic schedule for the 2015-2016 SY, keeping intact the departmentalization in the upper elementary grades, but also ensure students in younger grades have longer blocks of time in which ELA and social studies are blocked together and math and science are blocked together as well.

<b>Sample BACS Student/(Teacher Schedule)</b>	
<b>Time</b>	<b>Class</b>
7:00-7:30	Breakfast
7:30-7:40	Routines and Structures
7:40-8:00	Morning Meeting
8:00-10:00	ELA/Social Studies
10:00-10:30	ELA Enrichment/Intervention
10:30-11:30	Physical Education (Teacher Common Planning Time – Grade Level)
11:30-12:10	Lunch/Recess (Teacher lunch)

<sup>35</sup> Calculated based on a 180 day year, 6.5 hour day as compared to a 190 day year, 8 hour day. Does not include hours lost in the traditional schedule due to early releases, nor optional Saturday Scholars or Acceleration Academies

12:10-12:40	Math Enrichment/Intervention
12:40-2:40	Math/Science
2:40-3:30	SSR/Additional Enrichment/Intervention/Town Hall (Teacher Planning Time by Content Area)
3:30-4:00 (after school)	YMCA/BGC for some

Summer Springboard: The Summer Springboard Program will take place for two weeks (one week for kindergarten students) prior to the opening of Salem Public Schools and will be run by BACS teachers and administrators. This will be a specifically tailored opportunity to teach students about school climate and culture, expectations and operating procedure, and to learn about our students as learners. During this time, students will learn about our focus on college and beyond, our core values, our systems and structures, and begin to build classroom culture, pride and academic skills.

Saturday Scholars: Saturday Scholars, is both additional time in the school year and a further differentiation for students. Teachers will encourage a select group of students that are really struggling academically to attend intervention sessions on Saturdays throughout the school year with BACS teachers. These lessons are meant to engage students in remediation work (e.g., decoding) while continuing to make learning enjoyable. Similarly, students that are excelling will be asked to attend Saturday Scholars to participate in enrichment activities (e.g., debate). Saturdays are voluntary, but will be encouraged and marketed as a fun addition to the school week, not as a punishment for underperformance.

Acceleration Academies: Acceleration Academies have shown results in both Boston Public Schools and Lawrence Public Schools and initial, small scale success at Bentley Elementary during the 2013-14 school year. Similar to Saturday Scholars, Acceleration Academies are fully optional and for struggling and excelling students alike. February vacation will focus on ELA and April will focus on Math.

*Partner with family and community*

We believe that the school should not only be a place of joy and learning for students, but also for their families and the larger community. Parents, guardians, family members, and community members can have a significant impact on students' ability to succeed while in school- teachers and parents have to work together to ensure that there are no barriers to success.

Home visits: A robust body of research shows that parent engagement, regardless of a parent's background, income, race, or language, is an important factor in improving student achievement, attendance, and social skills.<sup>36</sup> But how to foster parent engagement

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<sup>36</sup> Henderson, A.T., and Mapp, K., *A new wave of evidence: The impact of school, family, and community connections on student achievement*, National Center for Family and Community Connections with Schools, 2002.



stumps many schools serving at-risk students. Research also shows that the way a teacher communicates with a family will be the most influential factor in shaping that family's level of engagement at school.<sup>37</sup> Understanding these dynamics, we implemented a family engagement strategy aimed at creating partnerships between families and teachers. This family-school partnership aims to support a culture of learning at home, and it requires that teachers build trusting relationships with parents and families. We have initiated teacher home visits to students' families modeled on the highly successful work of the Flamboyant Foundation in Washington D.C. and the Parent-Teacher Home Visit Project in Sacramento, California.<sup>38</sup> To do this, the Bentley has partnered with the Flamboyant Foundation and with 1647, a Massachusetts organization that provides professional development and coaching to schools on home visits and other family engagement practices. Moving away from the classroom and into the living room gives parents the control they need to feel comfortable engaging in an authentic manner with teachers and gives teachers the personal information they need to be able to work with individual students more effectively. At the time of this application writing, Bentley restart teachers have visited over 50% of the families in grades three to five and are receiving positive feedback from families and seeing beneficial impacts in the classroom.<sup>39</sup>

Adult Citizenship and English classes: At Bentley, we will continue to offer our successful citizenship and English language class for community members. Taught by a former Bentley parent and our office manager, these citizenship classes have been successful at bringing some of the hardest to reach parents into the school. Partnering with the organizer to maximize the time that the parents are there will be another way that BACS will create a strong sense of community for the entire school.

Communication with parents: Communication with families about the education of their child is of the utmost important. The more families are aware of what is occurring with their student at school, the better they can support them at home. To facilitate this communication, BACS will implement a student agenda procedure. Every day students write their homework in their agenda book. After homework is completed every night, the agenda book must be signed by a family member. Students take home progress reports with progress outlined for academics and behavior weekly, and these reports are also signed by family members. In addition, BACS will use an automated voice call system every week to share information about events, reminders, and shout outs in both Spanish and English. A newsletter will be sent to families weekly in both languages as well with similar information.

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<sup>37</sup> Dauber, S. & Epstein, J.L. *Parents' attitudes and practices of involvement in inner-city elementary and middle schools* in N. Chavkin (Ed.), *Families and schools in a pluralistic society*, State University of New York Press, New York, 1989.

<sup>38</sup> For more on these organizations see <http://flamboyanfoundation.org/> and <http://www.pthvp.org/>

<sup>39</sup> See also Flannery, M. *All in the family: How teacher home visits can lead to school transformation*, NEA Today, 2014.

Community partnerships: During the restart school year we have maintained positive partnerships that were in place and have created new ones. We hope to bring all of these partnerships back to BACS and build upon their success. The Boys and Girls Club, along with the YMCA, have offered families and students support in the form of after school programming. The YMCA program is housed at the school itself. Further, this past summer the Salem Public School district partnered with Salem State University to offer a multi-week summer learning program for students. This year's focus was on science and math and using the near-by Collins Cove as a laboratory. We fully intend for this partnership to continue at BACS as well.

## ***B. Curriculum and Instruction***

### *Developing and evaluating curricula*

Driven by our mission to prepare all of Bentley Academy's students to be personally and academically successful and to get to and through college, curriculum must be of the highest quality and designed with the specific needs of Bentley's students in mind. A mix of core academic content, enrichment opportunities, and chances to practice intellectual and interpersonal skills will ensure that BACS scholars graduate our school with the knowledge, habits, and skills necessary to succeed in whatever academic challenges and opportunities lie ahead of them.

Developed at BACS for BACS...: Our teaching staff will develop Common Core and MA frameworks-aligned curricula that sets extremely high expectations and meets the specific needs of BACS students. Working in teams with the support and guidance of the Director of Curriculum and Instruction (DCI), teacher teams will develop curriculum together in order to foster a common understanding of rigorous content instruction. The DCI will create a plan for assessment timelines, content units, weekly trajectories, and instructional resources. The level of rigor will be monitored and adjusted through the use of weekly classroom walk-throughs based loosely off Harvard's Instructional Rounds model, common planning time meetings, regular feedback on lessons and units, and weekly observation and feedback meetings.<sup>40</sup> Weekly walkthroughs will be conducted by members of the leadership team and occasional guests such as a teacher leaders or district personnel. A common rubric which features high expectations, higher order thinking, and variation of instructional strategies will be developed based on existing Level 4 monitoring practices and BACS goals and used during all site visits.<sup>41</sup>

Common planning time meetings will focus on instruction a minimum of twice a week and serve as a forum for data review, evidence of student learning, and sharing of instructional strategies to inform the ongoing crafting of curriculum planning and implementation. The practice of weekly teacher and leader meetings will serve as a platform for giving feedback on units and lessons and discussing its implementation in

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<sup>40</sup> City, E., Elmore, D., Fiarman, S., & Teitel, L. *Instructional rounds in education: A network approach to improving teaching and learning*, Harvard Education Press, Cambridge, 2010.

<sup>41</sup> *Level 4 / School Redesign Grant Monitoring Site Visit Protocol*, <http://www.doe.mass.edu/>

classrooms. In order to maintain the curriculum rigor and ensure that it is still meeting the needs of all students, unit plans will be submitted monthly to the DCI for review and these discussion will take place in regular teacher team meetings to ensure alignment between and among subjects and grade levels. Teachers at BACS will be expected to reflect critically on each day's lessons and adjust the next lesson accordingly.

...Without reinventing the wheel: Additionally, recognizing the tremendous work that has taken place in Salem Public Schools in recent years to develop new curricular maps for Salem schools, and because of the depth of the partnership and resources at SPS, teachers will have access to these maps as guideposts as they hone the curricular options for the scholars of BACS. Atlas Rubicon curriculum maps will be an additional resource for the development of BACS curriculum maps. We believe that this will enable the school and SPS to better learn from each other's work to improve student achievement.

Foundational curricula: Based on the personal experiences and research of BACS leadership some foundational curricula have been chosen and will be built upon based on student data and instructional resources. Information to guide analysis of student needs will be gathered from multiple data sources, including but not limited to MCAS, previous year's Achievement Network interim assessments, ongoing content area assessments in Kickboard, and ACCESS for ELLs. Achievement Network's Schedule of Assessed Standards will serve as a roadmap for teacher planning to ensure an appropriate instructional sequence of concepts.<sup>42</sup>

As teachers develop rigorous curricula, the following resources will be included to ensure alignment with CCSS and MCF as well as internal alignment among grade levels:

- Lucy Calkins' workshop model: BACS will employ the workshop model which includes the use of focus lessons, small group instruction, accountable talk, and conferencing with a particular focus in the upper grades on novels, informational texts, and poetry.<sup>43</sup> The CCSS emphasize the importance of speaking and listening standards, noting that, "To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner."<sup>44</sup> The workshop model will promote proficiency in reading, writing, listening, and speaking for many of Bentley's ELL population and serve to prepare them for the demands of college level conversations.<sup>45</sup>
- Wordly Wise and Words Their Way workbooks will be used to expose students to Tier II vocabulary and build the academic language necessary for

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<sup>42</sup> *The Achievement Network 2014-2015 Schedule of Assessed Standards* <https://my.achievementnetwork.org/>

<sup>43</sup> Calkins, L., Ehrenworth, M., and Lehman, C., *Pathways to the common core: accelerating achievement*, New Hampshire, 2012

<sup>44</sup> Common Core State Standards Initiative, <http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

<sup>45</sup> Jacobson, J., Johnson, K., Lapp, D., *Effective instruction for English Language Learners*, The Guilford Press, New York, 2011.

success in college and for learners whose families are not native English speakers. The ability to differentiate for students based on their developmental spelling stages ensures that all students will be appropriately challenged and pushed in their vocabulary development. The younger grades will use Lively Letters to support letter sounds and names and Wilson FUNdations will provide support for early reading skills.

- Fountas and Pinnell will be used as one determiner of reading benchmarks at all grade levels. Other research-based resources may also be incorporated for a fuller picture of student literacy development such as SRI, DIBELS or STEP. The diversity of the student population at BACS will benefit from a variety of assessment tools, which in turn will provide teachers with many data points to explicitly and strategically target student reading needs.
- National Geographic’s REACH curriculum will promote language acquisition in BACS SEI classrooms through its explicit teaching of academic language and content area literacy. Built around the Common Core State Standards, it features “authentic multicultural literature paired with exclusive content from National Geographic and real-world accounts from the National Geographic Explorers.”<sup>46</sup> Using this as a curriculum resource is essential because building background knowledge and using culturally responsive texts are key to ELL success.<sup>47</sup>
- WIDA ACCESS speaking and writing rubrics will be used to drive instruction and monitor progress. Likewise, WIDA’s Can Do descriptors and Model Performance Indicators will facilitate language and content teacher collaboration to result in explicit teaching of academic language for ELLs and instructional differentiation for varying ELD levels. In the co-teaching model, this will serve to meet the needs of Level 4-5 ELLs in mainstream classrooms and provide a framework for content area teachers to consider the language needs of their students.<sup>48</sup>
- Engage NY, which focuses on in-depth knowledge of fewer concepts<sup>49</sup>, will promote inquiry-based instruction and serve as the foundational curriculum, supplemented with Singapore Math.<sup>50</sup>
- Khan Academy and IXL will be used to help differentiate for both struggling students and high achieving students to continually meet the needs of Bentley’s diverse learners.

Supplementary curricular opportunities for BACS: In the areas of science and social studies, no foundational curriculum has been chosen. Rather, BACS teachers will

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<sup>46</sup> National Geographic Reach, <http://www.ngsptechnology.com/>

<sup>47</sup> Garcia, R., *Bridging the English Learner achievement gap: Essential lessons for school leaders*, Teachers College Press, Columbia University, 2012.

<sup>48</sup> Word Class Instructional Design and Assessment, <http://www.wida.us/>

<sup>49</sup> engageNY, <https://www.engageny.org/mathematics>

<sup>50</sup> Chapin, S., O’Connor, C., and Anderson, N.C., *Classroom discussions: Using math talk to help students learn*, Second Edition. Math Solutions, 2009.

capitalize on the wealth of opportunities that exist in the Greater Boston Area to address these two subjects.

- Community resources will promote inquiry-based science instruction to continuously support the scientific method. These might include the New England Aquarium, Museum of Science, walking field trips to nearby natural ecosystems, and partnering with local biotech companies for laboratory experiences. BACS features a science lab fully equipped for experiments and use of technology with its classroom iPad cart. Science will also be used to hone ELA skills through the use of argumentative writing throughout the curricula.
- Connecting learning to the community assists students in understanding their place in their city, a value consistent with BACS scholars' understanding of Social Studies curriculum. Drawing on Salem's rich history, use of local primary sources will be a cornerstone of the Social Studies curriculum and be bolstered by visits to local landmarks like Pioneer Village, the House of Seven Gables, and the Peabody Essex Museum. Various other community partners such as Native American Perspectives, National Park Service, Essex Heritage Commission, and local government will be integrated through in-school presentations and field trips.<sup>51</sup>

Ongoing refinement: Curricular choices will be reviewed during the year on a regular basis aligned with the multiple assessments taking place and reviewed in more culminating manner prior to the beginning of every school year. The Achievement Network (ANet) interim assessment timeline will provide benchmarking that will be used by teachers and the DCI to determine the effectiveness of the curricula. Based on these benchmarks, teachers will make necessary adjustments. Teachers will use interim assessments from ANet to create detailed data action plans and new unit plans based on assessment results. Teachers also make curriculum changes from day to day based on quizzes, 'do nows', and exit tickets to ensure that students are getting the support they need. With as diverse population as the Bentley Academy Charter School will have, customizing and changing the curriculum maps (i.e. moving through some standards more quickly, or taking more time on others) will be a regular occurrence.

At the end of each school year, a more thorough review of student achievement (including whole school trends, and specific sub-groups such as ELL students, Special Education students, and low-income students) will take place and will guide any changes that need to be made to the previous year's curricula. The summer's professional development will focus heavily on analyzing student data and creating curriculum maps based on such data (from MCAS, PARCC, STEP, F&P, SRI, writing samples, and ANet). Teachers will examine multiple data points to select power standards (ELA: Key Ideas and Details/Craft and Structure and Math: Operations and Algebraic Thinking). Teachers will then create assessments and long-term plans using

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<sup>51</sup> Sobel, D. *Place-based education: Connecting classrooms & communities*, The Orion Society, MA, 2004.

Understanding by Design principles.<sup>52</sup> Based on these assessments and long-term plans, teachers then begin the process of sifting through multiple curricula to put together planning documents that are uniquely tailored to the Bentley. We found that teachers work this summer with defining power standards, creating assessments, and constructing long-term plans for the year really increased their knowledge and understanding of the standards. This knowledge of standards is becoming something our staff is continuing to develop and something we pride ourselves on..

### *Pedagogy and learning environment*

Co-Teaching model: The team teaching model will occur in all classes and features both a departmentalized teacher and a grade level interventionist, equally responsible for meeting the needs of all students.<sup>53</sup> As much as possible, two adults at all times will make differentiating instruction in an integrated classroom more feasible and seamless. This will be a high-leverage move for turnaround because, “co-teaching draws on the strengths of both the general educator, who understands the structure, content, and pacing of the general education curriculum, and the special educator, who can identify unique learning needs of individual students and enhance curriculum and instruction to match these needs.”<sup>54</sup> The department teacher will be responsible for the bulk of the core content curriculum planning and delivery. The interventionist will be responsible for tailoring the instruction to the needs of the students in the classroom, particularly those students identified as ELL or Special Education. Interventionists will be dual or tri-certified (general, special education, ELL) to ensure compliance. Together, the two teachers will set high expectations for the students in their class and will also be able to provide the kind of individualized support necessary for BACS students’ success.

Lesson plans and differentiation: Most lessons will follow the commonly used “I do, We do, You do” model. Differentiation beyond the lesson will look different in each classroom each day, but some examples are small group instruction; addressing specific processing styles like oral processors, visual learners, and kinesthetic/tactile learners; providing choices based on learning styles and multiple intelligences as ways of demonstrating knowledge; opportunity for individual work; culturally relevant topics that connect to students’ experiences. In order to provide ongoing opportunities for students to be academically challenged, teachers will regularly reflect and revise their own practice and instruction. Challenges might take the form of specific assignments intended to push students’ understandings or allowing that student to teach another student who has yet to master the material.

Routines: To support instruction, teacher and student routines will be established early and practiced, reinforced, and perfected throughout the year. These will include morning

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<sup>52</sup> Wiggins, G. & McTighe, J. *Understanding by design: Expanded 2<sup>nd</sup> edition*, Merrill Education, 2005.

<sup>53</sup> For more information on the co-teaching model and the role of interventionists at BACS, please see page 19.

<sup>54</sup> Zigmond, N. & Magiera, K. *Current practice alerts: A focus on co-teaching*. Council for Exceptional Children Division for Learning Disabilities and Division for Research, Issue 6, 2001.

meeting protocols, classroom procedures, transitions in classrooms and hallways, town hall meetings, etc. Tight routines secure the best use of time and promote the necessary sense of urgency.<sup>55</sup> All teachers will implement routines in all classrooms with fidelity, promoting consistency with BACS expectations and maintaining a positive school culture. Routines will be grounded in BACS core values (grit, collaboration, integrity, discipline, zest) to provide students a clear, consistent framework to experience academic and social success.<sup>56</sup>

Math Fellows program: During the 2014-15 school year (Bentley grades 3-5 restart) we have partnered with Blueprint Schools Network to provide their “Math Fellows” program to students.<sup>57</sup> The Math Fellows program will provide an additional level of differentiation and specialization to BACS’ students. Math Fellows are full time employees who are specifically trained by Blueprint to deliver small group (two to four students) instruction to support the classroom teacher. Math Fellows are not just tutors. They are fully integrated members of the school community who work collaboratively with teachers to support struggling students, participate in common planning time, and are expected to attend school community events. Math Fellows provide one more important opportunity to prevent any student from slipping through the cracks.

Well-rounded education: BACS believes that a well-rounded education is just as important as a rigorous one. Skills and habits built in art, physical education, poetry club, theater, and music are all important for our students’ academic and personal success. All BACS students will have access to a myriad of opportunities to engage in non-core content classes. Many of these opportunities will be driven by the interests of BACS students or based on current events and trends.

Physical space: BACS is fortunate to have a partnership with SPS that allows the use of the spacious Bentley Elementary School facility. At the height of Bentley Elementary enrollment, the space housed over 400 students. Large classrooms will comfortably accommodate an ideal teacher/student ratio of 1:15, a gym with a regulation basketball court will enable the robust physical education programming; and other clean, updated common areas like lounges and a cafetorium (a combined cafeteria and auditorium) will facilitate the kind of school culture that BACS will strive to create.

### *Professional development*

The core values of BACS apply to teachers as well as to students. We expect the teachers and staff of BACS to embody the same values of grit, collaboration, integrity, discipline, and zest in everything they do. To that end, we will foster a pervasive teacher culture of self-improvement and collaboration where expanding and deepening your own

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<sup>55</sup> Bambrick-Santoyo, P., Settles, A., Worrell, J. *Great habits, great readers*, Jossey-Bass, CA, 2013.

<sup>56</sup> Lemov, D., *Teach like a champion: 49 techniques that put students on the path to college*, Jossey-Bass, CA, 2010.

<sup>57</sup> For more, see <http://blueprintschools.org/fellows>.

knowledge, skills, and habits is just as important as helping others improve theirs. Teachers hired at BACS will be expected to engage in ongoing self-assessments as well as be open to the critiquing of their peers and administrators.

Early and often: Data will drive all of our professional development decisions. Decisions on PD topics will come from weekly walkthroughs, Blueprint Schools Network site visits, ANet results, state-testing results, STEP assessment results, and weekly observations of staff members. A plan will be in place to begin each and every school year, which will allow teachers to concentrate on power standards and on 1-2 powerful instructional strategies. However, this plan will be tweaked and changed based on what the various above mentioned data points express. For example, based on evaluator observations and information coming out of our first Blueprint Schools Network site visit, we decided to bring in leadership from the Landmark School, a local leader in language based disabilities, to provide teachers with professional development on differentiated instruction particularly around appropriate writing scaffolds.

This school year at the Bentley restart teachers have engaged in a deep dive into the historical MCAS data. It became clear that a focus on Key Ideas and Details and Operations and Algebraic Thinking would have the biggest impact on student achievement. In order to increase students' success within these standard we made the decision to focus on close reading and response to text across disciplines. As such whole school professional development sessions focus on learning and building new teacher skills associated with these focus areas and common planning time sessions focus on applying new teacher skill learned in the form of lesson planning and instructional strategies sharing.

As previously stated in the program overview section, BACS staff will complete at least 100 hours of rigorous professional development throughout the year, beginning with two weeks in early August of whole staff development. This time builds staff community and capacity in an invaluable way that has been crucial to the successful beginning at Bentley restart this year. In addition to building collegial relationships, these summer sessions will focus on exploring and norming the school's expectations, incentive systems, and operating procedures (e.g., the hall pass system, the student progress report system, the agenda system, etc), as well as curriculum overview, data analysis, and goal setting. Time will be dedicated to grade level and vertical collaboration to build content knowledge and common instructional strategies. These two weeks of professional development prior to the start of the school year will gather the entire staff together and prepare them to execute all procedures and expectations, as well as serve to launch the school year with an enthusiastic, collaborative tone.

Professional development during the school year will be focused on instructional practice and be responsive to the professional needs of staff. This will occur after school roughly two days per month and will largely be provided in-house or through key partnerships. Possible sessions during the school year include curriculum refinement and vertical alignment, student and staff culture, use of data to drive instruction, and rigorous and differentiated instruction for students. These are all topics we have infused into



professional development sessions this school year as well. Twice weekly common planning time (CPT) will be an additional structure for professional development to occur in grade level teacher teams. At the BACS common planning time will look quite different. It will be differentiated by content when necessary and will put a premium on quick, nimble rotations of the teacher data inquiry cycle. These will focus even closer on the development of data action plans, instructional improvement, and grade level alignment. For example, this school year common planning time teams in grades 3-5 have analyzed students' writing in mathematics and brainstormed ideas to improve production quality. Also, teachers have spent time reflecting on the implementation and effectiveness of their data action plans. To allow for co-teaching teams to plan for instruction, the afternoon dismissal schedule was revised this school year to accommodate this need. Twice weekly for 30 minutes, ELA teams meet while Math teams cover dismissal; alternately this occurs two other afternoons for Math team planning.

Defining and addressing staff professional development needs: Various teacher teams will determine the content and facilitation of these sessions, based on multiple data points: Blueprint site visits, achievement data, and classroom observations by administrators. All teachers will serve on a team in addition to their grade level, as a member of either the Instructional Leadership, Data, or Climate team. These teams meet monthly to specifically diagnose professional learning needs based on data from sources such as school walkthroughs, assessments, and Kickboard, a behavior and academic monitoring software. In light of their findings, teams plan for upcoming professional development sessions, which can be facilitated by teachers, administrators, or district and outside partners.

Professional development will be further tailored through partnerships and our teacher leadership structure. As mentioned previously, we will look to partner with a local university to ensure that all of our classroom teachers are SEI endorsed to support our ELL population. In addition, we'll continue to participate in district partnerships, such as the district's partnership with the Landmark School, to support us with walkthroughs and targeted professional development on visual organization strategies for our visual learners, ELL students, and many of our students on IEPs. In addition, we have created a budget that allows for outside training for the improvement of instruction and curriculum refinement as well. For example, this may mean bringing in a math consultant to support with the shifts to the common core mathematical practices.

Professional development will occur in the form of teacher leadership as well. We will look to have at least 6 teacher leaders in year one of BACS. Teacher leaders will act as mentors to teachers newer to the profession by observing their practice and offering constructive feedback. Teacher leaders will also take lead roles in prepping for and delivering professional development for the entire school and for the common planning team they are leading.

BACS leadership, along with representatives from the Licensure Program at Endicott College, have agreed to explore a unique partnership. Bentley Academy Charter

School will partner with Endicott College to create a new and innovative urban teaching fellowship. This unique program will be aimed specifically at educating teaching professionals for the rigors of preparing students in the more urban areas of the North Shore for educational success. Fellows will enter with a teaching license and bachelor's degree. This will be a one year program in which candidates work and learn full-time at Bentley Academy Charter School as student-teacher fellows and complete course work through Endicott College after the school day ends or on weekends and during the summer. BACS provides the perfect platform for this new teacher learning for a number of reasons. Teaching fellows will receive intense training and learning in a school that is in 'turnaround status,' works with a diverse group of students, and will have new, innovative practices in place to learn from. This partnership creates professional development opportunities for more educators, the fellows, and increases professional development for BACS teachers by way of mentoring and training a fellow.

Educator evaluation: We have developed a unique feedback system for teachers based drawing on research and models from successful schools.<sup>58</sup> It is a system that we will continue to build upon, but teachers are beginning to take to. This is something that was listed as a strength in our first Blueprint School Network site visit report.

Teachers at BACS will receive regular feedback in many forms. All teachers will be observed at least once every other week for by the Dean of Curriculum and Instruction, Head of Operations, or Head of School. In addition, all teachers will have a follow up meeting with their evaluator once per week to discuss lesson observations, student data in Kickboard (our student data management system for standards based grading and behavior), Unit Plans, or upcoming lessons. All data action plans will receive feedback from the Dean of Curriculum and Instruction, Head of Operations, or Head of School roughly eight times per year. All unit plans will receive feedback from an administrator or teacher leader. Lesson plans will receive regular feedback as well. This breadth and frequency of feedback is an important feature of BACS and will ensure that students are getting the highest quality instruction.

Educators will be evaluated in line with the state's requirements. Bi-weekly observations will be used as evidence for the evaluation process. Student work, data action plans, meeting notes, unit plans, long-term plans, and teacher-created assessments are all possible artifacts for evaluation purposes at BACS. In addition, the Blueprint Schools Network Turnaround Teacher competencies outlined earlier will be used in the evaluation process. Teachers will receive formative and summative feedback using the competencies twice yearly. Teachers will work with administrators to set professional practice and student learning goals based on the power standards and the year's high leverage instructional practices that are identified during the summer professional development session. We will work closely with the district to ensure that all educator self-assessments, goals, action plans, observations, artifacts, and formative and

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<sup>58</sup> Bambrick-Santoyo, P., Lemov, D., & Peiser, B. *Leverage leadership: A practical guide to building exceptional schools*. Jossey-Bass, CA, 2012.

summative evaluations are logged. This school year we are using the district’s system, TeachPoint, and we will look to do the same next year.

In this kind of culture, we expect teachers to be more aware of their own areas for improvement and be able to seek out resources (including their peers) that will help them achieve their professional goals. Administrators and teachers in leadership positions will also have the responsibility to monitor the needs of the teachers and assist in planning appropriate professional development while coaching teachers’ habits to excellence.<sup>59</sup> School leadership will also use student achievement data, qualitative data from site visits and administrator observations, and conversations individually and with groups of teachers to work with teachers to hone their craft. In the early years we expect much of the professional development to be related to the Turnaround Teacher Competencies mentioned on page 20. The Massachusetts Educator Evaluator rubric will also serve as a roadmap to determine teacher proficiencies and areas for necessary targeted professional development.<sup>60</sup>

### *Curriculum scope and sequence*<sup>61</sup>

#### Mathematics, grades 2 -5

##### Overview:

Every student at BACS will receive 450 minutes of mathematics instruction throughout the week for the entire year. In addition, students struggling in mathematics will receive additional time and support for 30 minutes four days per week. This schedule allows all of our students to have access to rigorous mathematical content. The schedule allows for students needing additional support to fill in previous mathematics concept and fluency gaps. In addition, the schedule allows teachers to support students needing to be pushed academically.

Bentley’s students with disabilities will be integrated using the inclusion model. Math classes will have a heavy focus on four major components: (1) mathematical procedural skill and fluency with math facts appropriate for the grade level (2) conceptual understanding (3) application and problem-solving and (4) discussion and verbal and written defense/processing of mathematical thinking. At least 10 minutes of the overall math time daily for students will be dedicated to practicing on mathematical facts and fluency. Students will have dedicated time in each lesson for application of the day’s content as well.

Students in grades 2-5 will take 4 major interim assessments throughout the school year. The scope and sequence for each grade will be aligned with these major interim assessments using Understanding by Design as a framework for planning.

In addition to content objectives, students will focus on these key mathematical practices:

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<sup>59</sup> Bambrick-Santoyo, P., Settle, A., Worrell, J. *Great habits, great readers*, Jossey-Bass, CA, 2013

<sup>60</sup> Massachusetts Model System for Educator Evaluation, <http://www.doe.mass.edu/>

<sup>61</sup> Curriculum scope and sequences for grades K through 1 can be found in the appendix and Curricula overviews are drawn from Common Core Standards, Massachusetts Curriculum Frameworks, and Next Generation Science Standards with text often drawn verbatim from said frameworks.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

#### Grade 2:

In Grade 2 instructional time will focus on five major areas: (1) Operations and Algebraic Thinking, (2) Number and Operations in Base Ten, (3) Measurement and Data, and (4) Geometry. Operations and Algebraic Thinking includes representing and solving addition and subtraction problems within 20 and working with equal groups of objects to gain foundations for multiplication. Number and Operations in Base Ten encompasses place value understandings that digits represent amounts of hundreds, tens, and ones to count, skip count, read, write, and compare three-digit numbers. This place value understanding deepens to add and subtract with fluency and explain why strategies work. Measurement and Data focuses on measuring and estimating standard units of length, telling and writing time, solving problems with money, and representing data sets with graphs. Within Geometry, 2nd graders will identify shape attributes and partition rectangles and circles to share in equal parts.

#### Grade 3:

In Grade 3 instructional time will focus on five major areas: (1) Operations and Algebraic Thinking, (2) Number and Operations in Base Ten, (3) Number and Operations – Fractions, (4) Measurement and Data, and (5) Geometry. Our 3rd grades work with Operations and Algebraic Thinking will focus on: Representing and solving problems involving multiplication and division, understanding properties of multiplication and the relationship between multiplication and division, multiplying and dividing within 100, solving problems involving the four operations, and identifying and explaining patterns in arithmetic. Their focus in Number and Operations in Base Ten will be on using place value understanding and properties of operations to perform multi-digit arithmetic. Their work within Numbers and Operations – Fractions will be on developing an understanding of fractions as numbers. Within Measurement and Data, students will work on: solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects, representing and interpreting data, understanding concepts of area and relate area to multiplication and to addition and recognizing perimeter as an attribute of plane figures and distinguish between linear and area measures. The students focus within Geometry will be on reasoning with shapes and their attributes.

#### Grade 4:

In Grade 4 instructional time will focus on five major areas: (1) Operations and Algebraic Thinking, (2) Number and Operations in Base Ten, (3) Number and Operations – Fractions, (4) Measurement and Data, and (5) Geometry. The 4th grade’s work on Operations and Algebraic Thinking will consist of solving numerical and word problems using the four operations, developing an understanding of factors and multiplies, and generating patterns. Within Number Operations and Base Ten, focus will be on multi-digit place value algorithm fluency, along with comparing and rounding multi-digit numbers to complete the four operations. Fraction development will work with the relationships of equivalent and ordered fractions, building on a unit fraction to multiply by whole numbers—including with word problems, and understanding decimal notation for fractions. Measurement and Data goals surround measurement units and their relationships, interpreting data through various methods, and the properties and measurements of angles. Geometry work will build on angle understanding, expanding to lines and two-dimensional figures. All 4th graders will develop fluency with the standards of mathematical practice to demonstrate conceptual understanding, providing evidence in written explanations.

#### Grade 5:

In Grade 5 instructional time will focus on five major areas: (1) Operations and Algebraic Thinking, (2) Number and Operations in Base Ten, (3) Number and Operations – Fractions, (4) Measurement and Data, and (5) Geometry. Within the context of Operations and Algebraic Thinking, the 5th grade will use parentheses, brackets, or braces in to write and interpret numerical expressions, along with analyzing patterns and relationships of numerical patterns given rules. Focus in Number and Operations in Base Ten will revolve around relationships within the place value system, and the fractional, exponential, and decimal place value representations. Students will develop fluency in the four operations with multi-digit whole numbers and with decimals to hundredths. Fraction understanding will build on equivalent fractions, using them as a strategy to add and subtract fractions. Multiplication and division of fractions will extend to interpreting fractions as division, multiplying fractions by fractions and whole numbers, and using the area of a rectangle as a model for multiplying fractional side lengths to interpret products of fractions. Students will interpret multiplication as scaling comparing the size of products given their relationship to the whole number 1. All of this fraction understanding will be applied to real world problems involving multiplication and division of fractions with visual models to represent the problem. Within Measurement and Data, the conversion of units within standard measurement systems will be used to solve multi-step, real world problems. Line plots will represent a data set of measurements, and geometric measurement will be used to build concepts of volume. Geometry will extend to graphing points on a coordinate plane to solve real world problems, and the classification of the attributes of two-dimensional figures. Standards of mathematical practice will be integrated throughout units and reinforced through mathematical writing to explain reasoning.

## English Language Arts, grades 2 through 5

### Overview:

BACS students will receive 450 minutes of English Language Arts instruction throughout the week for the entire year. In addition, all students will receive additional time and support for 30 minutes four days per week. Rigorous literacy instruction in the classroom will be supported by intervention time for students with below grade reading levels and/or gaps in writing instruction. ELA goals will have a strong foundation in content area literacy.

It is the goal of BACS to create students with academic literacy skills, equipped with thoughtful, robust reading and writing abilities for college and careers. Students will study literature and informational texts to identify key ideas and details, evaluate craft and structure, integrate knowledge and ideas, and read at a range of levels and texts complexities. Foundational skills include print concepts, phonological awareness, phonics and word recognition, and fluently reading with purpose and understanding.

Students in grades 2-5 will take 4 major interim assessments throughout the school year. The scope and sequence for each grade will be aligned with these major interim assessments using Understanding by Design as a framework for planning.

ELA instructional blocks will be based on the Lucy Calkins “Balanced Literacy workshop model”, containing a connection/opening, focus lesson, guided practice, independent practice, and group share. Teachers will confer with students 1:1 about their reading and conduct small group reading lessons.<sup>62</sup> Independent reading will be sustained for extended periods of time with all students reading at their independent level mostly during WIN block sessions. Classroom interactive read alouds and mentor texts read by students during core class time, however, will all be above or at grade level benchmark. Mentor texts will act as anchor to students to engage in high quality writing of their own: narrative, information, and argumentative.

Vocabulary instruction will be explicit and structured, incorporating the strategies of Marzano and programs like Words Their Way to teach tiered vocabulary that is both academic and content based.<sup>63</sup> This vocabulary work will support the needs of Bentley’ Academy’s English Language Learner population while also benefiting all mainstream students. With both writing and reading, student discussion will be used to gauge student comprehension of skills and content. Likewise, our students with learning disabilities will follow the inclusion model with access to all.

### Grade 2:

The 2nd grade will read literature and informational texts to identify central ideas and answer questions about key details. Students will integrate illustrations, various texts, and levels of complexity to give reasons for ideas. Phonics and word analysis skills build on prior knowledge to develop vowel sound, prefixes and suffixes, and grade-appropriate

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<sup>62</sup> Calkins, L. *Common Core & writing workshop: A curricular plan for reading workshop*. Heinemann, NH, 2011.

<sup>63</sup> Bear, D., Invernizzi, M., Templeton, S., and Johnson, F., *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 5<sup>th</sup> edition, Pearson Education Unlimited, 2012.

irregularly spelled words. Students will read with sufficient accuracy and fluency to support comprehension and develop self-correction strategies. Writing will be developed in a variety of forms and for a variety of purposes, giving reasons to support ideas and developing revisions and publishing work.

#### Grade 3:

The 3rd grade will read literature and informational text and begin to refer explicitly and provide details to support ideas and their relationships. Students will develop strategies for determining the meaning of words in context and find an author's purpose. They will work with the features of a variety of types of text and comprehend texts at the high end of the grades 2-3 text complexity band independently and proficiently. Fluency with decoding skills will support the work in prefixes, suffixes, and words with multi-syllables or irregular spellings. Students develop strategies for self-correction and rereading for understanding. Third graders will write opinion pieces with evidence, informational pieces with clear ideas, and narrative pieces with technique, details, and sequencing.

#### Grade 4:

The 4th grade will read literature and informational texts to draw on specific details as support for claims about theme, characters, point of view, text comparisons, and word meanings in context. Fourth graders will develop strategies for finding the main idea of a text and the details that support it, leading to the ability to summarize a text. They will evaluate how authors provide information that contributes to the larger meaning of a text, using text structure, point of view, or text features to leak details to the reader. Writing instruction will encompass opinion, informational, and narrative writing, developing technique to use detail, precise language, and organizational structures to communicate clearly. Students will research across types of texts and sources, learning to categorize and analyze information for a given purpose.

#### Grade 5:

The 5th grade will use details in a text to make explicit claims, draw inferences, determine theme, or compare and contrast relationships using informational and literature texts. Students will integrate information from several texts on the same topic to speak or write about the topic knowledgeably. Fifth graders will use opinion, informational, and narrative formats to write routinely and appropriately for a task, purpose, or audience. Research skills will develop the integration of ideas by using various types of texts and sources to communicate ideas in writing.

### Science, grades 2 through 5

#### Overview:

All students at Bentley Academy Charter School will receive 150 minutes of Science instruction weekly. Students will use non-fiction reading, experiments, informational writing, and inquiry to explore the themes of science throughout the year.

Students in grades K-2 will learn to ask questions about the world, tell about why and what would happen if?, make predictions based on observed patterns, name and use simple equipment, and record observations to discuss them with others. Students in grades 3-5 will learn to ask question and make predictions, use tools and technology to observe, keep accurate records, compare results of multiple investigations, recognize patterns, and record data to communicate findings orally or in writing. Instruction will focus around the following four themes: (1) Earth and Space (2) Life Science, (3) Physical Science, (4) Technology / Engineering.

#### Grade 2:

In 2nd grade, students will develop an understanding of what plants need to grow and how plants depend on animals, as well as the diversity of life in different habitats. Students understand that the properties of materials can be observed. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water. Cross-curricular concepts of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural are integrated with content. Performance expectations include developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

#### Grade 3:

In 3rd grade, students will organize and use data to describe typical weather conditions expected during a particular season and make a claim about weather hazards and solutions designed for their impact. Students will explore similarities and differences of organisms' life cycles and understand that organisms have different inherited traits that can be affected by environment. Students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students will explore the types of organisms that lived long ago and discover what happens when the environment changes. Students are able to determine the effects forces on an object and the cause and effect relationships of electric or magnetic interactions. Cross-curricular concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world will be integrated with content. Performance expectations include asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating



information.

#### Grade 4:

In 4th grade, students develop understanding of the behavior of waves and the effects of weathering and erosion, and apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. Students will gain an understanding that plants and animals have structures that function to support survival, growth, behavior, and reproduction. Students explore the functions of an eye, the speed and energy of moving objects, and transfers and conversions of energy. Cross-curricular concepts include patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world. Performance expectations include asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

#### Grade 5:

In 5th grade students develop an understanding of the size of matter particles, the types of changes that matter undergoes, and the weight of matter. Students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data about the distribution of water on Earth and discover that plants get the materials they need for growth chiefly from air and water. Students will observe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun. Students explore the patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Cross-curricular concepts include cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems. Performance expectations include developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

### Social Studies, grades 2 through 5

#### Overview:

All students at BACS will receive 150 minutes of Social Studies instruction weekly. Students will use non-fiction reading, technological resources, literature, and informational writing to explore the following themes of the social studies curriculum:

Kindergarten: Living, Learning, and Working Together

Grade 1: True Stories and Folk Tales from America and from Around the World

Grade 2: E Pluribus Unum: From Many, One

Grade 3: Massachusetts and its Cities and Towns: Geography and History

Grade 4: North American Geography with Optional Standards for One Early

## Civilization

### Grade 5: United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

#### Grade 2:

The 2nd grade will learn more about world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They will explore their own family's history and listen to or read a variety of texts exploring distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students will learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

#### Grade 3:

The 3rd grade will use local sites such as the Salem Maritime National Historic Site and museums such as the Peabody Essex Museum to learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They will learn the history of Salem and its significance in the Massachusetts Bay Colony, global trade, and American history. They will read about famous people and events in Massachusetts' history and biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

#### Grade 4:

The 4th grade will study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Knowledge of globe skills, map features, national historic sites, rights of citizens, immigration, and economic resources will contribute to 4th graders' understanding of American society today. In addition, 4th graders will complete a community service project aimed at integrated disciplines in which students will need to create and allocate a budget for a given purpose. Throughout this project students will interact with the needs of a community and the civic responsibilities of community members.

#### Grade 5:

The 5th grade will study the exploration to the New World and the resulting conflicts and new societies. Students will understand the changes that led countries to explore the western hemisphere, global trade routes and key leading explorers, the earliest settlements that arrived here, and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led

to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. In addition, 5th graders will complete a community service project aimed at integrated disciplines in which students will need to create and allocate a budget for a given purpose. Throughout this project students will interact with the needs of a community and the civic responsibilities of community members.

### *Other curricular offerings*

#### Music:

Students at BACS will receive at least 60 minutes weekly of musical instruction. Instruction will revolve around the following themes: singing, reading and notation, playing instruments, improvisation and composition, and critical response. Within these, students will learn to sing, alone and with others, a varied repertoire of music and read music written in standard notation. Students will play instruments, alone and with others, to perform a varied repertoire of music. Students will improvise, compose, and arrange music. Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

#### Physical Education:

Students at BACS will receive at least 60 minutes weekly of physical education instruction. Students will recognize decisions that all individuals will make with respect to their bodies in daily living and identify the relationships among actions, conduct and wellness. Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development. Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

#### Art:

Students at BACS will receive at least 60 minutes weekly of art instruction. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. Students will demonstrate knowledge of the elements and principles of design. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

### ***C. Student Performance, Assessment, and Program Evaluation***

### *High Expectations for Promotion and Graduation*

In order for BACS scholars to be prepared for success in middle school, high school, college, and beyond, they must demonstrate proficiency or mastery of both academic and non-academic goals. In line with our mission to prepare students for success to get to and through college, BACS will have high expectation for promotion to the next grade level. Students will be expected to demonstrate mastery of 70% or more of the standards in all core content subjects, including ELA, math, science, and social studies. Proficiency will be measured using a standards-based grading system, with grades determined by a student's mastery of said standards, assessed through a variety of assignments and student grades will be tracked using an online academic and behavior data monitoring program that allows teachers to input grades by standard. This system allows teachers to assess student mastery of each standard and will allow BACS staff to align the definitions of mastery and proficiency expectations with the state's standards. Progress toward proficiency will be tracked on a progress report that goes home with each student at the conclusion of each week. Progress toward proficiency will also be formally monitored and discussed with students and parents throughout the year at parent-teacher conferences (occurring three times per year at the conclusion of each trimester), and in ongoing teacher initiated family communication, an expectation of teachers at BACS. Students who are not on track to meet these expectations will be provided additional support, such as Saturday Scholars and the Acceleration Academies during the February and April vacation weeks. If students have not met proficiency expectations at the end of the year in more than one core subject, they will be in jeopardy of being retained. In making the sensitive and often difficult decision whether or not to retain a student, the Lights Retention Scale (LRS) will be used.<sup>64</sup> LRS is a tool that helps the school and parents work together to come to a joint decision that is in the best interest of the child's long-term academic success. These retention and additional support (Summer School or similar program) conversations will begin following the conclusion of the second trimester, and final decisions will be made after final grades for the school year close in June.

In addition to meeting mastery on 70% or more of the standards in core content subjects students in 5th grade will have an additional promotion requirement. Students in the 5th grade will have to present to local community members their idea for a fictional non-profit business, their "capstone project". The 5<sup>th</sup> grade capstone project will require students to synthesize the major academic standards of their 5th grade school year across all major content areas and will require them to utilize standards associated with the first months of 6th grade. Fourth grade BACS students will engage in a modified version of this project. We feel that if our 5<sup>th</sup> graders demonstrate proficiency with this challenging task, the BACS staff should feel confident that they will have the necessary skills to perform well upon entering into middle school. In addition, having students engage in such a task integrates many of our core values (i.e. collaboration, integrity) and provides

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<sup>64</sup> Light, W., *Lights retention scale*, Academic Therapy Publications, 2006.

a unique platform for our students to learn and demonstrate new academic and social skills and knowledge.

### *Student Assessments*

To track student growth toward meeting the high academic expectations at BACS, teachers will use a variety of informal, formative, and summative assessments that are directly connected to the state standards for each subject and grade level. The assessments discussed in this section will be administered on a schedule to be determined by the administration (with teacher input on unit and in-class assessments), with an emphasis on using core class time for these assessments as rarely as possible. Whenever possible, these regular assessments will be administered during intervention blocks, elective blocks, or other non-core academic class time, to preserve learning time for students and teachers.

Achievement Network: Salem Public Schools formed a partnership with Achievement Network for all of its schools in recent years. BACS will continue to use Achievement Network (ANet) as a Horace Mann Charter School to provide assessments in both mathematics and ELA in grades 2-5, along with coaching around the data inquiry cycle. ANet is a national non-profit organization that supports teachers to use standards, formative assessments and data to drive instruction throughout the year. This partnership allows the school to compare student progress with other elementary schools across the state that are also in the network. There are currently 91 Massachusetts schools partnered with ANet.<sup>65</sup> As a Level 4 turnaround school we are able to learn from other schools in the network that are performing at high levels through interactions with coaches and possible school visits. In addition, our being in the network allows us to share our practices with other schools.

- Using ANet for planning, assessment and instruction revolves around the creation of four data-cycles throughout the year.
- Teachers plan backwards from the Common Core standards
- Teach the standards using rigorous objectives and administer ANet’s interim assessments four times throughout the year.
- Analyze data and student work in order to drive future instruction.
- Use the data to adapt teaching, reteach specific standards if necessary and differentiate instruction.

ANet provides in-depth teacher support throughout this teaching and learning cycle—from online tools and resources, to coaching and professional development. In addition, using ANet provides longitudinal data on student performance from year to year. Besides using just MCAS data, ANet provides a more detailed and nuanced understanding of a student’s strengths and weaknesses from grade to grade specifically with mathematics and reading comprehension standards. This school year, BACS

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<sup>65</sup> See more at [www.achievementnetwork.org](http://www.achievementnetwork.org)

teachers are taking the writing components of the ANet tests very seriously. In early work in grades 3-5 teachers are scoring the ANet open responses and cataloguing student's scores based on a more detailed writing rubric we have created in-house. In addition, we will begin to record student scores to the constructed prose component of the ANet tests in a more sophisticated manner. This data will help teachers pin-point focus areas for teaching writing.

In the first interim assessment of the 2014-15 school year (the Bentley Elementary restart), ANet results show grades 3 through 5 at Bentley increasing student achievement compared to the network school and in comparison to the Bentley Elementary School during the 2013-2014.

Unit tests: Unit tests will be created by teachers to round out the instruction of their units of study. Teachers will create assessments at the beginning of each unit planning process, and use the assessment as a means of planning backward to ensure units are properly aligned to standards, and are adequately preparing students for ANet, MCAS, or PARCC standardized assessments. To this end, content teachers will collaborate with their co-teachers in the creation of this assessment, with guidance and feedback from the Dean of Curriculum and Instruction on alignment to standards, rigor, text complexity, and differentiation to plan for the instruction of all students to achieve mastery on the end of unit assessment. Unit tests are an opportunity for teachers to gather student data on key standards that were taught during that unit, and can use this student mastery data to adjust teaching practices, adjust small groupings for differentiation, and reteach important standards whenever necessary.

Reading Levels: Scholastic Reading Inventory (SRI) and Fountas and Pinnell (F&P) (or a comparable reading assessment) will be used at least three times per year to supplement ANet ELA assessments. Fountas and Pinnell assesses student reading levels, providing teachers with information on an individual student's independent and instructional reading levels, informed by assessment of a student's fluency, decoding, and comprehension skills. This information, first collected at the beginning of the school year, will provide teachers with an understanding of where their students are currently reading, which will allow them to differentiate instruction to accommodate readers of all levels, and provide the necessary accommodations and structures to allow each student to access rigorous, grade level texts.

Fountas and Pinnell will be used in all grade levels, and along with the STEP assessment, will be used as the primary reading assessments for students in grades K-2, due to its focus on fluency, decoding, and comprehension, three foundational elements of literacy instruction at this level. We are particularly interested in introducing the STEP Assessment.<sup>66</sup> This is another comprehensive assessment that analyzes fluency, decoding, and comprehension. The STEP Assessment is used far and wide with high performing charter schools, such as those belonging to the KIPP network. Students will

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<sup>66</sup>For more, see <https://uchicagoimpact.org>

be re-tested on these assessments midway through the school year, and again at the end of the school year to track student's reading growth as the year progresses.<sup>67</sup>

In grades 3-5, students will also be given the Scholastic Reading Inventory (SRI) assessment, an online assessment that utilizes more vocabulary-based questions, and provides a lexile measure for each student, the measure by which the Common Core assesses appropriate text complexity for each grade level. A real strength in the SRI is its focus on vocabulary. This data will act as another point for us to monitor how our ELL students are progressing with language acquisition.<sup>68</sup>

The SRI test, in addition to the F&P testing, will allow teachers in grades 3-5 to further differentiate and identify discrete skills related to language acquisition to focus on and remediate to further student achievement. Using these two tests in conjunction will allow teachers to track student's reading progress in a variety of ways, to then be used to inform differentiation considerations in the classroom, and curriculum and literature choices in both classroom instruction and intervention block. Teachers will meet in grade level cohort teams to review data garnered from these assessments at weekly common planning time meetings after test administration has taken place, and discuss means of differentiation for students across all content areas. The ELA vertical teams will utilize this data to identify common vertical threads in student achievement or misunderstanding, share best practices, and develop targeted intervention groupings that will allow students to receive the support and remediation they need to achieve proficiency on expectations for on-grade level reading. School leadership and the faculty-led data team will offer support and facilitation on these regular data meetings that utilize these reading assessments. The Instructional Leadership Team, working hand in hand with the administration will make decisions on how to support staff members through differentiated professional development.

Homework: At BACS regular homework is an important element of the program and is essential for academic success. Though homework will not constitute a large percentage of a student's grade, we hold the belief that developing the skills necessary to complete homework will benefit BACS students in middle school, high school, and college. Homework promotes discipline, allows students to flex their time management skills, and with the right supports from teachers can help students develop the kind of mental resilience that they will need to succeed later in life.

Additionally, homework gives students more time to practice necessary skills and offers the opportunity for family members to become involved in their student's education. Students will be expected to read and study vocabulary words every evening for at least 30 minutes. In addition to completing nightly reading, scholars must have an opportunity each night to practice the skills and content learned in class. Teacher will

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<sup>67</sup> For more on validity of Fountas and Pinnell, please see <http://www.heinemann.com/fountasandpinnell/researchLLI.aspx>

<sup>68</sup> For more on validity of Scholastic Reading Inventory, please see [http://teacher.scholastic.com/products/sri\\_reading\\_assessment/research\\_validation.htm](http://teacher.scholastic.com/products/sri_reading_assessment/research_validation.htm)

evaluate homework based on accuracy, and will check homework completion each day and use the information as another means to differentiate and adjust or focus lessons.

### *Teacher Use of Data*

The assessments described in this document will be used to drive instruction in order to meet the diverse needs of BACS scholars. Data from these assessments will be used in a variety of ways, both at the individual student level, grade and cohort-level, and across vertical content teams. Various faculty led teams (including the data team, and the instructional leadership team) will meet regularly to analyze data, and develop professional development for teachers to meet the needs of students as indicated by the various assessment data. The Dean of Curriculum and Instruction, and other members of the administration, will oversee and provide support and guidance to the various teams in disseminating best practices and facilitating data-driven professional development. Teachers will track individual student data utilizing a myriad of assessment types (ANet assessments, unit assessments, reading assessments, etc.), which when used together allow teachers to develop a deep understanding of student's current academic level, and make informed decisions as to what skills to focus on with each individual student. For example, a teacher can use a student's SRI lexile level to better understand why he/she might have missed a vocabulary specific question on the ELA ANet assessment – perhaps the level of vocabulary within the question was a challenge (determined through analysis of the student's SRI lexile level ranking, and the complexity of the ANet question) and can make the decision to remediate this student's ability to decipher the meaning of complex language using context clues, as opposed to simply remediating the discrete vocabulary skill attached to the common core standard.

By using multiple assessments to diagnose a student's misunderstanding, the teacher is better equipped to address the individual needs of each student. By using these tests that measure multiple types of student data, a teacher can make a more informed decision as to where the breakdown of understanding occurred, and reteach that skill as necessary, to promote wider student achievement. Teachers will use this data analysis to create targeted data action plans at least once per month, in after-school data meetings, as well as during common planning time. These data action plans enable teachers to engage with student data through a series of targeted data analysis (as modeled and facilitated by Achievement Network school-based representatives, and members of the administration or teacher leaders), offer an opportunity for teachers to take a detailed look at their student's assessment data. In these data action planning meetings, teachers break down assessed standards into smaller sub-skills, analyze which questions students struggled with and diagnosing where students struggled, and using test data, make targeted reteach plans for how to deliver clearer explicit instruction on their identified sub-skills. At the conclusion of the data action plan process, teachers reassess this standard to gauge the effectiveness of their targeted reteach. Teachers can then use this reassessment data to continue a data-driven cycle of explicit instruction, assessment, identification of gaps in understanding, reteach, and reassessment to drive student achievement. This data planning process gives teachers an invaluable opportunity to collaborate to identify gaps



in student learning, and make a clear plan to reteach and reassess areas of weakness identified during these data analysis conversations. Teachers will track and utilize cohort-level data on mastery of state standards by utilizing various assessment data in grade-level common planning time, and make grade-level action plans to support students across multiple content areas. This data will also be used at a cohort level to begin to incorporate cross-curricular opportunities for reinforcement of areas of concern, based on student data. Teacher leaders, supported directly by the Dean of Curriculum and Instruction, will facilitate these data analysis conversations on the grade level, to ensure all teachers are supported in their analysis of data. Teacher leaders and the administration will regularly identify potential areas for professional development in regards to better supporting teachers in their targeted use of assessment data on an ongoing basis. The Dean of Curriculum and Instruction will work to support teachers in their collection, analysis, and use of student data (including but not limited to the methods already discussed), and will provide ongoing, additional support to teachers at his/her discretion.

Based on these assessments, curricula at all levels will be continuously tweaked and modified to meet the needs of BACS scholars. End of unit assessments will be administered in each subject as well. These assessments will be aligned with the planned scope and sequence of each class. As mentioned in the curriculum section, a major component of the summer professional development for teachers will be creating their long-term plans for the year based and multiple data points.

#### *Collection of student data*

The Data Team will be responsible for the appropriate collection and interpretation of the performance of students as a whole and individual teachers and teacher teams will be responsible for individual students, with support, if needed, from the Data Team and school administration. Overall, teachers at BACS will understand that assessments are only as good as the actions they catalyze, and will thus use assessments to determine what specifically needs to be retaught and how.

State requirements include MCAS or PARCC (administered annually to all students in grades 3 through 5) and WIDA ACCESS (administered annually to F/LEP students in grades K through 5).<sup>69</sup> These assessments are summative and thus not useful in the day to day understanding of student achievement and growth; however, MCAS and WIDA ACCESS will be key data points during the annual reflection on overall student and school performance and will be used to recalibrate (if necessary) the academic program in the following year.

#### *School operations and culture assessments*

External: Blueprint Schools Network's site visit model or a similar model will be the main assessment of the overall operation of BACS.<sup>70</sup> These site visits happen at least

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<sup>69</sup> BACS acknowledges that PARCC assessments will likely replace MCAS and thus commit to administer PARCC when necessary.

<sup>70</sup> Upon receiving a charter, the Board of Trustees will decide with whom to contract for this oversight, at this point in time it is the Board's intention to continue the relationship with Blueprint.

quarterly (depending on need) and are administered by a specifically trained group of Blueprint employees. The site visits include classroom observations, observations of team meetings and other staff events, general observation of student behavior, and focus groups conducted with teachers and students. The results of the site visit are shared with the administrative team and a specific action plan for improvement is jointly created on the day of the visit. This external review provides the administration, the board of trustees and the staff with an objective review of operations. Results from this year's first Blueprint Schools Network site visit noted many strengths including a strong alignment in school culture and instruction. For a sample schedule of a Blueprint Schools Network site visit, please see Section VI B.

Internal: Bentley Books will be an online grade book developed with the core values and education program of BACS as its core. Bentley Books will house all student achievement reports, behavioral reports, and will track student progress towards promotion. It will be a 'virtual report card' of a moment in time and the hope is to be able to give parents access to it so they can remain up to date on their child's school performance. This Bentley Books will use Kickboard as a base and will tailor the Kickboard system to meet our needs.

In order to maintain the quality of BACS' work with Salem's most at-risk students, parents and scholars will be asked to fill out a survey at least twice yearly to understand, from a parent and student perspective, where improvements need to be made. This kind of anonymous feedback can be a powerful indicator of true parental and student satisfaction. BACS administration will treat this data like they would any other, digesting it and creating an action plan to make adjustments in the following year.

#### *Non-academic progress monitoring*

The Bentley Bucks program, developed with the core values and education program of BACS as its base, is a core component of non-academic progress monitoring. Operated through the online academic and behavior-monitoring program known as Kickboard, student achievement reports, behavioral reports, and student's progress toward promotion will be tracked and documented in the Kickboard online dashboard.

Student's non-academic progress is tracked using the Bentley Buck system. Teachers will track daily student behavior utilizing a common discipline system that utilizes Bentley Bucks as an indicator of student progress. A student begins the week with 100 Bentley Bucks, and receives additional Bucks for daily homework completion, arriving to school on time, or demonstrating one or more of the school's core values (grit, integrity, collaboration, discipline, and/or zest), as just a few examples. Earning these Bucks incentivizes students to demonstrate positive behaviors in class, and can be used to earn Friday Choice time, a special elective period for students maintaining a Bentley Buck average of over 90 Bucks throughout the week. Students who have less than 90 Bentley Bucks (due to losing Bucks for tardiness, incomplete homework, or a behavioral incident) will earn Friday Reflection, an opportunity to reflect with teacher guidance on

the behavior(s) that led to their Bentley Bucks score, and to create an action plan to ensure they improve their score for the next week.

In grades K-2, we will use a color system to help students visually see how their behaviors affect their outcomes. This color system will be grounded in the Core Values and be explicitly taught to students. Each day students will self-track their behavior for that day by coloring in their ending color on a progress report. This progress report will serve as a communication tool between the family and the school. Parents will also receive a printed progress report each week of their student's behavioral and academic progress. For each day a student ends their day where they started or above, they will receive one Bentley Buck. In grades K-2, students can earn up to \$5 Bentley Bucks per week. This ongoing tracking of student behavior enables teachers, parents, and students to target specific areas of concern, and make more meaningful action plans to improve student non-academic performance.

Bentley Bucks are tracked via Kickboard, the online data management system used at BACS, and differentiates the areas of student success with specificity. For example, when teachers input Bentley Bucks, they can choose "Bonus Buck – Integrity" and input a note regarding the specific student action that earned them the Buck. Additionally, when a student loses a Bentley Buck, teachers can identify the specific student action that resulted in the loss of Buck. This allows teachers, students, and families to target non-academic intervention (facilitated by teachers and/or Dean of Student Success at Friday Reflection) to support student progress. Grade-level teams will analyze this behavior data at common planning time, and will develop individualized, targeted behavior intervention plans as necessary, with support from the Dean of Student Success. Student behavior data will go home at the conclusion of each week in the form of a Bentley Buck paycheck progress report. Parents are required to sign the paycheck, and are encouraged to contact teachers with any questions, comments, or concerns.

In addition, we will develop a comprehensive rubric, which incorporates things such as the Bentley Bucks and attendance to measure students' proficiency and growth with respect to our core values. Students will be made aware of this rubric and will be asked to reflect on their demonstration of the core values with regularity.

#### *Review of data*

All stakeholders will have the opportunity to review and question student achievement data from BACS.

Board of trustees: All data related to student achievement, student growth, and school operations and culture will be presented to the board of trustees on a quarterly basis (or as requested by the board). Most likely, this will be in the form of Blueprint Schools Network or other site visit reports, ANet results, STEP results, and student attendance. The emphasis will be on demonstrating both high performance and growth over time.

School Administrators and Staff: Teacher teams will meet on a regular basis to discuss individual student performance based on regular informal and formal formative

assessments. Teach teams will meet regularly with the Director of Curriculum and Instruction to ensure that data is being used to support the overall curriculum development and modification. Evaluators will meet regularly about student data and offer feedback on 8 data action plans created by teacher team yearly. In addition, administrators will meet with teachers one on one, every full week of school to discuss student data in Kickboard and teacher observations. Administrators will pull together data based on school and grade level power standards, which are connected to teacher evaluation, and share this information with teachers on a regular basis. The administrative team will meet quarterly, following the Blueprint Site Visit (or other contracted provider) to ensure that all members are on the same page about the action steps for making necessary changes to the program.

Parents and Community: It is expected of teachers at BACS to be in regular and effective communication with parents about their child's performance at school, and there will also be a formal report card sent home three times a year in line with the Salem Public Schools schedule. The report card will include academic achievement, behavior, and any specific changes that need to be made to keep the student on track to succeed in college. Progress towards promotion to the next grade will also be included on these report cards. In addition, parents will be able to track their student's academic and non-academic progress in real-time using the online Kickboard system. This system will serve to empower parents in monitoring their child's progress and increase communication between parents and teachers.

Parent-teacher conference nights will be held twice a year for all BACS scholars and three times a year for those requiring extra support to stay on track. These meetings will give parents the opportunity to hear from each of their child's teachers in the same day/night and to get an overall look at their child's work at the school. BACS is also considering partnering with the Flamboyan Foundation or other provider to train teachers in a new parent-teacher conference strategy that pulls from the home visits philosophy that teachers are already using.

Students: Students will receive regular feedback on their work along with a weekly progress report on academic and behavioral standing. Teachers will offer students regular opportunities in class to self-assess against clear rubrics. Students in the upper grades will be asked to reflect on their performance after every major interim assessment, create goals, and establish action plans. In addition, students in the upper grades will lead their teachers and parents in facilitating the twice yearly parent-teacher conferences putting an emphasis on effort, strengths, areas of improvement, and strategies for improvement.

#### *Goal setting over time*

The board of trustees, through its education committee, with the help of the Head of School is responsible for setting long term goals for the school, its teachers, its students and for maintaining a focus on and alignment with those long term goals. As a

college preparatory elementary school, it would be easy to graduate students in fifth grade and assume they were well prepared. At BACS, we believe that following scholars throughout their academic journey, and offering support and guidance is a key measure of our success. The board of trustees will be responsible for the development of appropriate long term goals.

Shorter term goals can be based on previous years' performance on MCAS assessments. Increasing the number of students who are proficient and advanced in each subject area is a primary short term goal for BACS and supported by student growth measures (to validate the improvement from 'warning' to 'below proficient' even if the student hasn't yet reached advanced).

The state has created Measurable Achievement Goals (MAGs) for each public school in the state based on the goal of halving the achievement gap at each school by 2017. They are ambitious, particularly for Bentley that has slid backwards in recent years, but using the MAGs established for Bentley throughout its transformation to a Horace Mann charter school would ensure that the goals are still in line with the expectations of the state and based on historical student achievement data at the school.

#### *Accountability Plan*

A complete, specific and measurable school-wide accountability plan will be developed by June 1, 2015. This will allow time to gather data on student achievement and culture to create a plan that is both realistic and effective. The Head of School and Director of Curriculum and Instruction will have the primary responsibility for defining and overseeing this process. Staff members and the education committee of the Board of Trustees will play important roles as well. In the early spring, education committee members, teacher leaders, and the Head of School and Dean of Curriculum and Instruction will conduct a number of walk-throughs at BACS. This will help this diverse group of stakeholders with an initial list of key design elements. From there, a subcommittee made up of diverse constituents will narrow the key design elements and take those to the education committee for subcommittee approval. The smaller team of administrators, one teacher, and one education committee representative will write the draft objectives and measures. These will then be taken to the full education subcommittee for feedback in late-spring for approval and then to the full board for approval by June 1<sup>st</sup> 2015. Draft objectives and measures can be found in section V of this document.

#### ***D. Supports for Diverse Learners***

##### *Overview*

College is a significant milestone for all students and at-risk or first generation students in particular. We believe that every child should have the joy of reaching college regardless of their learning style or needs. Therefore, the school and program design need to meet the needs of not just a regular education student, but every student that might come through the door. Each classroom must have the kinds of adults and supports that will enable each student to feel like he or she can and will succeed and can learn the

value of struggle and determination. Just as important are the kind of tools that will help adults recognize when students are on the wrong track and need guidance from a kind, knowledgeable adult.

### *Cultural competency*

Providing this atmosphere begins with a culturally appropriate staff. BACS teachers will have experience and solid results working with urban youth and their families, and will ideally be able to communicate with parents in their native language. Working in an urban setting and dealing with issues of race, class, ethnicity, privilege, and background create situations that are unlike those encountered in a more homogenous setting. Learning how to face, discuss, and work through these uncomfortable topics is key to building relationships in the community, and with parents and students. The Dean of Student Success will be a key staff member in this regard and will be expected to help design professional development opportunities for staff members around cultural competency.

### *English Language Learners*

Introduction: At BACS we embrace the cultural, linguistic, and experiential diversity that our English Language Learners bring to our school community. Indeed, the city of Salem has a deep and rich immigration history; for over one hundred years the “Point” neighborhood which is now home to a thriving Dominican community was the home to a vibrant French Canadian cohort who moved to Salem (to the “La Pointe” neighborhood in particular) for work in the mills during the Industrial Revolution. Today, fully one-fifth of Salem residents speak Spanish and more than one third of the students enrolled in the Salem Public Schools in 2013 identified as Hispanic.<sup>71</sup> Compared to districts across the state, Salem scholars are disproportionately Spanish-speaking.

MCAS data from Bentley Elementary School from 2010-2014 reveals that the CPI of ELLs varied greatly from year to year, ranging from a low of 36 in 2014 (in 2013-14 there were only 3 ESL teachers schoolwide), to a high of 63 in 2013, in which school year there were double the number of ESL teachers as in the following year. To address the needs of ELL students at BACS, we will be staffed with at least one ELL interventionist at every grade level. At BACS, interventionists will see themselves as “differentiation specialists” who strive to scaffold and differentiate instruction for all students in the classroom, ensuring that ELL, FLEP, and native-speaking students receive instruction (whole class and small group) based on data. Lesson plans will reflect student groupings including why the students were grouped in that manner, what they are receiving that is different from the other groups, and ongoing assessment measures and the subsequent regroupings. It is critical that once students reach English language proficiency, the instruction is in place to push them towards increasing levels of academic proficiency---and higher.

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<sup>71</sup> Walker, D. *Salem's forgotten immigrants*, Salem Gazette, July 25, 2014.

Bentley Academy Charter School will educate each student in compliance with all state and federal regulations and in keeping with the culture of rigor, college preparation, and high expectations we set for all learners. BACS will collaborate with SPS to ensure that the highest quality supports are being provided to ELLs and will identify, assess, place, and reclassify ELL scholars by adhering to DESE guidelines as follows:<sup>72</sup>

Identification: All families of BACS scholars will complete a Home Language Survey upon enrollment. If the information on the survey indicates that the student may speak a language other than English at home, and/or the student was born in another country, the scholar's academic records will be reviewed for proficiency data (MEPA, ACCESS, or other proficiency measures such as LAS) and the ELL Director of the sending district/school will be contacted. An interview with the family and the student will also be conducted. Students who are newcomers as well as students without formal or public school education and who have not yet received a language screening will be administered the W-APT.

Program delivery: Based on the student's proficiency data, BACS will tailor specific education programs to ELLs' needs and ELL students will receive English as a Second Language instruction (ESL). Supporting the research that ELLs, like their native speaking peers, need to receive "highly motivating, rigorous instruction" in order to succeed in school, BACS will utilize a push-in, rather than pull-out model, for ELD instruction and ESL support whenever possible.<sup>73</sup>

Due to the "push in" approach, Sheltered English Immersion endorsement will be required for all teachers at BACS. BACS will help new teachers receive their Sheltered English Immersion endorsement before entering a classroom. More specifically, we will work closely with the district and the programs like Salem State University Project SAEL to ensure this happens. In addition, a licensed ESL teacher will be assigned to at least every other grade level as an interventionist to administer the state-recommended hours of English Language Development (ELD) instruction to ELL scholars in that grade level using a co-teaching model where instruction is constantly differentiated based on data.

Staffing at each grade level will be based on enrollment of ELLs at each grade level, allowing for the flexibility and agility of programming that is a unique characteristic of charter schools. In this way (co-teaching) classroom teachers and interventionists can leverage "small-group instruction...to accommodate students' performance differences."<sup>74</sup> All classes with ELL scholars will be planned to incorporate them into every aspect of the lesson and will tailor instruction to be compliant with all ELL and SEI requirements. Instruction and progress monitoring for ELL scholars will be based on WIDA ACCESS rubrics for speaking, listening, and reading. Furthermore, ELLs at every proficiency level will receive intervention in reading and mathematics

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<sup>72</sup> *Transitional guidance on identification, assessment, placement, and reclassification of English Language Learners.* MA Department of Elementary and Secondary Education, August 2013.

<sup>73</sup> Jacobson, Johnson, and Lapp. *Effective Instruction for English Language Learners.* The Guilford Press. New York, 2011.

<sup>74</sup> Ibid.

based on data (BAS, SRI, DIBELS, MCAS/ANET, & STEP) to close basic skills gaps and to target each student at their instructional level during the student’s intervention, or “WIN” (Whatever I Need) block. WIN is a universal intervention provided to every BACS scholar.

Below is the typical schedule of a fourth grade ELL student at level 1 and level 3:

<b>Level 1 (Entering): 2.5 hours/day</b>	
<b>Time</b>	<b>Class</b>
7:00-7:30	Breakfast
7:30-7:40	Routines and Structures
7:40-8:00	Morning Meeting
8:00-10:00	ELD/ELA: SEI Classroom (licensed ESL teacher)
10:00-10:30	ELA Intervention (licensed ESL teacher)
10:30-11:30	Physical Education (Common Planning Time)
11:30-12:10	Lunch/Recess
12:10-12:40	Math Intervention
12:40-2:40	Math/Science
2:40-3:30	SSR/Additional Intervention/Enrichment/Town Hall
3:30-4:00 (after school)	YMCA/BGC for some

<b>Level 3 (Developing): 2 hours push-in, 30 mins pull-out/day</b>	
<b>Time</b>	<b>Class</b>
7:00-7:30	Breakfast
7:30-7:40	Routines and Structures
7:40-8:00	Morning Meeting
8:00-10:00	ELA/Social Studies (co-taught with ELL interventionist)
10:00-10:30	ELA Intervention (licensed ESL teacher)
10:30-11:30	Physical Education (Common Planning Time)
11:30-12:10	Lunch/Recess
12:10-12:40	Math Intervention
12:40-2:40	Math/Science
2:40-3:30	SSR/Additional Intervention/Town Hall
3:30-4:00 (after school)	YMCA/BGC for some

Assessment: ELL students in the state of Massachusetts are assessed annually by a series of state-mandated tests including ACCESS for ELLs and MCAS or PARCC. Students at BACS also participate in interim assessments including ANet, summative benchmark assessments, and ongoing reading assessment (BAS, SRI, & STEP). The Student Support Coordinator and school-based ESL coach will collect data each trimester in the form of teacher surveys for each ELL and FLEP student in their first two years of monitoring. At



the end of the year, the team will meet to review each student's performance and make a recommendation for or against reclassification. Per the DESE guidelines, students who receive a composite of 6 on the ACCESS for ELLs test at the C tier will be reclassified as FLEP; students who fall short of that number will be reviewed in the fall after their MCAS scores (where applicable) are available.

Program Evaluation: Each year we will monitor the efficacy of our ELL program by careful examination of assessment data. We do this to ensure that our programming is meeting the needs of our ELLs by consistently improving their proficiency levels and preparing them to engage successfully with rigorous material and higher order thinking. If our program evaluation, using parent surveys and disaggregated data, shows our ELLs making inadequate progress relative to their non-ELL peers, a data action plan will be created and followed.

During this academic year, the Bentley restart is utilizing a building-based ESL coach, which is a stipend position for an ELL interventionist. This year the ESL coach is responsible for parent notification and progress monitoring, while initial placement and program evaluation are handled by the district. Next year, administrative responsibilities with respect to ELL students will belong to the Student Support Team Coordinator along with the school-based ESL coach.

It is the intention of BACS to remain always in compliance with state requirements regarding English Language Learners.

### *Students with special needs*

Introduction: Based on our mission and belief that ALL of our students will go to and through college, BACS will educate all students regardless of ability or disability and comply with all state and federal laws, including Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. We provide all students with a Free and Appropriate Public Education in each student's Least Restrictive Environment based on their Individualized Education Plan. At BACS all students regardless of ability status will be exposed to rigorous instruction and texts based on grade level standards from the Massachusetts Frameworks.<sup>75</sup>

Currently in grade three to five at the Bentley, 17% of students have been identified as students with special needs and in grades kindergarten through second the percentage is the same. We anticipate a similar percentage at BACS each year and will actively recruit students to ensure that our student with special needs percentage is similar to the overall district percentage. There are integrated classrooms in grades K and 2 at the Bentley Elementary and we hope and intend to continue these classes at BACS. The integrated classroom model has a lower student to teacher ratio (with about 15 students in the classroom) and is taught by a dual certified teacher and is supported by a special education paraprofessional. Next year we anticipate that we will have an

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<sup>75</sup> For more, see <http://www.doe.mass.edu/frameworks/current.html>

integrated kindergarten, integrated first, and integrated third grade based in student needs and their Individualized Education Plans.

Coupled with rigorous instruction, all students at BACS will also have access to supports both within the classroom and outside of the classroom based on our data-driven instructional model. During common planning time, teachers will meet and review data from assessments and classroom performance to determine which students need additional supports. Supports for students will include differentiated instruction and flexible small groups focused on targeted skills and knowledge gaps made feasible by our co-teaching model. Students who demonstrate specific needs will also have access to computer-based programs such as IXL, the Wilson Reading Program, and other additional curricular resources during our small group about 6-week long “Whatever I Need” block (WIN).<sup>76</sup> Students will have both a Reading/ELA WIN block and Math WIN block.

Identification: For students new to BACS or the district, BACS will ask families to complete an entrance survey. On this survey, one of the questions that will be asked is if their student has previously received special education services. Based on these survey results, the Student Support Coordinator at BACS will contact the sending district and obtain the IEP and special education file of the student. BACS will implement the IEP right away and reach out to the parents to answer any questions they might have as well as set up a transition meeting if needed. At this transition meeting, the IEP team may decide to implement changes based on information and data collected by the teachers and services providers at BACS.

For students who are already enrolled at BACS and are struggling academically, socially, or behaviorally, (beyond the interventions mentioned above decided at Common Planning Time focused on data reviews) teachers will make a referral to the school’s Instructional Support Team (IST). This is a district created structure currently in place at the Bentley restart. The IST will include the Student Support Team Coordinator (provided by the district), School Adjustment Counselor, school psychologist (provided by district), Speech and Language Pathologist/Occupational Therapist/ Physical Therapist (also provided by the district) and at least one general education teacher. This partnership with the district for special education services has been a strength of the collaboration this school year and we will look to continue this partnership as BACS. The parent will be notified of the IST meeting and will receive information from the meeting and/or be in attendance at meeting. The IST will review all the student data and the current classroom accommodations in place as well as concerns from the teacher and parent if applicable.

The IST will create an intervention plan for the struggling student using multiple resources including the District Accommodation Plan (including Tier II interventions

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<sup>76</sup> *A study of student achievement, teacher perceptions, and IXL math*, Imperical Education Inc, 2013 and Wilson, B., & O’Connor, J. *Effectiveness of the Wilson Reading System used in public school training*, in *Clinical studies of multisensory structured language education*, MacIntyre , C., Pickering, J. (eds) International Multisensory Structured Language Education Council, 1995.

such as rules-based reading programs) and other supports available such as, Saturday Scholar program, Homework Club, Acceleration Academies, and/or Summer Academy. The IST will determine how progress will be monitored and what goals and assessments will be used to measure the effectiveness of the intervention. After about 6 weeks of implementation, the IST will reconvene and review the data collected from the intervention.

Based on this data if it is found that a student (not currently receiving special education services) is not making progress, the IST may implement a new intervention plan or recommend an evaluation by inviting parents to a special education referral meeting to obtain their consent for evaluation. Without consent, no special education testing may be completed. BASC will follow all necessary guidelines and regulations around evaluation and will use district personnel to complete the testing if needed. After evaluations are completed and an initial eligibility meeting has been completed, the team will convene to create the IEP. If the student's needs and IEP require a program not currently offered by BACS, we will meet those needs by hiring or contracting with the appropriate licensed staff.

When a student currently receiving special education services, is not making progress based on the IST recommendations and plans, a meeting with parents will be held to determine whether or not changes to the student's Individualized Education Plan need to be implemented. IEPs will be reviewed at least on an annual basis, however, based on student performance or concern the IEP team meeting may convene at any time to make changes to the meeting

Staffing: BACS will employ Special Education interventionists who are certified to provide the services necessary for students with special needs. In the first year there will be about one special education certified interventionist per grade level. Interventionists may also be used across grade levels if needed based on student needs or IEP requirements. Staffing decisions for special education staff will be driven by the needs and IEP requirements of our enrolled students. In the integrated classrooms, we anticipate that there will be one per grade level at the kindergarten, first, and third grade levels, there will be one dually certified teacher (elementary education and moderate special needs) and a special education paraprofessional.

The BASC will work with the district to have a Student Support Team Coordinator. The Student Support Team Coordinator is a full-time administrative position provided by the district that spends a small portion of his or her time at a number of schools. This partnership will allow special education certified teachers at BACS to spend their time in classrooms providing direct services as well as ensure compliance with all necessary laws.

BACS will also employ special education paraprofessionals, as needed per students IEPs. We anticipate having at least four paraprofessionals (in addition to the three paraprofessionals needed in the integrated classrooms) in the first five years of operation based on current and projected student enrollment.

Program delivery: BACS will provide services in accordance with the IEPs of students with special needs. These services may be provided within the general education classroom or outside of the classroom. Within the general education classroom, we will implement an inclusion model. In this model, classrooms will be co-taught by a general education teacher and a special education interventionist. Research has shown this to be a successful model in educating students with special needs.<sup>77</sup> Special education staff and general education staff will have dedicated collaboration time weekly to review students' progress and develop lesson plans that meet the needs and IEP requirements of students.

Outside of the classroom, students may receive specialized services during the “Whatever I Need” blocks, for example a student may receive a specialized reading program such as Wilson during this time. Students may also receive related services that are pull-out such as counseling or occupational therapy at this time.

Below is a possible schedule for a student with special needs in 4th grade:

<b>4<sup>th</sup> grade student with IEP</b>	
<b>Time</b>	<b>Class</b>
7:00-7:30	Breakfast
7:30-7:40	Routines and Structures
7:40-8:00	Responsive Classroom
8:00-10:00	ELA/Social Studies (co-taught with special education interventionist)
10:00-10:30	ELA Intervention (Tier 3 intervention Wilson with special education interventionist)
10:30-11:30	Physical Education (Common Planning Time)
11:30-12:10	Lunch/Recess
12:10-12:40	Math Intervention
12:40-2:40	Math/Science (co-taught with special education interventionist)
2:40-3:30	Additional Intervention/Enrichment/Town Hall/Counseling Services
3:30-4:00 (after school)	YMCA/BGC for some

Assessment: The general education and special education teachers will measure academic progress for students with special needs regularly. Students with special needs will participate in school-based, district, and state assessments based on the accommodations listed in their IEPs. IEP progress reports will be sent to families on the same schedule as the school report cards. We will continue to use the districts software for tracking the services provided to students (eSPED).

<sup>77</sup> Fontana, K. *The effects of co-teaching on the achievement of eighth grade students with learning disabilities*, The Journal of At-Risk Issue, 11, 2005.

Program evaluation: We will work in collaboration with the district whenever possible to ensure that students with special needs are receiving the best possible education. This will include working with related service providers provided by the district like the Student Support Team Coordinator, Speech and Language Pathologists, Occupational Therapists, Physical Therapists, and school psychologists. Student Support Team Coordinator will oversee the implementation of these related services and work in collaboration to ensure all student needs are being met. Parents will be invited to attend the Salem Special Education Parent Advisory Committee (SSEPAC) and at these meetings they will receive information about special education designed by the district.

At the end of each year, a survey will be sent to the parents of students with special needs. Student Support Team Coordinator and the leadership team will review this survey in order to evaluate the special education program. This team will also review student level data and compare the results of students with special needs to those of students without special needs. This evaluation will then drive the next steps and professional development for special education staff and special education professional development for general education teachers. In addition, we'll enlist the district's support in reviewing our upkeep with eSPED at least on a trimester basis. We'll ask for the Assistant Superintendent or designee to observe instruction and IEP meetings on a trimester basis as well.

### ***E. Culture and Family Engagement***

#### *Authentic family engagement*

Home visits: BACS believes that families are essential partners in helping students achieve academically and socially. As discussed earlier, teachers will be trained before the school year on how to complete successful home visits and will be expected 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 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 the hope 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 BACS. This bond will be fostered through communication, events, and opportunities for the teacher and the parent to engage in new and different ways. We will continue to partner with 1647 and the Flamboyant Foundation to provide high quality home visits.

Communication with parents: Communication with families about the education of their child is of the utmost important. The more families are aware of what is occurring with their student at school, the better they can support them at home. Every attempt will be made to communicate in a way that is most appropriate for each parent. The following

expectations have been developed and will be implemented to help ensure consistency in communication with families.

- Each teacher will be expected to send home a “Welcome” letter in multiple languages (translation services provided by colleagues if necessary) to families and a copy of their course syllabus within the first week of academic classes beginning.
- Each family will receive at least one call per month to update them on student status.
- Families will be notified immediately when sudden changes in student behavior or academic behavior are noticed.
- All families will receive notice of upcoming assessments (this will happen via an automated, pre-recorded all-call rather than a personal phone call).
- Any incoming phone call, text, email, or any other mode of communication from families will be responded to within 24 hours. If the communication is received after 4pm on Friday or over the weekend, the expectation is that follow-up will happen on Monday.
- Each communication with family will be documented to maintain clear records of conversations and requests or decisions made and any change to contact information.
- Language will not be a barrier to communicating with parents. Multi-lingual staff members at BACS will be expected to assist colleagues who do not share a common language with a parent. If there is no one available for a specific language, BACS administration will work with the district to find a translator.
- We will send home weekly newsletter outlining the schools’ happenings in both English and Spanish.
- Students write their homework in their agenda book every day. After homework is completed, this agenda book is signed off upon by a family member nightly.
- Students take home progress reports with progress outlined for academics and behavior weekly,

School based engagement: BACS sees family engagement as essential to ensuring that our scholars attend and graduate from college. Families will be invited into the school after the school day a minimum of five times during the year. These open houses may consist of an Opening of the Year Visit, Math Night, ELA Night, Healthy Family Fun Night, and an Arts Night. The purpose of all of these events will be to celebrate student success and partner with families about how to support their child at home academically. At all BACS events and all interactions with parents, a multi-lingual staff member will be present to provide native language services to families that require them.

Parent Teacher Organization: Additionally, BACS will have a Parent Teacher Organization and one parent on the board of trustees to support the school’s vision and mission by providing parent involvement opportunities in the areas of fundraising, volunteering, community building, and educational programming. This group is

currently in development and will work with Bentley Restart administrators to create the right structure, frequency of meetings, and goals for the group. By the time BACS opens, the PTO should be a highly functioning supporting body at the school. The Bentley restart is already seeing the positive effects of engaging more regularly with parents: parents are signing up for the PTO and are coming to school events in large numbers. The PTO will be an opportunity for parents and teachers to celebrate the successes of the school, problem-solve to improve the schooling experience for students, and act as a fundraising arm to support students with additional learning and enrichment experiences. In addition, the PTO will support the mission of BACS by volunteering, supporting community building initiatives, and sponsoring educational programming.

### *Implementing a positive school culture from day one*

Our entire school culture system is built around the PBIS framework.<sup>78</sup> Our model is based on explicitly teaching students social skills and our core values, giving students constant feedback around their performance with respect to our core values, and getting students excited about learning at the BACS. The idea of going to college will continue to permeate throughout the BACS culture. The halls will be filled with college banners and homerooms will be filled with the sounds of students singing their homeroom/college cheer. Town Hall and Morning Meeting time will focus on the importance on continued learning and instilling school pride, bringing to life one our key design elements of a culture of achievement.

Behavioral overview: Our core values drive our mission and help us to achieve our vision. Students and staff members alike commit to exemplifying the values. The values are used as the basis for our behavioral system and are explicitly taught to our students.

Rewards and consequences will be connected to these core values explicitly. In addition to using our core values to drive our culture and behavioral system, we will also develop a more robust Code of Conduct with all policies developed in full compliance with federal and state laws and regulations, including but not limited to M.G.L. c. 71, §37H and §37H1/2. We will continue to collaborate with the district to make sure our Code of Conduct is in line with district expectations and regulations. We will continue to use district guidelines and paperwork for all possible suspension and expulsions hearings. However, our goal is to have our school culture be so strong that instances of suspension will be minimized as has been the case at the Bentley restart this school year.

K-2 behavior model: In grades k-2, we will use a colored system model to help students visually see how their behaviors affect their outcomes. This color system will be grounded in the core values and be explicitly taught to students. Each day students will self-track their behavior for that day by coloring in their ending color on a progress report. This progress report will serve as a communication tool between the family and

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<sup>78</sup> For more, see [www.pbis.org](http://www.pbis.org)

the school. Parents will also receive a printed progress report each week of their student's behavioral and academic progress.

For each day a student ends their day where they started or above, they will receive one Bentley Buck. In grades K-2, students can earn up to \$5 Bentley Bucks per week. Students who are at the highest level all week will also earn a Bonus Buck and be celebrated as a "RooSTAR." RooSTARs will be announced at Town Halls and will have special privileges. For example, sitting anywhere they like for silent sustained reading or earning special events. Bentley Bucks can be used weekly at the school store or saved to purchase special prizes. Students will also have the opportunity to pool their money together to buy class-wide prizes. The Dean of Student Success will ensure that student behavior is being tracked in the Kickboard system and will be in charge of designing additional incentives and opportunities for students who consistently meet and exceed expectations.

3-5 behavior model: In grades 3-5, students will be able to earn \$20 Bentley Bucks per day (\$100 per week) for showing their core values. Students may also earn bonus Bentley Bucks for going above and beyond to show their core values. Students who earn a specific amount of Bentley Bucks each week (determined by the Head of Student Success) will earn Friday Choice Time. At Friday Choice Time, students have the opportunity to participate in activities outside of their required classes. This may include Choice Times, such as crafting, salsa dancing, creating hip-hop, poetry and any other choice staff members or community partners are able to provide for our students. In the case of a community volunteer, they would need to comply with all district visitor policies and a licensed staff member would be present. Students who do not earn Choice Time will attend a mandatory reflection where they will reflect on why they did not earn Choice Time and make a plan to improve in the areas in which they had struggled. Parents will receive weekly progress reports on their student's academic and behavioral progress. Students are expected to return these reports to school signed weekly. Students who earn at least \$100 Bentley Bucks will be celebrated at Town Hall as RooSTARs and will have special privileges.

One time per month, the whole school will have a larger reward that all students in good standing as measured by their Bentley Bucks will be able to attend. These event include a movie, teach versus students game day, Harvest celebration and dance, special field trips, etc.

Teaching expectations: The Summer Springboard Program will happen at BACS every summer two weeks prior to the start of the traditional Salem Public Schools calendar (one week early for kindergarten students). The early start will be an opportunity to teach scholars in all grades about the school culture and behavioral expectations. Scholars will have opportunities to practice meeting the school's expectations and operating procedures in a safe environment. Core values will be taught on a regular basis during daily morning meetings sessions in homeroom and during Town Hall meetings on Fridays. Students will receive weekly reports on their progress and will be asked to periodically reflect on



their progress with respect to the BACS core values. Students struggling to meet expectations around BACS core values will receive additional support.

The Dean of Student Success focuses nearly exclusively on ensuring that the school's expectations are upheld by staff and met by students and is responsible for a robust and meaningful Summer Springboard Program. The Dean of Student Success will be the face of BACS school culture and will be responsible for holding all parties, administration, teachers, and students accountable for living the BACS Core Values.

Parents will also be encouraged to attend an "Orientation Meeting" explaining the expectations for their children at the school. Ideally, this orientation will happen after the home visit and be an appropriate time to review the Home-School Compact and have parents sign it.

Student Support Team: BACS will use a pro-active team-based framework, which will include a strong Student Support Team and School Climate Committee. The Student Support Team (SST) and School Climate Committee (consisting of special education staff, ESL staff, the Head of Operations, Head of Family and Community Engagement, and Dean of Student Success) will meet weekly to trouble-shoot individual student behavior, attendance, and academic concerns.

SST and School Climate Committee (SCC), led by the Head of Operations will meet roughly every two weeks to discuss overall school operations using the PBIS three tiered model on a school-wide level, reviewing behavior management, placing emphasis on preventative measures towards problem behaviors (e.g. attendance), social skills development, and the use of data analysis to identify problem areas. Students are discussed in the SST/SCC meeting if (1) they have been referred by a teacher cohort within the last week; (2) one of the members of the SST/SCC has had an interaction with a student that warrants follow-up action; or (3) a student had an emergency situation within the last week.

Actions taken by the SST/SCC can include: a referral for school-based counseling (short-term and long-term); a referral to mandated outside counseling; a Department of Children and Families 51A Report; a CRA (Child Requiring Services) CHINS filing; an emergency medical referral; an in-house medical intervention, monitoring, or follow-up; or a connection to other outside resources, such as Big Brothers, Big Sisters, community organizations, etc. The Student Support Coordinator communicates findings and actions taken by the SST/SCC to staff (non-confidential actions), students, and parents.

If students need additional social-emotional supports we will offer many options. Our bi-lingual school adjustment counselor (English and Spanish), who will serve students whose IEPs indicate a need for counseling, and the Dean of Student Success will work with specific students to offer multi-week social skills groups for small groups of students. Students requiring further supports may be referred to the school's IST (the district-wide Intervention/Support Team model) led by the Student Support Coordinator (responsible for special education coordination). Members of the team will work collaboratively to put tailored plans in place for struggling students. In addition, we will work closely with the district assigned Behavioral Specialist if necessary. This person

will be helpful in observing students, offering on the spot support, and constructing tailored behavior plans as well.

Conveying the Importance of Continued Education: The importance of college and continued education is paramount at BACS. All homerooms will be named after the teacher's college or university, all students will know when they will be graduating from college or further education, and regular town hall meetings will give students the opportunity to meet members of the BACS community who will share their college experience. College campus visits for fifth graders will take place at Salem State and Endicott at the end of each school year. Scholars will be asked to share reflections on what the college campuses felt like, what they noticed, and how they picture themselves on that same campus one day.

Celebrating Student Success: Regular Town Hall meetings will take place once a week at BACS. Staff members and student government representatives will talk about what the school's core values look like and sound like and guests from the community will be invited to speak about their experiences and their role in the community and how it aligns with BACS values. Town Hall will also be used to celebrate student success. Students demonstrating high achievement and improvement on assessments, such as ANet, and with attendance and core values will receive certificates and recognition. Town Halls are also an excellent opportunity to engage students in activities connected to our mission and vision of students go to and through college. It is also an opportunity to have more thorough conversations about BACS core values. In addition, regular Student of the Month events to honor select students for their effort, achievement, and improvement will occur. At the very least, student recognition activities will take place weekly.

#### *Additional school culture facets*

School Uniform Policy: In order to minimize distractions and help all scholars focus on academics, BACS scholars will wear uniforms daily. The uniforms will consist of khaki colored pants or skirt and a white collared shirt. One white t-shirt with the BACS mascot (the rooster) will be provided for free to students at the beginning of the school year. On Fridays, scholars are permitted to wear either the regular uniform or a shirt displaying the name of a college or university.

Nutrition Program: We will continue to partner with the district to provide high-quality breakfast and lunch. This school year we have partnered with the EOS foundation to provide breakfast in the classroom. This partnership will allow BACS to serve a higher percentage of students a nutritious breakfast to start the day.<sup>79</sup> Salem Public Schools has a midday healthy snack program (apples, pears, carrots etc.) which BACS will continue to be a part of. Additionally, Bentley Elementary was named a universal breakfast and

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<sup>79</sup> *Improving attendance, health, and behavior: Moving breakfast out of the cafeteria*, School Governance and Leadership, Winter 2013.

lunch school this year, meaning all students can, do, and will receive a free breakfast and lunch every day. We will work with the district to ensure that all of the existing nutrition programs exist next year as they have proved effective this year.

School based health services: As required by law, BACS will employ a nurse to meet the physical health needs of the students.

### *Community Partnerships*

BACS has an ongoing commitment to establishing strong partnerships and shares a common vision amongst all of its community partners to work collaboratively to meet the comprehensive needs of our scholars, families, and the community. The BACS school strategy recognizes that community organizations share equal responsibility for helping scholars become motivated and engaged in learning. A common vision is shared amongst all of our partners; we have established an array of opportunities to engage our stakeholders, as well as encourage on-going dialogue about challenges and solutions.

Though there are many school-based partnerships (SPS, ANet, Blueprint, Flamboyant, Endicott college, & Harvard Graduate School of Education) that support the activities of adults in the building, there are also local stakeholders that support the students and their families. A long-standing and very popular YMCA program, for example, will remain an after school program option for all BACS scholars. In addition, our partnership with the Boys and Girls Club will remain as well. Both the YMCA and Boys and Girls Club play an important role for our families in providing extended care for working families and offering our students homework support.

New partnerships are currently being forged with such community resources as the Peabody Essex Museum, READ Trust, the Salem Maritime National Historic Site, and the House of Seven Gables. A special relationship has been established with Endicott College to bring pre-practicum students to the Bentley 3-5 this school year. We currently have 4 teaching pre-practicum students in grades 4 and 5 and we look forward to continuing this relationship next school year. In addition, BACS leadership and representatives from Endicott College's licensure program have agreed to explore offering a unique urban teaching fellows at the Bentley. Such a partnership would utilize BACS as a full-time practicum site for teachers looking to earn a Masters and additional educational licensure. We see it as an opportunity to push our practice with mentoring in the educational field and support new educators.

## **III. How will the school demonstrate organizational viability?**

### ***A. Capacity***

#### *History of the founding group and founding Board of Trustees*

Due to the unique nature of this effort, the founding group was entirely made up of partnering organizations (SPS, Blueprint, and Empower Schools) and founding members of the Bentley restart staff. The founding group worked over the summer to

both open a school (Bentley restart), and document its work while planning for this application. Once the restart was in operation, the founding group began the transition to establishing a board of trustees and outreach to potential members began.

#### *Founding group members*

The founding group is comprised of individuals with a diverse set of skills and backgrounds. Three members of the founding group (Patrick Schultz, Matt Spengler, and Sarah Toce) represent the original three partnering organizations, SPS, Blueprint, and Empower, respectively. Each has been involved in the development of the regulatory strategy, the educational plan for the restart (and thus the Horace Mann), securing necessary agreements (particularly with the Salem School Committee and the Salem Teachers Union), and the launch of operations at the Bentley restart.

The other founding group members are key staff at the Bentley Elementary School Restart operating in the 2014-15 school year: Justin Vernon, Head of School/Principal; Marlana Afonso, Head of Operations; Marquis Victor, Dean of Student Success; Shawn Berry, lead teacher; and Rebecca Lewis, lead teacher.

Marlana Afonso- Marlana most recently earned her Ed.M. from the Harvard Graduate school of Education in the School Leadership program. She has spent the past six years in education with positions ranging from classroom teacher, to special populations chair, to non-profit operations. She has valuable experience in both a traditional school and a charter school, to inform her involvement with the Bentley Restart and BACS. This year, as Head of Operations, she manages the school budget, coordinates the Math Fellows program, developed the school calendar, and developed in collaboration with teachers, all school policies. Additionally, Marlana speaks both Portuguese and Spanish, which assists in communication and relationship-building in the native languages of many BACS families.

Shawn Berry- Shawn was one of the first teachers hired for the Bentley Restart effort due to her outstanding results as a teacher and her connection to the Salem community. As a teacher at Salem Academy (a Commonwealth charter school in Salem) for eight years, Shawn assumed increasing responsibility for curricular development and student support. Shawn is a lead teacher at the Restart, mentoring less experienced teachers and driving professional development opportunities to meet staff needs.

Rebecca Lewis- Rebecca comes to the Bentley Restart after teaching at UP Academy (a highly successful turnaround school organization) in Boston and Lawrence. As a founding teacher at each of the UP schools she is familiar with the policies and practices of a highly successful start-up school and has been and will continue to be an invaluable teacher leader.

Patrick Schultz- Pat brings a number of strengths drawn from his experience as a teacher, department chair and assistant principal in Salem and Chelsea, as well as a director of

school services at a Boston based non-profit. He is also a successful Salem restaurant owner and Salem School Committee member. He has a thorough understanding from inside a school, combined with his business acumen has been very helpful as Bentley navigated the first year of the SPS partnership.

Matthew Spengler- Matt has spent nearly 25 years in public education as a teacher, a principal, a school founder, assistant to a major superintendent, a consultant, the academic director at a non-profit CMO, and most recently as the founder of Blueprint Schools Network, a non-profit organization that partners with school districts to turn around their lowest performing schools. His broad experience was particularly helpful during the summer months as the Bentley restart was in development. His deep understanding of the inner workings of district processes has helped this fledgling partnership improve.

Sarah Toce- Sarah works for Empower Schools and was the lead project director for the Bentley Restart in 2014. She has worked in education-related organizations since 2006. As a lobbyist's assistant, researcher, and executive director of a statewide charter school association, she has a deep knowledge of policy and state law as it relates to education which will continue to be important in this groundbreaking partnership and regulatory environment. She recently earned her Ed.M. from the Harvard Graduate School of Education in the education policy and management.

Justin Vernon- Justin is a Salem resident who most recently brought a Boston Public School from level 3 to level 1 in just one year. As the founding Principal of Clap Innovation School, Justin not only understands the responsibilities of a start-up principal, but particularly those of a principal at an autonomous public school. He completed both the Harvard Graduate School of Education School Leadership program and Lynch Leadership Fellowship.

Marquis Victor- Marquis was the founding Dean of Student Success at the Clap Innovation School with Justin Vernon where he spearheaded the effort to create a school culture focused on high expectations and strong behavioral supports. He was also responsible for many of the community partnerships that helped Clap achieve Level 1 status. A north shore native, Marquis was named Student Athlete of the year in 2008 at Salem State University and maintains many of his connections in the community.

#### *Application process*

Justin Vernon, Marlina Afonso, and Sarah Toce were the primary authors of this document. The three have been meeting on a regular basis since April 2014. Other founding group members and founding board members have been asked to provide content for and feedback on specific sections of this document where they have expertise.

Due to the unique situation of Bentley Academy Charter School currently in operation as a Restart model, much of the application has been written based on a careful

examination of what is happening at the school in grades 3-5 this year and discussions about how things could change and improve for the teachers and students in future years. Indeed, the application for a Horace Mann Charter School has been a topic of conversation since the opening day of school for teachers this year in everything from informal conversations to common planning time discussions, to staff meetings, and founding group planning meetings.

#### *Founding board of trustees*

Empower Schools worked collaboratively with Head of School, Justin Vernon, as well as the School Committee, represented primarily by Chair, Mayor Kimberley Driscoll, to solicit characteristics of and potential candidates for the founding Board of Trustees. The founding group also sought input from the staff and families of Bentley, the School Committee as a whole, and from community organizations representing the interests of Salem. As a result, the founding Board is comprised of a diverse group of individuals who are committed to the mission and vision of BACS and who possess a range of skills and characteristics needed to govern the school strategically and collaboratively. The board will maintain a group which represents diverse skills, including expertise in education, human resources, development, finance, law, business, and strategic planning. Additionally, knowledge of and connection to the Salem community and an unquestioned alignment with the mission of BACS are key components in recruitment and selection of trustees. The board currently has 8 committed members, including a representative from the Salem School Committee and one from Empower Schools, and will grow over the course of the 2014-2015 school year to encompass up to 15 members by June of 2015. Current members are listed below:

Marie Stephania Baloney: The parent of a current Bentley Elementary student, Marie was upset to learn that her child had been placed at Bentley, a Level 4 school, when she moved from a neighboring district recently. With no other options, she met with Justin Vernon and Marlena Afonso and realized that the restart was the kind of school she wanted to be a part of. She volunteered her efforts on day one and is now a founding board member. Marie has a background in human resources, specifically working with individuals with disabilities. She brings skills, passion, and a parent's perspective to the board.

John Casey: Motivated by the knowledge that not all children have the same focus on college that he did as a student, John is dedicated to creating a school that changes this for Salem's most at-risk students. With a degree in business administration and experience at several human resources and operations positions in the banking, high tech and healthcare industries for the past twenty years, John brings a considerable amount of talent and expertise to the board. He is also a board member and treasurer of Salem Award Foundation, a local non-profit with a focus on human rights and social justice.

Angel Donahue-Rodriguez: As a third grader who did not speak any English, Angel understands the challenges facing BACS. Now, a graduate of Salem State, and working

in Representative Parisella's office, he brings a wide range of skills to the board including a deep understanding of state law and carefully honed management skills. Angel is also currently pursuing an MBA degree.

Rachel Hunt: Rachel is currently a Salem School Committee member and will help ensure collaboration between the school and the district. Additionally, Rachel is the founder and was Head of School at Salem Academy, a high performing Commonwealth Charter School in Salem, until the summer of 2014. She brings a practical knowledge of school operations and educational philosophy to the board of trustees.

Ryan Lovell: Ryan is the Associate Director for Graduate Education at Endicott College and Coordinator of the Teaching Fellows Program. He brings experience with and commitment to increasing the quality of teacher candidates in MA through building collaborative partnerships between schools and colleges. Ryan is a former state coordinator for program approval at DESE and licensure director for Cambridge College.

Christine Sullivan: With her experience as CEO of the Enterprise Center at Salem State, Christine brings the business, strategy, and fundraising expertise to the board. A Salem resident, Christine began following the Bentley Elementary story in 2012 and was disappointed with the lack of bold action. Once the Salem School Committee voted to move forward with this path, Christine was re-engaged and is now committed to ensuring that BACS fulfills the needs of Salem's students.

Sarah Toce: (See bio in the founding group section)

Kristine Wilson: A 37 year veteran of Salem Public Schools, Kris brings an invaluable perspective to the board. She will be an asset as BACS further develops the relationship with SPS, and as it builds new relationships with other Salem organizations.

## ***B. Governance***

### ***1. Governance and management structure***

As the governing body of the Bentley Academy Charter School, the Board of Trustees assumes responsibility for setting the strategic vision for the school, ensuring financial planning and stability, determining policy that supports the mission and vision of the school, and ensuring compliance with all applicable laws and regulations. The board also advocates for and represents the school in the community. The Board hires, supports, and evaluates the Head of School who is responsible for day-to-day school operations. The Head of School will be the only direct report of the Board of Trustees.

The Board of Trustees holds the charter of the school and is responsible for ensuring that the school is academically successful, organizationally viable, and faithful to the terms of its charter. The Board of Trustees will include 7 to 15 members, as indicated in the school's bylaws. While the Head of School will work closely with the Chair of the Board to set agendas and develop the strategic vision for the school, the Head of School is not a voting member of the Board. No board seats will be reserved for

parents or employees of the school although Bentley expects to have parent representation on the board. The founding Board of Trustees will include one sitting School Committee member from the Salem Public Schools to facilitate the transition of the Bentley from a Salem district school to a Horace Mann Charter School. The School Committee representative will facilitate communication between the two governing bodies and help to maintain a sense of shared ownership for the Bentley School. For a complete Organizational Chart, please see Section IV E.

The founding board will participate in training with an outside consultant (e.g., BoardonTrack) before the opening of BACS. Training will include full board, committee and individual responsibilities, the role of the governing body versus the school management team, laws and regulations impacting school boards, best practices in policy setting and strategic planning. The Board will use these sessions to develop a common language, to develop key practices and to set initial goals for its own performance.

Officers: The officers of the board will include at all times a Chair, a Vice Chair, a Treasurer, and a Clerk. The Chair is responsible for general management and operations of the board including setting the agenda for meetings. The Vice Chair assists the Chair in managing the board of trustees and serves as Chair at meetings where the Chair is absent. The Treasurer monitors compliance with all federal, state and other financial reporting requirements and presents the audit to board for approval each year. The clerk assures compliance with recording and posting minutes of board meetings.

Committees: The board will begin with four standing committees including (1) governance committee, responsible for recruiting and onboarding new board members; (2) finance committee, responsible for efficient and effective financial oversight of BACS; (3) development committee, responsible for fundraising and partnership development; and (4) education committee, responsible for academic accountability.

*2. Roles and responsibilities*

Partnering with SPS: The Salem School Committee voted to submit an application for a Horace Mann III Charter for the Bentley School in the spring of 2014. At that time, the Bentley Elementary School, a Level 4 school, was poised to enter the third year of implementation of a Transformation Plan to turnaround the school and had not seen significant academic progress. The School Committee initiated the chartering process, but will not play a governance or management role at the school. However, the BACS Board of Trustees and Head of School will work closely with the school committee and school district in Salem according to the provisions of the attached MOU. Some of the agreed upon division of responsibilities are listed below:

Function	BACS Responsibility	SPS Responsibility
Human Resources	Recruits teachers, recommends for hire	SPS conducts all required background checks, onboarding, and paperwork for hire
Payroll services	--	SPS assumes all responsibility and cost.
Principal Selection	Recruits principal, recommends for hire	Per state law, the Superintendent of SPS must approve all principal hires. It will not be unreasonably withheld, conditioned, or delayed once recommended by BACS



		Board.
Budget Allocation	Manages school level budgets	Deposits regularly scheduled amounts based on enrollment into separate operating account.
Curriculum	Develops all curriculum	--
Materials	Purchase all necessary materials and supplies	--
Student Records	Maintains all student records in hard copy and in SPS on-line system	Timely transfer of records when students enroll in BACS
Data reporting to the State	Assumes all responsibility for data reporting	--
Vendor Selection	Remains in compliance with SPS rules	Ensures compliance with procurement laws
Collective Bargaining	Provide guidance to SPS	Bargain in good faith on behalf of BACS
Facilities upkeep & improvements	Communicate with SPS when non-routine maintenance is required.	SPS assumes all cost and responsibility. Prioritizes projects in the same manner as other SPS schools.

Oversight: The Board of Trustees of the Bentley Academy Charter School assumes the ultimate responsibility for the school’s success through four primary levers: 1) setting the mission and vision of the school and ensuring that strategic planning and policy support the attainment of the school’s goals. 2) overseeing financial planning and management, including the approval of annual budget 3) ensuring compliance with laws and regulations 4) selecting, supporting, managing and evaluating the Head of School.

The Board will select the Head of School based on the demonstrated ability of the individual to successfully lead an urban, public school. The Head of School needs to possess knowledge of curriculum and instruction and possess managerial as well as financial management skills. The Board of Trustees, as indicated, anticipates maintaining the current School Principal, Justin Vernon, as Bentley’s Head of School. Vernon, prior to his role at the Bentley, was a principal in the Boston Public Schools and was appointed to lead the Roger Clap Innovation School, which moved from an underperforming school to a Level 1 school within one year under his leadership.

The Board will evaluate the performance of the Head of School annually in accordance with the MA Educator Evaluation Model system. The Head of School, together with the Board, will set goals for himself and for the school that are aligned to the school’s Accountability Plan and charter promises. The Board will monitor the Head of School’s progress toward goals as well as the DESE standards for administrators throughout the year. The Head of School as well as the Committees of the board will report out to the full board on progress toward Accountability and Educator Evaluation Goals. The Board will meet with the Head of School at least twice a year for the purpose of formative and summative evaluations.

Decision making: A thorough decision making process is important to ensure that the board is remaining in compliance with associated laws and regulations and is transparent and accountable to stakeholders. The following process or a close variation will be used to help the board make strategic decisions for BACS.

1. Gather all relevant data and information related to the decision to be made and distribute in easily accessible form to all board members.

2. Gather as a board to discuss the provided data as well as possible paths forward. If the matter involves individuals or organizations, appropriate representation will occur (when allowed by state law). This discussion should include a discussion of alternatives, and pros and cons of choosing the preferred route.

3. After carefully weighing all of the options, a decision will be made by the board. Unanimity will be sought as much as possible, however, the board will rely in a majority vote for decision making except where stated in the school's by-laws.

Compliance: The BACS Board of Trustees will be in compliance with the Massachusetts Charter School Administrative and Governance Guide and any applicable state and federal laws including state ethics law and open meeting laws. The Board has regular meetings monthly, up to ten months of the year (minimum of four meetings). Committees meet regularly prior to board meetings and are responsible for maintaining the full board apprised of the performance of the school through reports given no fewer than four times per year.

Progress towards goals: The Governance Committee of the board schedules an annual retreat, ensures ongoing training of the board and leads the board evaluation process. The board will conduct a self-evaluation annually, using an evaluation instrument to assess attainment of board goals as well as effectiveness of governance (e.g., compliance with regulations and internal practices).

### *3. Policy development*

The bylaws for the Bentley Academy Charter School outline initial board policy. The Board of Trustees initiates the development or review of a policy when an issue is identified at the board, school or community level that is not adequately addressed by existing policy whether due to changes in legislation, needs of the school population or any other reason. Policy revision or development is initiated at the board level through discussion and then typically referred to a committee or to school leadership for drafting. Draft policies are typically reviewed by the school's legal counsel and input from the public or from stakeholders may be sought dependent on the policy prior to presentation to the full board. The board reviews policies annually to ensure compliance and alignment with the school's mission and goals. The founding Board of Trustees of the Bentley school will need to develop and adopt a number of policies leading up to the first year of operation of the school, beginning with the school's bylaws. The Governance Committee will develop a Board Manual to be reviewed and adopted by the full board following the procedures above and the Finance Committee, in conjunction with the Head of School, will develop Fiscal Policies and Procedures. The Head of School will propose Staff and Student Handbooks to the board.

### *4. Board sustainability*

The Governance Committee of the board will assume primary responsibility for the ongoing development of the board of trustees, including recruiting, nominating,

orienting and training new trustees. The Governance Committee will review skill and characteristic needs of the board annually or as needed, solicit nominations of individuals, vet candidates and present trustees to the full board for approval when openings exist. The committee then orients new members. The committee ensures that effective succession planning takes place and presents a slate of officers to the full board at the annual meeting each year for approval.

### *5. Memorandum of Understanding*

The Memorandum of Understanding (Section V E) signed on May 29th, 2014 governs both the Restart model and serves as the MOU A for BACS. It outlines a number of shared responsibilities of the school and the school committee and thus the Salem School Committee will rely heavily on the Board of Trustees to be transparent about the school and thorough in its attempts to work collaboratively to produce results. This MOU also outlines services to be provided by the district, and a per pupil amount to be paid to BACS, among many other things.

The Restart model allowed Salem Public Schools to renegotiate the Collective Bargaining Agreement for those teachers working at Bentley grades 3-5 and we intend for this newly developed CBA to serve as BACS' MOU B (Section V F).

### *C. Management*

The BACS management structure has been designed to meet the needs of an autonomous school engaged in a dramatic turnaround. As has been mentioned previously in this application, we believe that high-quality teachers are the most important factor in achieving the mission of BACS. We also believe that high-quality teachers should be able to focus on what they do best- *teach*- and have other adults in the building who are responsible for non-teaching responsibilities. The following management structure and roles and responsibilities are designed to alleviate any and all responsibilities other than instruction that teachers in traditional schools have to deal with.

#### *1. School management structure*

The Head of School oversees the Dean of Curriculum and Instruction, the Head of Operations, and the Head of Family and Community Engagement. The Dean of Curriculum and Instruction will manage and evaluate half of the teachers, specialists, and paraprofessionals. The Head of Operations will manage the other half of the instructional staff in addition to the office manager, nurse, and student support team coordinator. The Head of Family and Community Engagement will manage the Dean of Student Success.

The entire administrative leadership team will meet weekly to check in on the overall smooth running of the school. The Head of School, Dean of Curriculum, and Head of Operations will meet weekly as well to ensure professional development, common planning time, and school-wide assessments are on track, and classroom observations and data action plans are demonstrating quality. Additional teams, with teacher representation will be integral part of the continuous improvement process at

BACS. The Instructional Leadership Team, Data Team, Climate Team, and Teacher Leaders will meet monthly.

## *2. School leadership roles and responsibilities*

Head of School: The Head of School reports directly to the Board of Trustees and has primary responsibility for overseeing the management of the school including but not limited to (1) ensuring consistent and thorough implementation of strategies that support the mission and vision of BACS, (2) ensuring excellence in all day to day academic, operational, and community and family engagement implementation in accordance with the school's charter, (3) serving as the main liaison to the Board of Trustees, the MA Department of Elementary and Secondary Education (DESE), to SPS, and to major school partners, including other schools, (4) supervising and evaluating the Head of Operations, Dean of Curriculum and Instruction, and Head of Family and Community Engagement, (5) planning and leading Leadership Team Meetings, and (6) at all time, protecting and advancing the school's mission, vision, and core values inside and outside the school building. The Bentley Academy Charter School Board of Trustees anticipates that current principal, Justin Vernon, who has led the school since the summer of 2014 will continue in his role as school leader.

Dean of Curriculum and Instruction: The DCI reports directly to the Head of School and is responsible for (1) ensuring and monitoring the day to day academic structures of the school for success (curriculum creation, assessment alignment and delivery, professional development, common planning time, walkthroughs etc.), (2) supervising and evaluating roughly 2/3 of the BACS teachers (including ELL teachers, teachers of students with disabilities, school adjustment counselor, and specialty teachers), (3) supervising and evaluating lead teachers with respect to their teacher leadership responsibilities, (4) planning and delivering the Instructional Leadership Team meetings, (5) supervising and evaluating all paraprofessionals and Math Tutors, (6) creating and delivering professional development as necessary.

Head of Operations: The Head of Ops reports directly to the Head of School and is responsible for (1) ensuring the day to day operational excellence of the school (logistical excellence, budgeting, scheduling, organizational structures, and systems etc.), (2) supervising and evaluating roughly 1/3 of the BACS teachers (including ELL teachers, teachers of students with disabilities, school adjustment counselor, and specialty teachers), (3) supervising and evaluating the Office Manager and school nurse, (4) working collaboratively with the Head of Family and Community Engagement to supervise and evaluate the Dean of Student Success, (5) creating and delivering professional development as necessary, (6) planning and delivering the Data Team Meetings, (8) working collaboratively with the district provided Student Support Team Coordinator to ensure that all supports are in place for students (ELLs, students with special needs, 504s etc.).

Head of Family & Community Engagement: The HFCE reports directly to the Head of School and is responsible for (1) ensuring the day to day engagement of families and community members, (2) ensuring the success of family and community member events associated with the school, (3) monitoring and taking action with respect to student attendance and tardiness, (4) working collaboratively with the Head of Operations to supervise and evaluate the Dean of Student Success, (5) ensuring excellent day to day communication from the school as an organization to families and community members, (6) supporting and monitoring teachers in communicating with families and community members, (7) providing professional development as necessary.

### *3. Human resources*

BACS believes that a high quality teacher in every classroom is the most effective way to close the persistent achievement gap in urban areas. Finding, developing, and retaining the best teachers will be the responsibility primarily of the Head of School who will be supported by the rest of the leadership team.

Recruiting: Creating a pipeline of great potential teachers will be a key strategy for BACS. Salem's proximity to Boston allows BACS to take advantage of the numerous opportunities that exist in the greater Boston area for recruitment. These include programs like the School Leadership Program at the Harvard Graduate School of Education and many non-profits that operate in Boston like Teach for America, Education Pioneers (for non-instructional positions), MATCH Teacher Residency Program, and The New Teacher Project.

Additionally, we will partner with colleges and universities to bring pre-practicum and practicum students into BACS to learn from lead teachers and senior lead teachers. Exposing these students to high quality instruction and a community of teachers that values teamwork and self-improvement will not just benefit BACS if and when they return to BACS as full teachers, but whatever school the teacher decides to take his or her talents to. As mentioned previously, there are currently four Endicott College pre-practicum students at BACS, a partnership that we intend to continue and grow in the coming years to include full-time practicum Masters candidates.

Finally, we must not ignore the local talent that already exists. Salem Public Schools has very talented and dedicated educators that might be interested in participating in a new kind of teaching environment.

Developing and retaining great teachers: Teachers at BACS are expected to be of the highest quality, but they are not expected to get there by themselves. Like many professions, teaching requires years of intentional development to become a strong teacher and consistent improvement to remain effective in light of ever changing technologies, theories, and strategies.

Teachers at BACS will have at least 100 hours of professional development throughout the school year beginning in early August which will consist of high quality trainings specifically tailored to meet their professional learning needs. As an example,

this year we identified a need for professional development in the area of language disabilities and were able to contact the Landmark School, a leader in this area, to provide training in this area for our teachers.

A criticism of the teaching profession is the lack of professional advancement opportunities for teachers who choose to stay in the classroom rather than move to an administrative or training position. We have tried to address this at BACS by giving teachers the ability to advance through becoming a mentor, lead, or senior lead teacher. These positions come with greater responsibility within the BACS community as well as an additional stipend but most importantly help keep high quality teachers engaged in improving their work in the classroom and investing in the entire school community. Promotion is based on quantitative data including teacher evaluations and student achievement data, as well as qualitative data including standing among the teaching corps, relationships with parents, and visible embodiment of BACS’ mission and core values.

Compensation: All BACS teachers will be members of the Salem Teachers Union and will receive, at a minimum, their salary and benefits as determined by the STU CBA and salary schedule. Stipends for BACS teachers have been negotiated with STU for the following positions:

Reason	Stipend amount per year
Expanded Day <sup>80</sup>	\$5,000.00
Saturday Scholars	\$1,500.00
Acceleration Academies <sup>81</sup>	\$1,500.00
Senior Lead Teacher	\$2,000.00
Lead Teacher	\$1,500.00
Mentor Teacher	\$1,000.00

Working Conditions: In line with the mission and core values of BACS, we expect our teachers to show the same kind of effort that we expect of our students. We also understand that teachers are people outside of their job with families, personal interests, and social lives that must be respected. Like many work places, we will strive to create working conditions that will lead to excellent outcomes for students and that will not result in burn out among the teachers who commit to helping those students achieve.

Per the MOU B with the Salem Teacher’s Union, teachers at BACS will work a schedule of 205 eight-hour days. This time includes the two weeks of professional development and collaborative time that teachers participate in before the school year. In addition, BACS teachers may be required to attend up to 25 hours of after school meetings a year and up to two, two hour evening engagements a month. During no one

<sup>80</sup> Per the MOU B, the Expanded Day time is equal to 205, 8 hour days per year.

<sup>81</sup> Both Saturday Scholars and Acceleration Academy are 40 hour per year positions. A teacher can choose to participate in none, one, or all.

week of school can BACS teachers be required to attend both an after school meeting and an evening engagement.

BACS teachers will also receive the day(s) off during the following holidays: Columbus Day; Veteran’s Day; Thanksgiving recess; (beginning noon of the Wednesday prior to Thanksgiving), Christmas recess (beginning no later than the close of school on December 23 and ending no sooner than January 2); Martin Luther King Day; Winter recess (the week of President’s Day); Good Friday; Spring recess (the week of Patriot’s Day); Memorial Day; and Independence Day. When these holidays fall on a Sunday, the following Monday will be a holiday.

At any given point in time, a BACS staff member might be asked to perform additional duties to ensure the smooth running of the school. This might include: covering a homeroom period or performing lunch or recess duties; however, at no time will a BACS teacher ever be asked or expected to collect money, or perform traffic, clerical, custodial, nursing, or cafeteria duties.

Administrators at BACS are not a part of the STU and will have an employment contract with the Board of Trustees. Administrator contracts will be for one year, will establish salary and benefits, and will include 25 vacation days to be taken as much as possible during times when school is not in session. Personal, sick, and bereavement leave will also be available.

Hiring, transfers, dismissals: Per the MOU B with STU and the MOU A with SPS, BACS will recommend teachers for hire through SPS. BACS is exempt from any STU CBA language that creates an advantage for teachers with more seniority during hire or transfer and all transfers into BACS are at the discretion of the Head of School. When terminating a teacher, BACS must perform all legal requirements and request superintendent approval.

Staffing chart:

Role	2015-16	2016-17	2017-18	2018-19	2019-20
Head of School	1	1	1	1	1
Dean of Curriculum & Instruction	1	1	1	1	1
Head of Operations	1	1	1	1	1
Head of Family & Community Engagement	1	1	1	1	1
Dean of Student Success	1	1	1	1	1
Office Manager	1	1	1	1	1
Adjustment Counselor	1	1	1	2	2
Nurse	1	1	1	1	1
K teachers	3	3	3	3	3
K interventionists (ELL/SpEd)	2	2	2	2	2
1 <sup>st</sup> grade teachers	3	3	3	3	3
1 <sup>st</sup> grade interventionists (ELL/SpEd)	2	2	2	2	2
2 <sup>nd</sup> grade teachers	2	3	3	3	3
2 <sup>nd</sup> grade interventionists (ELL/SpEd)	2	2	2	2	2
3 <sup>rd</sup> grade teachers	2	3	3	3	3
3 <sup>rd</sup> grade interventionists (ELL/SpEd)	2	2	2	2	2
4 <sup>th</sup> grade teachers	2	2	3	3	3
4 <sup>th</sup> grade interventionists (ELL/SpEd)	2	2	2	2	2

5 <sup>th</sup> grade teachers	2	2	2	3	3
5 <sup>th</sup> grade interventionists (ELL/SpEd)	1	2	2	2	2
Math Fellows	2	2	3	3	4
Paraprofessionals	7	8	9	9	10
Specialists	3	3	3	4	4

***D. Facilities and student transportation***

Facility: BACS has partnered with SPS to ensure that a proper facility is available and maintained at all times during the term of this charter. The existing Bentley Elementary School located at 25 Memorial Dr, Salem, MA 01970 will be the facility used by BACS.

Per the MOU A with SPS, the cost of maintaining the facility, utilities, and providing custodial services is SPS’ responsibility.<sup>82</sup> Any requests for the BACS facility will follow the same protocols as any other Salem Public School.

Transportation: All students attending BACS will be provided the same transportation that they would receive to a traditional SPS school. Families are required to sign up for transportation during the summer before the school year and are notified of their transportation assignment the week before school. BACS will communicate with parents to remind them to apply for transportation and will inform them of transportation decisions as soon as they are known. Students with disabilities will receive the method of transportation that is specified in their IEP.

A BACS student’s eligibility for free transportation provided through SPS is as follows:<sup>83</sup>

1. If a grade K-2 student lives more than 1 miles away from BACS
2. If a grade 3-5 student lives more than 1.5 miles away from BACS

***E. School Finances***

***1. Fiscal management***

Appropriate financial processes and protocols are critical to achieve and maintain a school that can serve its students.

Planning and oversight: The BACS Board of Trustees will have primary responsibility over budget planning each year and budget oversight during the year. On a day to day basis, the Head of Operations will be responsible for the appropriate maintenance and recording of financial matters. Before opening, the Head of Operations and the Treasurer of the Board of Trustees will collaborate to create a financial policy in accordance with DESE charter school guidance that addresses communication and information sharing between the Head of Operations and the Treasurer as well as procedures to guide day to day financial decisions under the auspices of the Head of Operations.

The Board of Trustees will have a standing Finance Committee overseeing the finances of the school and regular financial reports to the whole board will be provided as

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<sup>82</sup> Rather than BACS receiving 100% of the per pupil amount in Salem, BACS is receiving a portion of that amount and the remainder stays with SPS to pay for such goods and services.

<sup>83</sup> Per SPS school committee policy 3601



the committee finds necessary. The BACS Board of Trustees commits to hire an external auditor to complete an annual audit.

Per Pupil Calculation: Per the MOU A with SPS, BACS will receive \$10,500 per student enrolled at BACS to be deposited into a separate operating account on an annual basis. BACS will be responsible for applying for and accounting for any state or federal grants such as Title I, Title IIA, and IDEA, due to its LEA designation. The negotiated base amount of \$10,500 is only a portion of the full per pupil expenditure in SPS. The remainder of the per pupil amount remains with SPS to cover the cost of items and services stated in the MOU A including, maintenance of the facility, custodial services, transportation, special education and ESL supports, and human resource services.

## *2. Operating budget and budget narrative*

Budget development for BACS is based on experience during the first year of operation as a restart school as well as shared information shared from other high quality charter schools in Salem and the Greater Boston Area.

Guiding principle: In developing the budget for BACS, we continually returned to our mission and core values to make decisions. We believe in the power of high quality teachers and leaders to make a difference for the students at BACS and thus we have concentrated funds that will most impact individual teachers, their classrooms, their practice, and their community.

Cooperation with SPS: The MOU A explicitly allows BACS to apply for its own federal grants (Title I, Title IIA, and IDEA) and provides for \$10,500 per student for BACS. In the coming months, the Board of Trustees, the Head of School, and the Head of Operations commit to working with SPS to arrive at an agreement that is equitable to the students of Salem and BACS. Therefore, in the attached budget, we have underestimated the amount of Title funds that the school will receive.

## *F. Action plan*

Due to BACS' unique position as a school that is currently partially in operation with many of the autonomies that will be provided by the Horace Mann, much of the action plan between March 1<sup>st</sup> and August 3<sup>rd</sup>, 2015 (the first day of school for teachers) is already in the works. BACS has already begun to do initial outreach to potential teachers for the K-2 positions and all members of the current school community are constantly revising and improving current practices. Much of the heavy lifting of creating new policies and procedures and for developing new relationships have already begun during this school year and will allow BACS leaders and the Board of Trustees to refine, rather than create the school.

## **IV. Required attachments counted toward 40 page maximum**

### ***A. Draft By-Laws***

**By-Laws of  
BENTLEY ACADEMY CHARTER SCHOOL  
Massachusetts Horace Mann III Public Charter School**

#### **SECTION 1: General Provisions**

1.1 Legal Status. This organization is a public school chartered by the Commonwealth of Massachusetts pursuant to Massachusetts General Laws, Chapter 71, Section 89; the Board of Trustees is a public entity operating independently of a school committee and the members thereof are considered public officials and special state employees of Massachusetts.

1.2 Name and Purpose. The name of the school, which must include the words ‘charter school,’ is Bentley Academy Charter School (the “School”). The purpose for which the School is organized is to organize and operate a charter school in Salem and to fulfill the mission as set forth in the Charter, to prepare all of its students for personal and academic success to and through college.

1.3 Fiscal Year. Except as from time to time otherwise determined by the Trustees of the School, the fiscal year of the School shall begin on the first day of July in each year and end on the last day of June in the following year.

#### **SECTION 2: Board of Trustees**

2.1 Powers. A Board of Trustees shall manage the affairs of the School and shall have and may exercise all the powers of the School, except as otherwise provided by law, by the Charters, by these By-Laws or the Memorandum of Understanding between the School and the Salem Public Schools. Except as otherwise prohibited by law, the Charters or these By-Laws, and subject to the additional approval of the local school committee or the superintendent where applicable, the exclusive powers of the Board of Trustees shall include but not be limited to the power to: (i) purchase or sell real property, (ii) pledge, assign, create liens on or security interests in the real or personal property of the School, (iii) establish or modify investment policies, (iv) appoint or remove the Head of School, (v) hire a Head of School and/or a School Management Organization (SMO), in accordance with law, these By-Laws and any relevant management contracts, and authorize said Head of School or SMO to perform certain specified services for the School, provided, however, that the Board shall not delegate its legal or fiduciary responsibilities to any other person or party, nor shall the Board assign to any person or party any of its responsibilities under the Charters or by law, including without limitation the Board’s responsibilities under Mass. Gen. Laws chapter 71, §89 (vi) determine the general policies of the School in accordance with the School’s charter and state and federal law, and to see its faithful execution, (vii) manage the financial affairs of the School so as to ensure the School’s financial stability and the continued integrity of its academic program, including the power to borrow and incur indebtedness for the

purposes of the School, and to approve its annual operating and capital budgets, and (viii) evaluate the Head of School. The Board of Trustees operates independently from the local school committee. The Board of Trustees is prohibited from exercising managerial powers over the day-to-day operations of the School.

2.2 Responsibilities. The Board of Trustees holds the charter from the state and is therefore responsible for ensuring that the School complies with all applicable laws and regulations as well as for ensuring that the School is an academic success, organizationally viable, faithful to the terms of its charters, and earns charter renewal.

2.3 Number of Trustees. The Board of Trustees shall consist of no fewer than seven and no more than fifteen. The Trustees shall be elected in accordance with Section 2.5.

2.4 Term of Office of Trustees. All Trustees shall hold office for terms of three years *provided* that each board member's initial term shall be from the date of their election until three years from the July 1<sup>st</sup> subsequent to their election and *provided* that the initial Board is elected to and shall serve terms ending one, two or three years from the July 1<sup>st</sup> subsequent to their election, to allow for the rotation of one-third of the Trustees each year. Trustees may be elected to up to three successive terms, *provided* that each Trustee shall be duly elected for each term in accordance with Section 2.5.

2.5 Election of Trustees. Trustees shall be elected by the Board of Trustees at any meeting of the Board of Trustees by the affirmative vote of two-thirds (2/3) of the Trustees present at a meeting at which a quorum is present. A Trustee elected to fill an unexpired term shall have tenure only to the end of such term. The Board of Trustees may exercise all their powers notwithstanding the existence of one or more vacancies in the Board. Vacancies in any office may be filled by the Board of Trustees.

The Board of Trustees shall request the appointment of a trustee to the board only where the board has no reason to know that the trustee has a financial interest under M.G.L. c. 268A which may preclude a majority of the board from participating in deliberations or voting on certain matters that are expected to come before the board. The board must exercise due diligence prior to determining that a proposed trustee does not have such a financial interest.

2.6 Resignation and Removal. A Trustee may resign at any time by filing a written resignation with the Chair of the Board. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Trustees, the School formally encourages Trustees intending to resign or to decline nomination to provide notice of the Trustee's intent as much in advance of the annual meeting as possible. Any Trustee may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the Trustees then in office. A Trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

2.7 Open Meeting Law. All meetings of the Board, whether regular, special or annual, require that notice be given of the time, date and location of each meeting and a listing of the topics the Chair reasonably anticipates will be discussed at the meeting, in accordance with Open Meeting Law (M.G.L. c. 30A, § 18-25), as amended from time to time, or any successor statute. Except as otherwise permitted by M.G.L. c. 30A, § 18-25, (i) any deliberation (which includes any oral or written communication through any medium, including email) between or among a quorum of the Trustees with respect to any matter within the Board's jurisdiction shall be open to the public and (ii) no executive session shall be held until (a) the Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law, (b) a majority of the Trustees at such meeting shall have voted to go into executive session, (c) the vote of each Trustee shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chair (or other person presiding over the meeting) shall have cited the purpose of the executive session, stating all subjects that may be revealed without compromising the purpose for which the executive session was called, and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

2.8 Executive Session. The Board of Trustees shall hold executive sessions only in accordance with the provisions of the open meeting law for the following purposes: (i) to discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual (ii) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel (iii) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares (iv) to discuss the deployment of security personnel or devices, or strategies with respect thereto (v) to investigate charges of criminal misconduct or to consider the filing of criminal complaints (vi) to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting law may have a detrimental effect on the negotiating position of the public body (vii) to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements (viii) to consider or interview applicants for employment or appointment by a preliminary screening committee if the chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants (ix) to meet or confer with a mediator, as defined in section 23C of chapter 233, with respect to any litigation or decision on any public business within its jurisdiction involving another party, group (x) to discuss trade secrets or confidential, competitively-sensitive or other proprietary information.

2.9 Annual Meeting. The Trustees shall meet annually in the month of May at the School, or at such place and at such time as the Board of Trustees shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held in the

specified month, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time, and place of any such meeting shall be mailed or emailed to all Trustees at the Trustees' usual or last known business or home address or email address not less than seven (7) days prior to the date of the annual meeting.

2.10 Regular Meetings. Regular meetings of the Trustees may be held without call or notice to the Trustees at such places and times as the Trustees may from time to time determine; *provided, however*, that any Trustee who is absent when such determination of a future meeting is made shall be given notice as provided in Section 2.13 of these By-Laws. The Trustees shall hold no fewer than four regular meetings annually.

2.11 Special Meetings. Special meetings of the Trustees may be held at any time and place when called by the Chair of the Board or by two or more Trustees. Notice of any special meeting shall be given as provided in Section 2.13 of these By-Laws.

2.12 Notice of Meetings. Public notice of such meetings shall be given as required by law (M.G.L. c. 30A, § 18-25). Notice of the date, time and place of all regular and special meetings of the Trustees shall be given to each Trustee by the Chair or the Clerk or, in case of the death, absence, incapacity or refusal of the Chair or the Clerk, by the officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person or by telephone, telegram, facsimile transmission or email sent to such Trustee's usual or last known business or home address at least twenty-four (24) hours in advance of the meeting, or by mail addressed to such business or home address and postmarked at least forty-eight (48) hours in advance of the meeting. Except as required by law, notice of any meeting of Trustees need not be given: (i) to any Trustee who, either before or after the meeting, delivers a written waiver of notice, executed by the Trustee which is filed with the records of the meeting; or (ii) to any Trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charters, or these By-Laws, a notice to Trustees or waiver of notice by Trustees need not specify the purpose of any regular or special meeting unless such purpose is (i) the amendment or repeal of any provision of the Charters or these By-Laws or (ii) the removal of a Trustee or an officer.

2.13 Records. The Board will maintain a detailed and accurate record of every meeting including the date, time and location of the meeting, the members present or absent, a summary of the discussions on each subject, a list of documents and other exhibits used at the meeting, and the decisions made and actions taken at the meeting, including votes taken. These records shall comply with the Open Meeting Law (M.G.L. c. 30A, § 18-25).

2.14 Board Attendance Policy. The School formally encourages Trustees to attend every meeting of the Board of Trustees. In the event a Trustee cannot attend a meeting she/he is asked to notify the Chair (or Vice Chair of the Board) of her/his intended

absence by 12 p.m. on the day of the meeting (a “Notified Absence”). A Trustee will be deemed to have an attendance problem if any of the following conditions occur: A) two consecutive un-notified absences; B) Three consecutive Notified Absences; or C) Absences of any character which together constitute absence from one-third of the Board meetings in a single fiscal year. If a Trustee does violate the policy in any one of the three manners described above, the Chair will bring the matter to the Board for discussion and vote on possible removal of the Trustee in accordance with Section 2.7 above.

#### 2.15 Action at Meetings; Recusal.

2.15.1 Quorum, Voting. Half of the Trustees then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Trustees at which a quorum is present, the vote of a majority of those Trustees present shall decide any matter unless the Charter, these By-Laws or any applicable law requires a different vote. A special majority (2/3 vote) is required in, but not limited to, the following circumstances: (i) the election or removal of Trustees, (ii) the alteration of, amendment to, or repeal of these By-Laws, and (iii) the adoption of new By-Laws. Voting by Trustees by proxies shall not be permitted. An absentee Trustee may not designate an alternate to represent him or her at a Board meeting.

2.15.2 Recusal. A Trustee shall promptly disclose to the Board of Trustees the material terms of any proposed transaction involving the School with respect to which such Trustee may have a conflict of interest. The disclosure shall include all material facts regarding the terms of the transaction, the interest of the School in the transaction, the interest of the Trustee in the transaction, and any relationship that the Trustee may have with other parties involved in the transaction. Common or interested Trustees may be counted in determining the presence of a quorum at a meeting of the Trustees or of a committee thereof which authorizes, approves or ratifies the contract or transaction. However, any common or interested person shall recuse himself or herself from any vote regarding the transaction and shall not participate in any discussion of the merits of the transaction during any meeting of the Board of Trustees, *provided* that the Trustee may answer factual questions regarding any matter required to be disclosed to the Board of Trustees under this Section 2.15.2.

2.16 Committees. The Chair shall appoint all committees or task forces of the Board except the Trusteeship Committee. Committees may be composed of Trustees and community members. Committees composed of community members must have at least one member who is also a member of the Board of Trustees. The Board may prescribe the responsibilities and the composition of such committees. Except as otherwise provided in Section 3 of this Article VII, the Chair shall appoint the chair of each committee. There shall initially be four (4) standing committees. These shall include: (1) the Governance Committee; (2) the Finance Committee; (3) the Development Committee; and (4) the Education Committee.

At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee. Any committee may, subject to the approval of the Board of Trustees, make further rules for the conduct of its business. The members of any committee shall serve on such committee at the pleasure of the Trustees. Meetings of any committees shall comply with the Open Meeting Law (M.G.L. c. 30A, § 18-25).

The Governance Committee shall be composed of three (3) to five (5) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. The Trustees shall also elect the chair for the Governance Committee. Each committee member shall serve a term of one (1) year, and these terms shall be staggered to ensure continuity of committee membership. The duties of the Governance Committee shall be conducted consistently with the section of the School's Charter Application entitled "Board Development" and shall include: (a) review of the qualifications of candidates and presentation of a slate of the best qualified nominees for the vacant Trustee positions on the Board; (b) recommendation of candidates to the Board to fill vacancies that arise outside the regular nominating process; (c) provision of ongoing orientation to Trustees; (d) oversight of the Trustee assessment process to ensure optimum performance; (e) creation of Trustee and Officer position descriptions to be submitted to the Board for approval; (f) recommendations with respect to the annual retreat of the Board and planning of said retreat consistent with board directives; and (g) recommendations regarding amendments to these by-laws.

The Finance Committee shall be composed of three (3) to (5) persons appointed by the Chair, including the Treasurer who shall serve as Chair of the Committee. The Head of School shall also serve on the Finance Committee. Each Committee member shall serve a term of one (1) year. The duties of the Finance Committee shall include: (a) Preparation of the annual budget; (b) Development of medium and long range financial plans; (c) Arrangement for and presentation the recommendations of an annual audit; (d) review and presentation to the board financial statements at regular meetings of the board; (f) recommendations regarding actions related to school finance to the board.

The Development Committee shall be composed of three (3) to (5) persons appointed by the Chair. Each Committee member shall serve a term of one (1) year. The duties of the Development Committee shall include: (a) development of annual and medium-range fundraising plans; (b) coordination with School leadership on fundraising; (c) regular reporting to the full board.

The Education Committee shall be composed of three (3) to (5) persons appointed by the Chair. Each Committee member shall serve a term of one (1) year. The duties of the Education Committee shall include: (a) defining academic outcomes for the School; (b) ensuring that the full board is aware of the School's goals, accountability measures and progress toward these; (c) report to the board at regular meetings.

### **SECTION 3: Officers**

3.1 Officers and Agents. The officers of the School shall consist of a Chair of the Board of Trustees, a Vice Chair, a Treasurer, a Clerk, and such other officers as the Trustees may determine from time to time. The School may also have such agents, if any, as the Trustees may appoint.

3.2 Election and Tenure. The Chair, Vice Chair, Treasurer and Clerk shall be elected annually by the Trustees at the annual meeting of the Board of Trustees. Any other officers deemed necessary or desirable by the Trustees may be elected by the Trustees at any time. Except as otherwise provided by law, the Charters or these By-Laws, all officers shall hold office until the next annual meeting of the Trustees or the special meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. If the office of Chair, Vice Chair, Treasurer or Clerk becomes vacant, the Trustees shall elect a successor; if any other office becomes vacant, the Trustees may elect a successor. Each such successor shall hold office for the unexpired term and in the case of the Chair, Vice Chair, Treasurer and Clerk until a successor is chosen and qualified, or in each case until the officer sooner dies, resigns, is removed or becomes disqualified.

3.3 Resignation and Removal. Any officer may resign by delivering a written resignation to the Chair (in the case of resignation of the Chair, to the Vice Chair) or to the School and such resignation shall be effective upon receipt, unless it is specified to be effective at some later time. The Trustees may remove any officer with or without cause by a vote of a majority of the Trustees then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

3.4 Chair of the Board. The Trustees shall elect a Chair of the Board of Trustees. Except as otherwise provided by law, the Charter or these By-Laws, the Chair shall hold office until the next annual meeting of the Trustees or the special meeting held in lieu thereof, and thereafter until his or her successor is chosen and qualified, unless a shorter term is specified in the vote electing or appointing him/her. The Chair shall establish the agenda for all meetings of the Board of Trustees in consultation with the Head of School and, as appropriate in the discretion of the Chair, other members of the Board of Trustees. The Chair shall preside over all meetings of the Board of Trustees and shall have such other powers as the Board of Trustees shall determine. In the absence of the Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair.

3.5 Vice Chair. The Vice Chair shall assist the Chair in overseeing the functions of the Board, and shall have such other powers as the Board of Trustees shall determine. In the absence of the Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair. The Vice Chair shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.



3.6 Treasurer. The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board of Trustees. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.

3.7 Clerk. The Clerk or his/her designee shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose and shall give such notices of meetings of Trustees as are required by the Charter, these By-Laws or by law. The Clerk shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees. In the absence of the Clerk from any meeting of Trustees, a temporary Clerk designated by the person presiding at the meeting shall perform the duties of the Clerk.

3.8 Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the Trustees.

#### **SECTION 4: Compensation and Personal Liability**

4.1 Compensation. No Trustee or officer shall receive any compensation for services rendered as a Trustee or officer.

4.2 No Personal Liability. No Trustees or officers of the School shall be personally liable for any debt, liability or obligation of the School. All persons, corporations or other entities extending credit to, contracting with, or having any claim against the School, may look only to the funds and property of the School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the School.

#### **SECTION 5: State Conflict of Interest Requirements**

5.1 State Conflict of Interest Requirements. Trustees are special state employees and must comply with the requirements of the State Conflict of Interest Law at M.G.L. c. 268A. Trustees shall file annual disclosure statements and all other disclosures required by law with the State Ethics Commission of the Commonwealth of Massachusetts, the Department of Elementary and Secondary Education of the Commonwealth of Massachusetts and the Clerk of the City of Salem.

Board members must disclose any financial interest or business transactions that they (or any immediate family member) have in any charter school in Massachusetts or elsewhere with the state ethics commission, the Department, and the city or town clerk within 30 days of joining the board and by September 1 annually, including the year after the service is completed (unless service is less than 30 days in that year).

#### **SECTION 6: Miscellaneous Provisions**

6.1 Execution of Instruments. Except as the Trustees may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers,

contracts, bonds, notes, checks, drafts and other obligations made, accepted or endorsed by the School shall be signed by the Chair or by the Treasurer or by the Clerk.

6.2 Responding to Complaints. If a complaint is filed with the Board, the Board shall respond no later than 30 days from receipt of the complaint in writing to the complaining party. The Board shall, pursuant to a complaint received under 603 CMR 1.10, or on its own initiative, conduct reviews to ensure compliance with M.G.L. c. 71, § 89, and 603 CMR 1.00.

## **SECTION 7: Liability, Collective Bargaining, and Indemnification**

7.1 Generally. The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as a Trustee, Chair, Vice Chair, Treasurer, Clerk or other officer of the School, each person who may serve or who has served at the request of the School as a Trustee, officer, employee or other agent of another organization, and each person who may serve or has served at its request in a capacity with respect to any employee benefit plan (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including, without limitation, attorneys' fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full Board of Trustees authorized the proceeding); *provided, however*, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally adjudicated in any proceeding (i) to have breached the Indemnified Officer's duty of loyalty to the School, (ii) not to have acted in good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School, (iii) to have engaged in intentional misconduct or a knowing violation of law, or (iv) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit; *and further provided*, that any compromise or settlement payment shall be approved by the School in the same manner as provided below for the authorization of indemnification. Any person who at the request of the School may serve or has served another organization or an employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the School.

7.2 Advances; Repayment. Such indemnification may, to the extent authorized by the Board of Trustees of the School, include payment by the School of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not entitled to

indemnification under this Section which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.

7.3 Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the School under this Section, and each Trustee and officer of the School approving such payment shall be wholly protected, if:

- (i) the payment has been approved or ratified (1) by a majority vote of the Trustees who are not at that time parties to the proceeding or (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by the full Board (in which selection Trustees who are parties may participate); or
- (ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the School) appointed for the purpose by vote of the Trustees in the manner specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the Trustees then in office; or
- (iii) the Trustees have otherwise acted in accordance with the standard of conduct applied to Trustees under Chapter 180 of the Massachusetts General Laws, as amended from time to time; or
- (iv) a court having jurisdiction shall have approved the payment,

7.4 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Officer entitled to indemnification hereunder.

7.5 Non-Exclusive Rights. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers and other persons may be entitled by contract or otherwise under law.

7.6 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply to that Indemnified Officer with respect to the acts or omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

7.7 Employees and Agents. To the extent legally permissible, the School may indemnify any employee or agent of the School to the extent authorized by the Board of Trustees by an affirmative vote of a majority of the Trustees entitled to vote. The foregoing provisions of this Section 7 shall apply to any indemnification of any employee or agent under this Section 7.7.

7.8 Insurance. The School shall purchase and maintain a Directors and Officers Liability Insurance Policy to provide for coverage in the case of personal liability of an Indemnified Officer.

7.9 Liability. The Board is a public employer for the purposes of tort liability.

7.10 Collective Bargaining. The school committee is the public employer for collective bargaining purposes.

### **SECTION 8: Staff**

8.1 Staff. Subject to the additional approval of the local school committee or the superintendent where applicable, the Board of Trustees shall have the discretion to select, appoint, evaluate, and / or remove only the Head of School who shall be responsible for carrying out the work of the School in accordance with the policies established from time to time by the Board of Trustees.

### **SECTION 9: Amendments**

9.1 Amendments. These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of two-thirds (2/3) of all Trustees then in office, at any annual meeting of the Trustees or special meeting of the Trustees; *provided, however,* that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By-Laws, or that new By-Laws may be adopted, will be proposed. Amendments to these By-Laws shall become effective immediately on their adoption or at such later time as specified in the amendment, contingent upon approval by the Department of Elementary and Secondary Education and, to the extent required by law, the local school committee, the superintendent, and/or teacher's union.

### **SECTION 10: Non-Discrimination**

10.1 Non-Discrimination. The Board of Trustees shall not discriminate against potential members on the basis of age, sex, gender identification, sexual orientation, race, color, national origin, creed, ancestry, ethnicity, proficiency in English language, religion, marital status, housing status, or non-disqualifying handicap or mental condition.

***B. Draft recruitment and retention plan***  
**PROPOSED RECRUITMENT PLAN**

The Bentley Academy Charter School will work collaboratively with Salem Public Schools to determine an enrollment policy that most closely mirrors the enrollment of Salem Public Schools. At this time we are proposing an ‘opt-out’ enrollment policy in which all families with appropriately aged children in Salem would be entered into the BACS lottery and could opt-out of the lottery by a specified date rather than having to have parents opt-in. If this were to happen, the need for recruitment would be much reduced as all parents would be automatically included in the lottery.

<b>Demographic Group</b>	<b>Strategies</b>
For all Students	<ul style="list-style-type: none"> <li>-Work collaboratively with the Salem Public Schools to disseminate information to every student in entering in grades K-5</li> <li>-Send out information in the major languages spoken by families in Salem Public Schools (English, Spanish, French, Haitian, Portuguese, Albanian, and Chinese</li> <li>-Work collaboratively with the Salem Public Schools to have information about our school in multiple languages, available at the district’s Family Engagement Center</li> <li>-Utilize our school website and other local news organizations to spread information about BACS</li> <li>-Have information about BACS in multiple languages at our buildings of our major partners (YMCA, Boys and Girls Club Salem, etc.)</li> </ul>
Special education students	<ul style="list-style-type: none"> <li>-Ensure our student support staff is welcoming and available to speak with families during information sessions held at our school</li> <li>-Comprehensive information about the school will be available in the office of the Head of Operations, Head of School, Main Office, School Adjustment Counselor, and Student Support Team Coordinator</li> <li>-Reach out to community organizations and district organizations such as the Early Childhood Center (which serves a strong percentage of students with disabilities) and is located in the Bentley School facility and hospitals working with students with disabilities and provide BACS information to their families.</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>-Make information on our school available in the languages most prevalent in our community (English, Spanish, and Portuguese).</li> <li>-Place BACS information at the appropriate Salem Public Schools Family Welcome Center in languages listed above.</li> <li>-Distribute information in neighborhoods such as the Point Neighborhood that are densely populated by families that speak languages other than English.</li> <li>-Work collaboratively with organizations such as the Latino Leadership Coalition to disseminate information to prospective families.</li> <li>-Facilitate bilingual staff at information sessions and recruitment events to assist with language and communication.</li> <li>-Disseminate BACS information and enrollment information in Education Now/Educacion AHORA.</li> <li>-Bring families on recruiting events (such as door-to-door) in order to garner trust and provide in-depth answers to questions in several languages.</li> </ul>

Students eligible for free or reduced lunch	<ul style="list-style-type: none"> <li>-Make our information available to families residing in low-income housing developments such as Rainbow Terrace and the Point Neighborhood.</li> <li>-Contact the Department of Transitional Assistance and provide them with BACS information.</li> <li>- Hand out information on Recruitment in neighborhoods across Salem that serve families in need.</li> <li>-Work collaboratively with organizations such as the North Shore Community Development Coalition to disseminate information.</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>-Include information about our tutoring and extra support services in our advertisements.</li> <li>-Make our information available to tutoring and academic enrichment programs such as the YMCA and Boys and Girls Club.</li> <li>-Provide ample time at Information Sessions to families with questions about how we provide remediation and extra support to students who have struggled at their current school.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>-Include information about our tutoring and extra support services in our advertisements.</li> <li>-Make our application available to tutoring and academic enrichment programs such as the YMCA and Boys and Girls Club.</li> <li>-Provide ample time at Information Sessions to families with questions about how we provide remediation and extra support to students who have struggled at their current school.</li> </ul>
Homeless Students	<ul style="list-style-type: none"> <li>-Work collaboratively with the district's liaison for Homeless Students, to inform families of our programming, transportation, and supports.</li> </ul>
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> <li>-Make BACS information available to sports organizations and contact coaches in neighborhoods populated by families of color such as Salem Youth Soccer and Salem Youth Baseball.</li> <li>-Reach out to various Church/organizations for suggestions and assistance in reaching young men of color.</li> </ul>

**PROPOSED RETENTION PLAN**

<b>Demographic Group</b>	<b>Strategies</b>
For All Students	<ul style="list-style-type: none"> <li>-Demonstrate high quality communication with families about school happenings and about how their student is doing academically.</li> <li>-Provide families and students with a robust and comprehensive orientation process</li> <li>-Build strong relationships with families through out Home Visits program.</li> <li>-Offer strong partnerships to increase academic achievement</li> <li>-Offer an engaging/rigorous and varied curriculum</li> <li>-Offer a strong school culture based on strong school culture and ongoing education.</li> <li>-Provide students with a longer day to decrease achievement and opportunity gaps.</li> <li>-Offer a continuum of educational and social emotional supports for students based on multiple data points (enrichment, intervention, high-functioning IST, extended time etc).</li> <li>-Partner with the district and outside providers to offer teachers PD in supporting all students.</li> </ul>

Special Education	<ul style="list-style-type: none"> <li>-We maintain a robust Interventionist team which places co-teachers in core subject classes and works individually and in groups with students outside of class.</li> <li>-Interventionists also meet and plan regularly with general education teachers to monitor and accommodate students on IEPs. -The Student Support Coordinator will supervise the work of the interventionists to ensure services are being provided at high quality in accordance with IEPs.</li> <li>-We will provide a continuum of supports from varied curriculum (Wilson Foundations), inclusion, integrated classrooms, to additional time (Saturday Scholars), and smaller groupings during our WIN (intervention block).</li> <li>-Partner with the district and outside providers to offer teachers PD in supporting students with special needs.</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>-Maintain a robust Interventionist team which places co-teaching in core subject classes and works individually and in groups with students outside of class.</li> <li>-The Student Support Coordinator works closely with students who need extra assistance with English language skills to ensure that they receive the support they need through tutoring, co-teaching, Saturday Scholars, homework support, or other activities after school to participate fully in the academic and social experience of BACS.</li> <li>-Ensure that information is regularly disseminated in English, Spanish and other major languages spoken by families attending the school.</li> <li>- Partner with the district and outside providers to offer teachers PD in supporting our ELLs.</li> </ul>
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> <li>-We work to match students with safe, engaging summer camps opportunities and help them find financial aid.</li> <li>-Head of Family and Community Engagement will work closely to families to support their individualized needs (uniforms, supplies, referrals to support agencies).</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>-Students who are sub-proficient receive intensive academic supports including tutoring, small group classes, co-teaching, computer-based interventions, differentiated texts, scaffolded assignments, or other appropriate interventions, along with access to Saturday Scholars and summer remediation programs.</li> <li>-Students who are sub-proficient will receive smaller group instruction during class time and during our WIN (intervention) block.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>-Teachers identify students at risk of dropping out and track them on the Retention Watch List, which prompts teachers to check-in with those students and their families more often.</li> <li>-High Risk students are also recommended for Saturday Scholars, and encouraged to participate in sports or clubs to help engage them with the school community.</li> <li>-Employ an aggressive system for monitoring and intervening with families with students with low attendance and promptness.</li> </ul>
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> <li>-Because of our diversity, BACS closely monitors data to look for trends in race, gender, and socio-economic status.</li> <li>-Our goal is for all students to make significant academic gains all year long using the above strategies and a persistent focus on the overall rigor of our program.</li> </ul>

*C. Draft enrollment policy and admission application*

**BENTLEY ACADEMY CHARTER SCHOOL ENROLLMENT POLICY<sup>84</sup>**

Bentley Academy Charter School (BACS) welcomes applications from all students who are residents of Massachusetts and who expect to enter grades Kindergarten through five in the fall. All students enrolled in grades Kindergarten through fourth at Bentley Elementary School during the 2014-15 school year are guaranteed admission to Bentley Academy Charter School in the 2015-16 school year.

Families with Kindergarten aged children residing in Salem are required to comply with existing Salem Public Schools enrollment procedures but are not required to fill out a separate BACS application. The Salem Public Schools enrollment form will include an 'opt-out' choice for families who do not want to be included in the lottery for Kindergarten seats at BACS.

All applications from Salem public school parents wishing to enroll a student in grades one through five and all applications from outside of Salem Public School parents (including those who are currently home schooled, those who attend a private school, or those who attend another charter school) are due in hand to BACS by the deadline printed on the application and posted on the school's website. Applications can be dropped off in person or mailed to the school office. Applications submitted after the deadline will not be considered for any reason. A copy of the BACS Student Application is attached hereto.

BACS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special needs, proficiency in the English language or a foreign language, or prior academic achievement.

**Application Process**

*Salem Public School enrolled families with Kindergarten aged children:*

All Salem Public Schools enrolled families with kindergarten aged children will automatically be entered into the BACS lottery unless they indicate on the Salem Public Schools enrollment form that they choose not to be included.

Families are encouraged to attend an open house to gain a deeper understanding of the BACS educational program and requirements.

The process concludes with a publicly-held lottery to allocate available slots to applicants in Kindergarten and available openings in grades 1-5. BACS will give notice at least two months prior to each enrollment lottery.

*Non-kindergarten aged children and non-Salem Public School enrollees:*

The enrollment process begins in November when BACS will host open houses and participate in community events to share BACS' mission, vision, and educational

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<sup>84</sup> As this is a draft policy, we have proposed an 'opt-out' lottery process. The founding group and founding board understand that the enrollment policy is just a draft and will work to implement whatever enrollment policy is deemed appropriate by the MA Board of Elementary and Secondary Education. We have worked hand and hand with School Committee representation in thinking through this draft enrollment policy. We feel that this opt-out approach will allow for the greatest potential alignment with the district's newly established student assignment policy aimed at ensuring all Salem Public Schools better reflect the diversity of our city.



program. Public notice of all application deadlines required for out-of-Salem residents is given at least one month in advance, and families should read the application and any accompanying materials and complete the one-page application in order to be included in the random, open lottery.

The information collected on the application is used to determine eligibility for enrollment and to collect general information. It is not used to discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special needs, proficiency in the English language or a foreign language, or prior academic achievement. BACS has and will implement a Student Recruitment and Retention Plan as outlined in M.G.L. Chapter 71, Section 89(f); CMR 603 1.05(f).

The application process concludes with a publicly-held lottery to allocate available slots to applicants in Kindergarten and available openings in grades 1-5. BACS will give notice at least two months prior to each enrollment lottery.

### **Eligibility Criteria**

Enrollment eligibility is met if the Salem Public School kindergarten enrollee:

- has provided all legal documentation to Salem Public Schools indicating their intention to enroll their child in Salem Public School in the fall and has not chosen to be excluded from the BACS lottery.

Enrollment eligibility in a specific grade other than kindergarten is met if the Salem Public School enrollee:

- provides proof that the student is a resident of Massachusetts. Applicant must be a resident of Massachusetts at the time of the application;
- provides proof of residency (except in the case of homeless students) is defined as submission of any of the following documents: copy of a deed or lease, a utility bill dated within the past 60 days, W2 form, excise tax bill, property tax bill, or letter from approved government agency;
- is a student that has successfully completed (or is expected to successfully complete) the grade preceding the grade to which he or she seeks admission;
- has at least one parent/guardian of the applicant has signed the application (dual signatures are not required).

Enrollment eligibility is met if the non-Salem Public School enrollee:

- provides proof that the student is a resident of Massachusetts. Applicant must be a resident of Massachusetts at the time of the application;
- provides proof of residency (except in the case of homeless students) is defined as submission of any of the following documents: copy of a deed or lease, a utility bill dated within the past 60 days, W2 form, excise tax bill, property tax bill, or letter from approved government agency;
- is a student that has successfully completed (or is expected to successfully complete) the grade preceding the grade to which he or she seeks admission;
- has at least one parent/guardian of the applicant has signed the application (dual signatures are not required).

Applicants who fail to meet the eligibility criteria will be notified by mail.

BACS does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment. In addition, we do not administer tests to potential applicants nor do we predicate enrollment on results from any test of ability or achievement.

### **Waiting List Policy**

BACS, with SPS's collaboration, will keep accurate records of the waitlist which contains the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission. The waiting list will be formed in the following order if the number of applicants during the application period exceeds the number of available spaces: siblings, residents of the City of Salem, and non-residents of the City of Salem. If a student stops attending the charter school or declines admission, the next available student on the waitlist for that grade will be offered admission until the vacant seat is filled, up until February 15<sup>th</sup> of the academic year. If a slot becomes available in grades K-5, waiting list candidates will be offered the position by telephone first and then in the mail. Letters are sent the day the call is made. It is the responsibility of the family to ensure that the school has up-to-date contact information. Candidates who are unreachable by mail or telephone longer than seven days will relinquish their position, which will be offered to the next applicant on the waiting list. Depending upon the date that the position is offered, waiting list candidates will have one week from the time they are offered the position to accept or decline the offer. If the student declines the offer, he or she will be permanently removed from the waiting list. Waiting list candidates who decline an offer will not be placed at the bottom of the waiting list.

#### ***Opening when school is not in session:***

If a space becomes available during the summer, when school is not in session, the slot will be offered to the first candidate on the waiting list for enrollment at the beginning of the school year.

#### ***Opening after school year has begun for grades K-5:***

If a space becomes available once the school year has begun, but before February 15<sup>th</sup>, the school will offer the position to the first candidate on the waiting list for immediate enrollment. If a space becomes available on or after February 15<sup>th</sup>, the school will offer the position for enrollment the following school year, with the possibility of summer school prior to enrollment.

The waiting list is retained each year. Waiting list candidates do not need to reapply for admission. If the school cannot reach a waiting list family by mail because the family has failed to notify the school of a forwarding address in the case of a move, the school will assume the waiting list family is no longer interested in remaining on the waiting list. In this case, the waiting list candidate will be permanently removed from the waiting list. Siblings of attending students will receive sibling preference per the Sibling Preference Provision. No student will be admitted ahead of other eligible students on the waiting list unless said student is either a sibling of an attending student

or a resident of the City of Salem and the next student on the waiting list is not. Once the enrollment process for a new school year is completed, the school will notify all newly waitlisted families of their waitlist number.

***Grade retention policy:***

If a student on the waiting list is retained and informs the school that he/she will be repeating his/her present grade, the student will be removed from the waiting list and must re-apply to enter the Lottery for the appropriate grade level.

***Admitted student grade retention policy:***

Once a student has been offered a seat at BACS, the school may complete diagnostic testing to place the child in the proper grade. BACS reserves the right to determine that retention is appropriate for students entering BACS. A student applying to enter the third grade, for example, may be placed in second grade. Decisions on grade placement will be made up to the end of the student's first month in the school. The school can rescind an offer of enrollment if a child fails to adequately complete the grade at his/her sending school. Once an offer has been rescinded, the applicant must re-apply to enter the Lottery for the appropriate grade level. This does not apply to students entering Kindergarten.

**Lottery Procedures and Preferences**

BACS will determine the number of spaces available each year per grade level. If the number of applicants who satisfy the eligibility criteria for a particular grade exceeds the space available, an independent public lottery will be held to allocate spaces to applicants. The lottery will be announced two months prior to being held.

Preference will be given first to applicants who attend Bentley Elementary school on the date of the charter school application, and to their siblings; second to students enrolled in Salem Public Schools; and third to other resident students.

The lottery will be administered in public at 25 Memorial Dr., Salem, MA 01970, by an impartial party not affiliated with BACS. Families will be informed of their lottery numbers in advance, and the lottery will be conducted by grade level. If space is available in a given grade, numbers will be drawn until the grade is filled. Once students are selected for open spaces in each grade, whether by drawing their numbers or as a result of their siblings being enrolled currently, the remaining applicants will be placed on a waiting list in the order in which their numbers were drawn. All new applicants placed on the waiting list will be placed on the existing waiting list according to sibling, resident, and non-resident preferences.

If the number of applicants is less than the space available, after all applicants who were students of Bentley Elementary at the time the charter school application was filed, who are siblings of attending students are enrolled, and Salem residents, then a similar lottery will be conducted for out-of-town applicants to fill the remaining spaces. All applicants selected by lottery will be notified by mail, and waiting list applicants will be informed of their status and rank by mail.

If the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a waiting list does not exist

and the required lottery process is strictly followed, including public notification and deadlines.

### **Sibling Preference Provision**

The charter school law, M.G.L. c.71, s. 89, has a sibling preference provision that gives siblings of attending students preference in enrollment over non-siblings. Therefore, if the sibling (resident or non-resident of the City of Salem) of a student already attending the school in the year of application applies to the school during the enrollment period, then that applicant has enrollment preference over existing non-sibling waiting list candidates. This preference applies to sibling applicants of students who are due to graduate at the end of the school year in which the lottery is held in addition to sibling applicants of students enrolled in lower grades (provided that the attending student continues to attend during the following school year). If multiple siblings (twins or otherwise) enter the lottery and one sibling is admitted, that admitted student's sibling will receive enrollment preference when the admitted sibling has completed one full day of school at BACS. If a family declines the sibling seat, the student will be removed from the waiting list. It is necessary for all applicants to the school, whether or not they have siblings enrolled, to participate in the lottery so that all students receive an official rank in the lottery.

If no space is available in the grade to which a sibling applies at that time, the student will be placed on the waiting list. If space is available in the grade, the student will move directly into the grade. In either case, he or she will have preference over waiting list candidates who are not siblings of attending students. Siblings of attending students are not guaranteed a place in their respective grade, but are guaranteed preference over non-siblings if a space opens in that grade.

In the event that, for a particular grade, there is more than one sibling of attending students or students selected in the lottery, then they will be ranked in terms of sibling preference in the order their names were drawn in the lottery. Siblings must provide proof of their common biological parent (through birth certificates from both siblings, paternity order from a court, etc.) OR proof of a legal adoption to receive the sibling preference. If proof is not received by the application deadline, the student will be entered into the lottery as a non-sibling applicant.

### **First Year Bentley Student Preference**

During the first year of enrollment at BACS (school year 2015-2016) all students enrolled in grades Kindergarten through fourth at Bentley Elementary receive enrollment preference and are guaranteed a seat at BACS if they submit a completed application to BACS by the given deadline.

### **Enrollment Procedures**

All students who are initially extended enrollment offers must confirm by the end of the first week of April for an enrollment date in August. All children who are accepted for enrollment, either directly through the lottery or off the waiting list, will be asked, but

not required, to complete a questionnaire that provides the school with pertinent contact information, school background information, and other data. All students will be encouraged to provide evidence in the form of permanent transcripts that they will complete their current grade by August. In addition, the parents/guardians of enrolled students are encouraged to submit a permanent record release form and required medical forms, sign the Family Accountability Contract, and attend the orientation sessions. Families may need to submit proof of Salem residency. BACS reserves the right to verify an applicant's address (except in the case of homeless students) by requesting any of the following documents: copy of a deed or lease, a utility bill dated within the past 60 days, W-2 form, excise tax bill, property tax bill, or letter from approved government agency.

### **Student Records**

Release of student records generally requires consent of the parent/guardian or eligible student. However, the Regulations provide certain exceptions. For example, staff members employed by or under contract to the school have access to records as needed to perform their duties. BACS also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent/guardian.

In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian/eligible student may state that objection in writing to the school's Principal. Absent receipt of a written objection, the directory information will be released without further notice or consent. Disclosure of Student Information forms may be obtained from the Main Office.

With the exception of directory information as explained above, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent/guardian having physical custody of a student under 18 years of age.

**D. Draft school calendar**

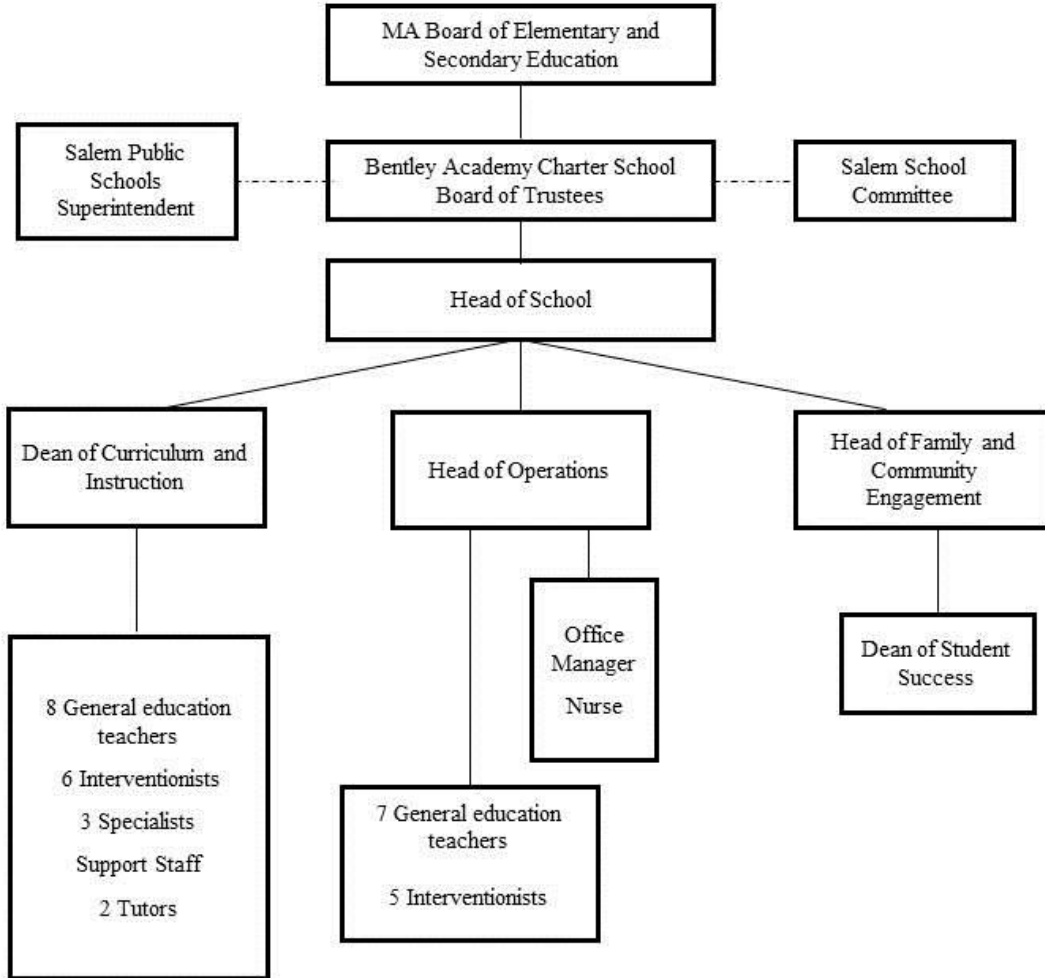


**2015-2016 Bentley Academy Charter School 2015-2016**

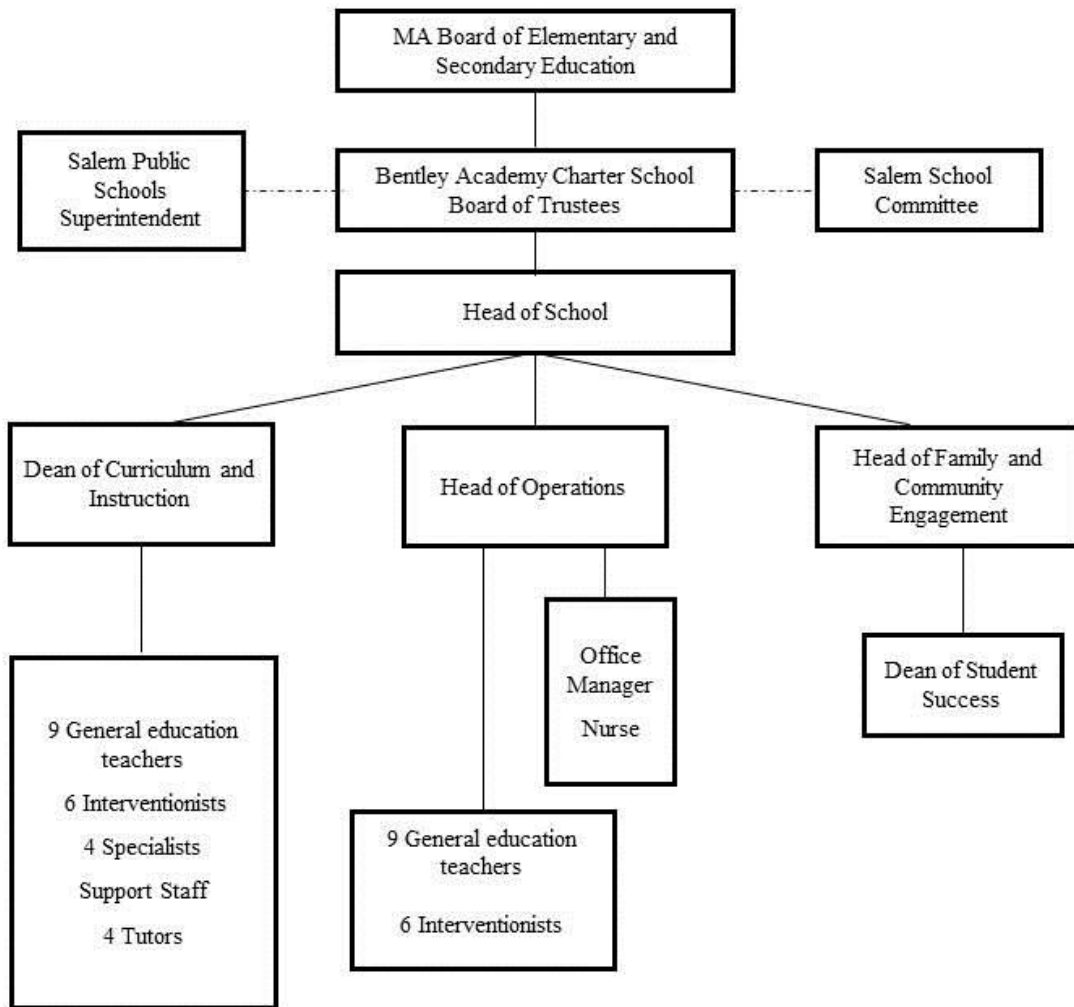
July 2015							July						
Su	M	Tu	W	Th	F	Sa	4	Independence day					
5	6	7	8	9	10	11							
12	13	14	15	16	17	18							
19	20	21	22	23	24	25							
26	27	28	29	30	31								
August 2015							August						
Su	M	Tu	W	Th	F	Sa	3 to 18	Professional Development					
2	3	4	5	6	7	8	19	Summer Spring Board begins for grades 1-5					
9	10	11	12	13	14	15	26	Summer Spring Board begins for grade K					
16	17	18	19	20	21	22							
23	24	25	26	27	28	29							
30	31												
September 2015							September						
Su	M	Tu	W	Th	F	Sa	7	Labor Day No School					
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	29	30										
October 2015							October						
Su	M	Tu	W	Th	F	Sa	12	Columbus Day: No School					
4	5	6	7	8	9	10							
11	12	13	14	15	16	17							
18	19	20	21	22	23	24							
25	26	27	28	29	30	31							
November 2015							November						
Su	M	Tu	W	Th	F	Sa	11	Veterans Day: No School					
1	2	3	4	5	6	7	25	Half-day					
8	9	10	11	12	13	14	26-27	Thanksgiving Recess: No School					
15	16	17	18	19	20	21							
22	23	24	25	26	27	28							
29	30												
December 2015							December						
Su	M	Tu	W	Th	F	Sa	24	Winter Break Begins: No School					
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	29	30	31									
January 2016							January						
Su	M	Tu	W	Th	F	Sa	1	Last Day of Winter Break					
3	4	5	6	7	8	9	18	Martin Luther King Jr. Day: No School					
10	11	12	13	14	15	16							
17	18	19	20	21	22	23							
24	25	26	27	28	29	30							
31													
February 2016							February						
Su	M	Tu	W	Th	F	Sa	15-19	February Vacation					
1	2	3	4	5	6								
7	8	9	10	11	12	13							
14	15	16	17	18	19	20							
21	22	23	24	25	26	27							
28	29												
March 2016							March						
Su	M	Tu	W	Th	F	Sa	25	Good Friday: No School					
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	29	30	31									
April 2016							April						
Su	M	Tu	W	Th	F	Sa	18-22	April Vacation: No School					
3	4	5	6	7	8	9							
10	11	12	13	14	15	16							
17	18	19	20	21	22	23							
24	25	26	27	28	29	30							
May 2016							May						
Su	M	Tu	W	Th	F	Sa	30	Memorial Day: No School					
1	2	3	4	5	6	7							
8	9	10	11	12	13	14							
15	16	17	18	19	20	21							
22	23	24	25	26	27	28							
29	30	31											
June 2016							June						
Su	M	Tu	W	Th	F	Sa	17	Last Day of School					
5	6	7	8	9	10	11	20-24	Snow Days (make up as needed)					
12	13	14	15	16	17	18							
19	20	21	22	23	24	25							
26	27	28	29	30									

There will be 3 full day Professional Development Days based on SPS 2015-2016 Calendar

***E. Draft organizational charts***  
 School year 2015-2016 (year 1)



School year 2019-2020 (year 5)





**V. Required attachments not counted toward 40 page maximum:**

***A. Draft measures and objectives***

**Draft Measures and Objectives<sup>85</sup>**

<b>Objective:</b> BACS will effectively prepare students for academic success to and through college	
<p><b>Measure:</b> 80% of BACS 5<sup>th</sup> graders will be rated proficient on their end of year “capstone project”.</p> <p><b>Measure:</b> 90% of BACS 5<sup>th</sup> graders will be rated proficient on grade level Massachusetts Curriculum Framework standards.</p>	<p><b>Kinds of data gathered/data collection plan:</b></p> <p>Annual analysis internal data management record keeping system, using the BACS “capstone project” rubric.</p> <p>Internal data management record keeping system, standards based report card.</p>

<b>Objective:</b> BACS will prepare students for personal success.	
<p><b>Measure:</b> 80% of all students k-5 will demonstrate growth with respect to grade level standards associated with the BACS core values from the beginning of the year to the end of the school.</p> <p><b>Measure:</b> 80% of students in all grades will demonstrate proficiency with respect to grade level standards associated with the BACS cores values.</p>	<p><b>Kinds of data gathered/data collection plan:</b></p> <p>Annual analysis internal data management record keeping system, core values progress reports</p> <p>Annual analysis internal data management record keeping system, core values progress reports</p>

<sup>85</sup> BACS Founding Team would like to thank Boston Renaissance, The Neighborhood House Charter School, and Salem Academy Charter School, and the DESE Accountability Plan Guidelines as many objectives, measures, and kinds of data gathered seen here were paraphrased in this document.

<b>Objective:</b> BACS students will set meaningful academic and social goals and work towards those goals.	
<p><b>Measure:</b> Students will reflect and set goals after every major formative assessment, roughly 8 per year. 80% of randomly selected students' reflections will demonstrate realistic goals and evidence of working toward those goals.</p> <p><b>Measure:</b> Teachers will create 8 data action plans per year based on student data. 80% of observations in connection with data action plans will demonstrate a clear adjustment to practice.</p>	<p><b>Kinds of data gathered/data collection plan:</b> Student reflection sheets after STEP and ANET.</p> <p>Data Action Plans submitted by teachers and corresponding observation write-ups. .</p>

<b>Objective: Partner with Family and Community</b> The school will partner with families to ensure a culture of achievement and support is provided to students outside the school day.	
<p><b>Measure:</b> 85% or more of families will report high satisfaction with their child's education and the operation and communication of BACS in response to at survey.</p>	<p><b>Kinds of data gathered/data collection plan:</b> Internal survey results</p>

<b>Objective: Dissemination</b> BACS will share its school culture and climate practices with other schools in the district over the course of the charter.	
<p><b>Measure:</b> By the end of each school year BACS will conduct at least 1 workshop and 2 open house days for in-district school leaders and teachers interested in our school culture and</p>	<p><b>Kinds of data gathered/data collection plan:</b> Agendas for the workshop and sign-in</p>

climate practices and train school leaders and teachers on implementation.

sheets.

## ***D. Description of curriculum scope and sequence for grades K and 1***

### Mathematics

#### Kindergarten:

In Kindergarten instructional time will focus on five major areas: (1) Counting and Cardinality (2) Operations and Algebraic Thinking, (3) Number and Operations in Base Ten, (4) Measurement and Data, and (5) Geometry. Counting and Cardinality consists of knowing the number names and the counting sequence, counting to tell the number of objects, and comparing numbers. Operations and Algebraic Thinking develops the understanding of addition and subtraction within 10 by representing the operations with objects. Students decompose numbers into pairs and fluently add and subtract within 5. A foundation is built in Number and Operations in Base Ten by composing and decomposing with numbers 11-19 into tens and ones. Measurement and Data focuses on describing and comparing measurable attributes to classify and count objects. Geometry concentrates on identifying and describing shapes in order to analyze, compare, and create shapes.

#### Grade 1:

In Grade 1 instructional time will focus on five major areas: (1) Operations and Algebraic Thinking, (2) Number and Operations in Base Ten, (3) Measurement and Data, and (4) Geometry. Operations and Algebraic Thinking will concentrate on representing and solving problems that involve addition and subtraction and the relationship of the properties of said operations. Students will add and subtract within 20 and work with equations to understand equal signs and determine the value of an unknown number. Number and Operations in Base Ten include extending the counting sequence and understanding the use of place value when adding and subtracting. Within Measurement and Data students measure lengths indirectly by iterating length units, telling and writing time, and representing and interpreting data. Geometry skills include distinguishing between defining and non-defining attributes of shapes, composing 2-D and 3-D shapes, and partitioning shapes to share in equal amounts with appropriate vocabulary.

### English Language Arts

#### Kindergarten:

In Kindergarten, students learn to recognize types of text and to tell stories, identify story elements, and compare characters with prompting and support. Informational text instruction focuses on identifying main topics, asking and answering questions, and describing connections. Students will learn print concepts such as spacing, flow of language, and upper- and lowercase letters. Phonological awareness will include an understanding of spoken words, rhymes, syllables, and word segments. Kindergarten will use phonics and word-analysis skills in decoding words and reading common high-frequency words by sight. Kindergartners will use a combination of drawing, dictating, and writing to compose texts for a variety of purposes.

#### Grade 1:

The 1st grade will read to be able to ask and answer questions about a text, make connections, and distinguish defining features of types of literature. Foundational skills include print concepts such as organization, capitalization, and punctuation. Their phonological awareness will demonstrate knowledge of vowel sounds, blending, and segmenting. Phonics and word-analysis skills will be used to decode words in order to read with sufficient accuracy and fluency to support comprehension. First graders will write a variety of types of text to focus on a topic, publish writing, and participate in shared projects.

## Science

### Kindergarten:

In Kindergarten, students will learn about patterns and variations in local weather and the purpose of weather forecasting. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. Cross-curricular concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Kindergarteners are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

### Grade 1:

In 1st grade, Students will explore the relationship between sound and vibrating materials as well as between the availability and movement of light and ability to see objects. Students will develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. Cross-curricular concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are integrated with content. First graders are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information.

## Social Studies

### Kindergarten:

Kindergarten students will draw on their experiences in their family, school, community, state, and country to learn more about place and time. Students will learn about U.S. national holidays

and the important people or events they celebrate. Students will understand the significance of American symbols and their meanings. Community members, neighborhood features, family events, and jobs will all be used to contribute to kindergarteners' knowledge of social science. Teachers will use read alouds, stories, and songs to explore these themes.

Grade 1:

The 1st grade will explore historical events and figures, symbols of the United States, and national holidays through folk tales and true stories from America and around the world. Students will interact with and be able to explain major American concepts like the Pledge of Allegiance, the President, states and capitals on maps, national songs, holidays, and diversity in religions, customs, and families that exist in communities. Students will listen to stories of famous Americans of different ethnic groups and legends of American folklore.

*E. Memorandum of understanding*

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (this “MOU”) dated this \_ day of May, 2014 (the “Effective Date”) is entered into by and among the School Committee of Salem Public Schools (“SPS”), a Massachusetts public school district, Blueprint Schools Network, Inc., a Massachusetts non-profit corporation (“Blueprint”) with a principal place of business at 61 Chapel Street, Newton, Massachusetts 02458, and Empower Schools, Inc., a Massachusetts non-profit corporation (“Empower Schools”), with a principal place of business at 24 School Street, 3rd Floor, Boston, Massachusetts 02108. Collectively, SPS, Blueprint and Empower Schools are referred to herein as the “parties.”

**WITNESSETH THAT:**

WHEREAS, pursuant to G.L. c. 69, §1J, the Commissioner of Elementary and Secondary Education (the “Commissioner”) has designated the Bentley Elementary School as a Level IV underperforming school; and

WHEREAS, the Bentley Elementary School operated as a Level IV underperforming school under a turnaround plan using the “Transformation Model,” as that term is used for School Redesign Grant (“SRG”) purposes, during the 2012-2013 and 2013-2014 school years; and

WHEREAS, the SPS School Committee voted on March 17, 2014 “to proceed with the formulation of all necessary draft agreements with Empower Schools, Blueprint Schools, the Salem Teacher’s Union, the Department of Elementary and Secondary Education (DESE) and other relevant parties to pursue a plan to accelerate student achievement at Bentley Elementary School under the restart model”;

WHEREAS, consistent with the purpose of G.L. c.69, §1J, the “Restart Model,” as that term is used for SRG purposes, will be implemented at the School , pursuant to which the School shall be operated under the management of Blueprint, a priority partner acceptable to the Massachusetts Department of Elementary and Secondary Education (“DESE”) and selected in accordance with DESE’s qualification process; and

WHEREAS, the parties wish to ensure that Blueprint receives the resources, support and autonomy necessary to achieve significant improvements in performance at the School; and

WHEREAS, G.L. c. 71, §89 gives DESE the authority to approve the operator of a public school under a charter, to stimulate the development of innovative programs within public education, to provide opportunities for innovative learning and assessments and for other valuable education purposes; and

WHEREAS, Empower Schools will undertake to prepare an application to DESE to permit the Bentley Elementary School to be operated as a Horace Mann III charter school (the “Application”); and

WHEREAS, DESE may approve the Application; and

WHEREAS, for purposes of this MOU, the term “School” shall refer both to grades 3-5 of the Bentley Elementary School from the Effective Date through June 30, 2015, and thereafter to grades K-5 of the Bentley Elementary School; and

WHEREAS, the parties intend for this MOU to serve as a management agreement pursuant to which the School shall be managed by Blueprint, and as a Type A MOU describing the relationship between SPS School Committee and the Board of Trustees of the School, as the term “Type A MOU” is used in the DESE Opening Procedures Handbook: A Guide for Boards Trustees and Leaders of New Charter Schools (March 2014), upon approval by DESE of the Application; and

WHEREAS, the parties intend to create a partnership between SPS and the School Operator and to find opportunities to collaborate.

NOW, THEREFORE, in consideration of the premises set forth above and the mutual promises set forth below, and in order to maximize the rapid improvement of the academic achievement of students at the School, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

1. Term of Service. The initial term of this MOU is the period from the Effective Date through the termination or expiration of the School’s “charter term” as hereinafter defined, subject to extension as hereinafter provided. During the period from the Effective Date until June 30, 2015 (as it may be extended, “Phase I”), and during any automatic extensions of Phase I as hereinafter described, Blueprint shall provide services as the “School Operator.” Following the termination or expiration of Phase I, Blueprint shall cease to be referred to as the School Operator under this Agreement, and shall cease to provide management services to the School hereunder, although it may provide tutoring, leadership development, site monitoring and/or other services to the School pursuant to a separate contract. The parties agree that Phase I shall automatically be extended for additional one-year periods (each, a “contract year”), absent either approval of the Application, or notice from any party, to the other parties, at least 90 days prior to the end of the preceding contract year. From and after the last day of June following approval by DESE of the Application until termination or expiration of the School’s charter (“Phase II”), and at all times in connection with the operation of the School as a Horace Mann III charter school, the Board of Trustees of the School (not Blueprint) shall be referred to herein as the “School Operator.” The parties agree that Phase II shall automatically be extended so that it is coterminous with each charter renewal period (each, a “charter term”), subject to such modifications negotiated by the School Operator and SPS in good faith, and approved by DESE. The Phase I and Phase II timelines are further described in Exhibit A.

2. Staggered Implementation. During the 2014-2015 school year, the School Operator will provide services to grades 3-5 of the School, while SPS shall continue to operate grades K-2 of the Bentley Elementary School. During the 2014-2015 school year, the School Operator and SPS agree to use reasonable efforts to coordinate with each other. Thereafter, the School Operator will provide services to grades K-5 of the School, and the Application will be submitted for grades K-5. SPS agrees to take all actions and provide all consents reasonably requested by Empower Schools or required by DESE in connection with the Application, and each charter renewal, and to permit the School Operator to operate the School as a Horace Mann charter



school in accordance with G.L. c. 71, §89 and the regulations promulgated in connection therewith.

3. Local Educational Agency (LEA) Status. The School shall remain part of SPS for all LEA purposes, including with respect to special education and English language learner programs, services and compliance during Phase I. During Phase I, SPS shall remain the LEA. During Phase II, the School shall be an independent LEA and shall be responsible for applying for and accounting for any separate state or federal grants, including, but not limited to, Title I, Title IIA and school improvement grants.

4. Name of School. The School shall continue to be known as the Bentley Elementary School, or a variant thereof as required by DESE.

5. Academic Program. The School Operator may collaborate with SPS and may replicate SPS models in the development and implementation of the academic program and support services at the School with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, in academic programming and support services, including but not limited to: (i) curriculum (in accordance with generally accepted best practices) and the determination of curriculum materials; (ii) staffing patterns; (iii) instructional strategies; (iv) courses, course requirements and course length; (v) specialized programs and transitions (which may include, for example, summer preparation programs); and (vi) vertical and horizontal alignment of curriculum and instruction.

6. Ancillary Programs. The School Operator may collaborate with SPS and may replicate SPS models in the development and implementation of any ancillary programs (during school hours and non-school hours) for the School, with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives for such ancillary programs. From the Effective Date until June 30, 2015, the School Operator and SPS agree to use reasonable efforts to align the ancillary programs provided to grades K-2 with those provided to grades 3-5.

7. School Calendar. The School Operator may collaborate with SPS and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to the daily, weekly and annual schedules of students and personnel, including, without limitation, the schedule for classes, tutoring, professional development, recess and planning, the number of these scheduled, and the start and end times of each, and when attendance is required by students and/or personnel. In all events, the School Operator will consider the SPS calendar before developing the School calendar.

8. School Discipline. The School Operator may collaborate with SPS and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to the adoption and implementation of a School code of conduct and other school-based rules pertaining to the conduct of students, provided that such code of conduct and other school-based rules are consistent with state statutory requirements, including those set forth in G.L. c. 71, §§37H –

37H<sup>3</sup>/<sub>4</sub>. At all times, the School Operator will comply with federal and state law in student disciplinary matters.

9.Finances. A per pupil amount shall be determined as an agreed-upon share of the SPS per pupil expenditures, as set forth in Exhibit B. Each fiscal year, the School Operator shall be allocated a lump sum budget from SPS based on the number of students at the School, as further described in Exhibit B. During Phase I, the lump sum budget includes an equivalent share of the local, state and federal grants and entitlements received by SPS and the SRG awarded to the School in FY2015. The lump sum budget for each fiscal year shall be determined by May 1st of the prior fiscal year and shall take into account the number of students with special education and/or English language learner needs expected to attend the School in the subsequent school year and the extent of those students' needs. SPS will use the same formulas and processes to determine the projected enrollment of the School that it uses for other schools in the district. An adjustment will be made to the lump sum budget by November 15th of each year to reflect actual enrollment at the School and, if mutually agreed by the parties, to take into account the number of students with special education and/or English language learner needs attending the School and the extent of those students' needs. The lump sum budget shall increase each year during the term of this MOU, at a rate equal to the increase in SPS per pupil expenditures; the calculation of such increases in SPS per pupil expenditures in each year shall be agreed upon by the parties. SPS will establish a segregated operating account for deposit of the foregoing payments. The schedule of deposits of the lump sum budget, consistent with DESE requirements, is set forth in Exhibit B. The School Operator shall have sole budgetary and spending authority over such payments, and only School Operator-approved personnel shall be permitted to authorize expenditures from the foregoing account.

10.Personnel and Recruitment and Hiring.

a. Consistent with the Phase I Plan set forth in Exhibit C hereto (the "Phase I Plan") or the Type B MOUs, as applicable, the School Operator shall have the discretion to select the staff for any and all positions at the School. Specifically, consistent with the Phase I Plan or the Type B MOUs, as applicable, the School and School Operator shall be exempt from local collective bargaining agreements and past practices (including, but not limited to, seniority, transfer, layoff and recall), except that employees working at the School shall continue to be members of the local collective bargaining units, shall accrue seniority and shall receive, at a minimum, the salary and benefits set forth in the agreement with the applicable local collective bargaining unit. SPS agrees to use best efforts to secure exemption of the School and School Operator pursuant to the Phase I Plan, and thereafter from the applicable collective bargaining agreements. In the event that an individual is compensated above the standard salary scale while employed at the School and is subsequently employed in another School in SPS, the individual will be compensated according to the salary scale established by the applicable local collective bargaining agreements in his or her subsequent position.

b. During Phase I, the School Operator and SPS agree to use reasonable efforts to share personnel across grades K-5 of the Bentley Elementary School.

c. Upon execution of this MOU, the School Operator may commence discussions with current and prospective School personnel and provide offer letters contingent upon union negotiations and other legal requirements.

11. Working Conditions. Each employee of the School will sign an Acknowledgement of Working Conditions prepared by the School Operator prior to commencement of initial employment at the School following the Effective Date, and thereafter prior to commencement of the school year. Consistent with the Phase I Plan or the applicable Type B MOU describing the relationship among the SPS School Committee, the collective bargaining unit and the Board of Trustees of the School, as the term “Type B MOU” is used in the DESE Opening Procedures Handbook: A Guide for Boards Trustees and Leaders of New Charter Schools (March 2014) (the “Type B MOUs”), the provisions of any applicable collective bargaining agreement (including, without limitation, the STU, Custodians, Salem Administrators Association and AFSCME) shall not apply to employees of the School, except that members of the local collective bargaining units will receive, at a minimum, the salary and benefits outlined in the applicable collective bargaining agreements. By way of example, and not by way of limitation, the School Operator intends to require a longer school day and school year than is required at SPS schools. SPS agrees to use best efforts to secure exemption of the School and School Operator from the applicable collective bargaining agreements.

12. School Organization Structure; Job Descriptions; Policies. The School Operator may collaborate with SPS, and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to School job descriptions (including, without limitation, titles, roles and responsibilities), staff assignments, staff patterns (including where and when all personnel shall perform their duties), personnel policies and terms of employment for homeroom, academic, para-professional and all other personnel.

13. Training and Professional Development. The School Operator may collaborate with SPS, and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to (i) training and/or professional development policies (including, without limitation, any coaching or mentoring policies and programs and participation in any professional learning communities) and (ii) evaluation, performance, review and support systems for all personnel, including, without limitation, an initial teacher training program for new teachers at the School, professional development programs for the principal and teachers at the School, and training for all School staff, provided that all such training and professional development shall be consistent with all applicable laws and regulations.

14. Teacher Evaluation. The School Operator may collaborate with SPS and may replicate the SPS teacher evaluation system with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop new initiatives, with respect to staff evaluation guidelines and evaluation instruments, provided that the teacher evaluation system remains consistent with all applicable laws and regulations.

15.Non-Renewal and Termination. Notwithstanding any other provision of this MOU, the School Operator shall have the right to non-renew or terminate personnel (a) to the same extent that a principal or school superintendent may non-renew or terminate personnel pursuant to G.L. c. 71, §§38, 41, 42 and 59B, or other applicable statute, and (b) consistent with the Phase I Plan set forth in Exhibit C hereto. To the extent that approval of the SPS superintendent to a non-renewal or termination is required by law, such approval shall not be unreasonably withheld, conditioned or delayed. The School Operator shall comply with federal and state law in connection with any discipline, termination or non-renewal of members of the Salem Teachers Union, the members of any other local collective bargaining unit, or any other personnel.

16.Central Administrative Staff and Services; Costs.

a. The School Operator may determine whether and, if so, to what extent, to utilize the central office or other staff and services that SPS provides to any other SPS schools, including but not limited to special education and English language learner compliance (except as provided in Section 17 with respect to the “Special Education Team Chair”), programs and services, the services of a school resource officer and truancy officer, and information systems and technology, at a cost determined pursuant to Section 16(b) of this MOU. Notwithstanding the foregoing, the School Operator agrees to utilize the SPS Student Information system during Phase I, at the sole cost and expense of SPS, to report attendance, discipline, school schedule and grades, and to update this information promptly.

b. SPS and the School Operator shall work in good faith to develop a plan pursuant to which the School Operator shall utilize SPS staff and services, as described in Section 16(a), at an agreed upon cost.

c. SPS will cover the indemnity and legal costs of the parties with respect to questions arising out of the validity and execution of this MOU, to the extent such questions are not subject to resolution pursuant to Section 42.

17.Special Education. During Phase I, SPS intends to delegate to the School Operator the right to provide certain special education services, as hereinafter described. At all times, special education staffing is the responsibility of the School Operator, and the School Operator shall determine the extent to which SPS special education staff shall be used at the School. During Phase I, SPS, acting through the person holding the SPS position currently known as the “Special Education Team Chair” shall be responsible for IEP team meetings, compliance and related matters, and other duties and responsibilities set forth in his/her job description. At all times during Phase I and Phase II, the School Operator and SPS will collaborate closely to insure delivery of all services required by the students’ IEPs, or Section 504 or other plans. During Phase II, the School Operator shall comply with G.L.c. 71, §89(s).

18.English Language Learners. The School Operator may collaborate with SPS, and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to the provision and administration of the English language learner programs at the School, including responsibility for all staff and/or services required to meet the needs of students who require English language learner services.

19.Furnishings, Equipment and Supplies. All furnishings and equipment presently at the Bentley Elementary School building shall remain on site for so long as the School continues to be operated at such site, unless the School Operator requests their removal, in which case SPS shall remove such furnishings and equipment at its sole cost and expense. During Phase I, SPS will continue to provide supplies and equipment (such as paper and copier machines) to Bentley Elementary School to the same extent as in previous school years; such supplies and equipment shall be shared by the School and grades K-2 of the Bentley Elementary School during the 2014-15 school year. During Phase II, equipment and supplies shall be provided as set forth in Sections 16 and 23.

20.Grants. The School Operator may engage in fundraising activities and/or may apply for grants on its own behalf, on behalf of the School, or on behalf of other schools operated by the School Operator. The lump sum budget provided pursuant to Section 9 of this MOU shall not be reduced because of the School's receipt of additional grants independent of SPS.

21.School Policies. The School Operator may collaborate with SPS, and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to any and all school policies, circulars, procedures and standards, and any amendments or restatements of, revision to or termination of such policies, circulars, procedures and standards, provided such policies are developed and implemented consistent with all relevant federal and state laws, and any regulations promulgated thereunder.

22.Principal. The School Operator shall select the principal, set the principal's salary and evaluate the principal, and shall have the right to terminate and replace the principal at any time. To the extent that the SPS superintendent's approval to any of the foregoing actions is required by law, it shall not be unreasonably withheld, conditioned or delayed. Furthermore, to the extent that the SPS superintendent has independent authority, by law, to take any of the foregoing actions, such actions shall be taken by the superintendent only pursuant to a recommendation from the School Operator. Every reasonable attempt will be made to include the principal in SPS-scheduled principal events.

23.Facilities, Grounds and Equipment. SPS shall provide and maintain the Bentley Elementary School building for the School. SPS shall insure that this site and the facility comply with all federal, state and local laws, regulations and codes, and shall be responsible for all costs associated therewith, including utility charges, and will be responsible for the maintenance of the building, grounds and equipment, and promptly support any capital repairs requested by the School Operator. In the event that the Bentley Elementary School building becomes unsuitable for School operation, SPS agrees to provide a replacement facility, subject to the consent of the School Operator which shall not be unreasonably withheld, conditioned or delayed, that is of at least the same quality and suitability for School operations as the Bentley Elementary School building as of the Effective Date of this MOU. Notwithstanding anything herein to the contrary, during Phase II, SPS agrees that the School Operator shall be deemed to have lawful control of the premises provided by SPS for School operation for all purposes.

24.Nutrition. SPS, at its sole cost and expense, shall be responsible for the provision of nutritional services for the School on the same basis as the same are furnished to other SPS schools.

25.Payroll and Payment Services. SPS shall, at its sole cost and expense, be responsible for timely processing all payroll and other payments for the School.

26.Benefits. SPS shall, at its sole cost and expense, be responsible for all employee benefits provided to School personnel, consistent with the employee benefits provided to other SPS personnel.

27.CORI/SORI. SPS shall, at its sole cost and expense, be responsible for performance of all CORI and SORI investigations and checks, to the same extent that it does so for all other employees of SPS. School Operator acknowledges that all employees of the School are subject to the requirements relative to fingerprint-based national criminal background checks contained in G.L. c. 71, §38R.

28.HR Assistance. SPS agrees that any and all hiring and dismissals of staff by the School Operator shall be processed in a timely manner through the SPS Office of Human Resources. Specifically, SPS shall use best efforts to have all candidates selected for hire by the School Operator or its agent fully on-boarded and hired into the SPS system within five (5) business days of SPS receiving all necessary paperwork.

29.Purchases and Orders. SPS shall, at its sole cost and expense, be responsible for timely processing all purchases and orders for the School to the same extent that SPS processes purchases and orders for SPS schools.

30.Information Systems and Technology. The School Operator may collaborate with SPS and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to information systems and technology used at the School.

31.Insurance. During Phase I, SPS, at its sole expense, shall provide insurance coverage to the School, and the School Operator (including, without limitation, Blueprint), and all of their employees and independent contractors (whether through third-party insurers, in which case the School, the School Operator, and their employees and independent contractors shall be named insureds, or through self-insurance) in amounts consistent with the insurance provided to other SPS schools and employees, as follows:

- a. “All Risk” property insurance on the Bentley Elementary School building and all facilities, equipment, furniture, furnishings, fixtures and equipment, and other personal property therein, and all improvements and betterments to the Bentley Elementary School facilities;
- b. Commercial general liability insurance, including bodily injury and property damage (on an occurrence basis and in the broadest form available), including, without limitation, broad form contractual liability, fire, legal liability, independent contractors, hazard and completed operations coverages;
- c. Employment Practices insurance;
- d. Educators Legal Liability insurance;
- e. Worker’s compensation insurance with statutory limits; and

f. Errors and omissions insurance.

32.Enrollment. Initially, SPS shall be responsible for compliance with legal requirements in connection with School enrollment or admissions, at its sole cost and expense. Upon approval by DESE of the Application, students will be enrolled at the School in accordance with the provisions of G.L. c. 71, §89. Students who withdraw from the School may enroll in another school within SPS in accordance with G.L. c. 71, §89. If a student stops attending the School for any reason, the School shall fill the vacancy in accordance with the provisions of G.L. c. 71, §89. The School will be included in all major SPS student recruiting materials and events on an equivalent basis as any SPS school. Pursuant to G.L. c. 71, §89, SPS will provide the School Operator, or a third party mail house, with student contact information and basic demographic data for use in student recruitment efforts. In Phase II, the School Operator will submit to SPS, annually, the recruitment and retention plan that it develops for DESE. Provided that the School continues to be located in an SPS facility at the time that the Application is approved by DESE, the School Operator shall give enrollment priority first to any students actually enrolled in the Bentley Elementary School on the date that the final Application is submitted to DESE, and to their siblings, in accordance with G.L. c. 71, §89.

33.Transportation.

a. Phase I – SPS, at its sole cost and expense, will be responsible for transportation of students to the School, consistent with current practice, except as provided in subparagraph (c).

b. Phase II – SPS, at its sole cost and expense, will provide transportation consistent with current practice (except as provided in subparagraph (c)) and in accordance with G.L. c. 71, §89.

c. Coordination - The School Operator and SPS will meet by April 1 of each year to plan school start and end times in order to assist the district with identifying effective means of transportation. SPS will accommodate the school day at the School to insure that buses are provided to meet the start and end time of the school day in effect at the School, Monday – Friday, during the school year in effect at the School, each as determined by School Operator.

34. School Operator Performance Standards. During Phase I, the School Operator and SPS will have joint responsibility for taking reasonable steps, consistent with the application for the SRG, dated May 12, 2014. Thereafter, the School Operator shall develop, with the input of the SPS School Committee, and present to the SPS School Committee, multi-year performance standards, aligned with the SPS Accelerated Improvement Plan, and will regularly report on School operations to the SPS School Committee within the framework of such performance standards. Such standards shall be subject to School Committee approval, which approval shall not be unreasonably withheld, conditioned, or delayed.

35.Audit. During Phase II, pursuant to the provisions contained in G.L. c. 71, §89, and 603 C.M.R. 1.08(3), the School Operator shall obtain an independent financial audit each fiscal year, by November 1st following the end of the fiscal year, and shall provide a copy to the SPS School Committee.

36. Student Assessment and Performance Evaluations. The School Operator may collaborate with SPS, and may replicate SPS models with such modifications as the School Operator deems appropriate for the School, or the School Operator may develop and implement new initiatives, with respect to student assessments and performance evaluations.

37. Intellectual Property.

a. During Phase I - Given that Blueprint has created and will continue to develop materials, methodologies and supports for multiple schools and districts across the country, all materials and educational content provided by Blueprint shall remain the sole and exclusive intellectual property of Blueprint. Upon receipt of request from the SPS School Committee, Blueprint will consider the dissemination of the innovative practices of Blueprint employed at the School to SPS public schools, upon terms and conditions suitable to Blueprint.

b. During Phase II - The SPS School Committee may disseminate the innovative practices of the School Operator employed at the School to SPS public schools, subject to the legally enforceable rights of any third parties.

38. Representations and Warranties of Blueprint. Blueprint makes the following representations and warranties, which are material representations and warranties upon which the other parties have relied as inducements to enter into this MOU:

a. This MOU constitutes a valid and binding agreement by Blueprint, enforceable in accordance with its terms, and neither the execution and delivery of this MOU nor compliance with any of the provisions of this MOU will:

(i) conflict with, or result in, a breach of the Articles of Organization or bylaws of Blueprint; or

(ii) violate or conflict with or constitute a default under (or give rise to any right of termination, cancellation or acceleration under) the terms or conditions or provisions of any note, instrument, bond, lease mortgage, obligation, contract, agreement, understanding, arrangement or restriction of any kind to which Blueprint or by which Blueprint or any of its assets or properties may be bound.

b. Blueprint is a Massachusetts non-profit corporation duly organized, validly existing and in good standing under the laws of the Commonwealth of Massachusetts, tax-exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and has all requisite power and authority to contract, and to carry on its business as now being conducted or as contemplated, and to perform its obligations hereunder.

39. DISCLAIMERS. EACH OF SPS, BLUEPRINT AND EMPOWER SCHOOLS EXPRESSLY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED OR STATUTORY, AS TO ANY ASPECT OF THE SERVICES TO BE PERFORMED BY THEM.

40. Termination. The parties may agree to terminate this MOU by mutual agreement at any time. In addition, the MOU may be terminated as follows:

a. SPS acknowledges that the School Operator's ability to take the actions required and permitted to be taken pursuant to this MOU during Phase I, including but not limited to



actions with respect to personnel, recruitment and hiring, working conditions, school organizational structure, job descriptions, policies, training and professional development, teacher evaluation, non-renewal and termination would be limited to the extent that local collective bargaining agreements and the past practices of SPS and the School continued to apply to the School and the School Operator. Accordingly, the parties acknowledge and agree that if the School Operator decides in its sole discretion during Phase I that it is not sufficiently exempt from the local collective bargaining agreements and past practices at SPS and the School, the School Operator may terminate this MOU. Section 42 does not apply to the School Operator's right to terminate under this Section 40(a).

b. During Phase II, this MOU shall terminate upon revocation or nonrenewal of the School's charter.

c. Except as provided in the preceding Sections 40(a) and (b), and in Section 42(f), any party seeking to enforce or terminate this MOU shall initiate the Mediation and Arbitration provisions of Sections 42(a)-(d), or the Complaint Procedure provision of Section 42(e), which processes may result in the termination of this MOU.

In the event of any termination hereunder, SPS shall be required to compensate the School Operator for all work done prior to the termination and to reimburse the School Operator for all reasonable, documented expenses incurred pursuant to the terms of the MOU (1) prior to termination and (2) directly resulting from the termination.

41. Transition Cooperation. Blueprint shall provide reasonable assistance to the School and School Operator for 90 days following expiration or termination of Phase I, to assist in the transition of School management.

42. Dispute Resolution; Enforcement.

a. **Mediation:** In the event any dispute or claim arising out of or relating to this MOU or the relationship resulting in or from this MOU (a "Dispute") is unable to be resolved by the parties through good faith negotiations (or if one of the parties refuses to participate in such negotiations) within twenty (20) calendar days from delivery of a written notice of intent to negotiate, any party may give written notice to the other of a demand for non-binding and confidential mediation, whereupon the parties shall endeavor to resolve the Dispute by mediation, in accordance with the following:

i. **Selection of Mediator.** The party desiring mediation shall submit a written notice of an intention to mediate to the American Arbitration Association (the "AAA") with a copy to the other party. The notice shall contain a statement setting forth the nature of the Dispute, the name and address of the other party, the amount involved, if any, the remedy sought, and containing a request that the AAA provide a list of at least three disinterested persons of recognized competence in the field involved from whom a mediator may be appointed by the agreement of the parties. If, for any reason, the appointment cannot be made from such list, the AAA shall have the power to make the appointment from among the other members of its panel without the submission of additional lists. The mediator shall, as promptly as possible, mediate such matter. All parties shall be entitled to present evidence and argument to the mediator.

ii. Decision; Procedure. The determination of the mediator shall not be conclusive upon the parties unless agreed to by the parties. The parties agree to mediate in good faith. Mediation shall be conducted under the AAA Commercial Mediation Procedures in effect on the date hereof, as modified by this Agreement. Once an agreement has been reached, any enforcement of the agreement for judgment resulting from the mediation may be submitted to Superior Court in Essex County, Massachusetts.

b. Arbitration: If the parties have not been able to resolve the Dispute through mediation after a period of forty-five (45) calendar days from commencement of the mediation, either party may submit the Dispute to arbitration by filing a demand for final and binding arbitration with the AAA. The arbitration shall proceed according to the AAA's rules for commercial arbitration, provided that there shall be a single arbitrator rather than a panel of arbitrators. The arbitrator shall arbitrate such matter as promptly as possible.

c. Fees and Expenses. Each party shall pay for its own mediation and arbitration expenses and its attorneys' fees and expenses for any such mediation and arbitration and an equal amount of the fees and expenses of any mediator and arbitrator.

d. Confidentiality. Although SPS will attempt to maintain the confidentiality of the mediation and arbitration process, as set forth, above, the parties acknowledge that it may be impossible for SPS to do so, given the requirements of the Public Records Law, G.L. c. 4, § 7, cl. 26th & c. 66, § 10; the Open Meeting Law, G.L. c. 30A, §§ 18-25; and other applicable provisions of law.

e. Complaint Procedure. In the event that SPS superintendent determines in his or her professional judgment that the School Operator is not serving the best interest of the students enrolled in the School, or that the School is failing to meet the performance standards developed pursuant to Section 34 and is failing to cure sufficiently such performance standard failures, the SPS superintendent shall be entitled to pursue the complaint procedures set forth in 603 CMR 1.09 et. seq., and/or present facts to the Commissioner in connection with a request for review and investigation of the School Operator.

f. Limitations. Blueprint agrees that it shall not be entitled to enforce any provision of this MOU pertaining to Phase II, and shall not be considered a "party" hereunder in connection with any matter pertaining to Phase II.

43.Compliance with Laws. The School Operator shall comply with all applicable federal, state and municipal laws, rules, regulations and codes with respect to its obligations hereunder, and SPS shall be responsible for compliance with all applicable federal, state and municipal laws, rules, regulations and codes in connection with its obligations hereunder. Students who have special needs or are English language learners will be appropriately identified, assessed and served in accordance with federal and state requirements, as provided in Sections 3, 17 and 18 of this MOU. Further, the School Operator agrees that it shall comply with all provisions of G.L. c. 268A (the Conflict of Interest Law) the full extent of the applicability of said provisions.

44.Family Educational Rights and Privacy Act. During Phase I, Blueprint is designated as an agent of SPS; accordingly, Blueprint employees who have a legitimate educational interest that permits them to access educational records of students of the School, are permitted to have

such access under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act, and the Massachusetts Student Records Regulations at 603 CMR 23.00.

45. Severability. If any provision of this MOU or the application thereof is held invalid, illegal or unenforceable, the invalidity shall not affect the other provisions or applications of the MOU which can be given effect without the invalid, illegal or unenforceable provisions or applications, and to this end the provisions of this MOU are declared severable.

46. Waiver. The waiver by any party to this MOU of a breach of any provision of this MOU shall not be construed as a waiver of any subsequent breach.

47. Phase I Plan; Entire Agreement; Amendment. This MOU is undertaken pursuant to the Phase I Plan in Phase I and the MOU shall be interpreted in such manner as to be consistent with the Phase I Plan. Notwithstanding anything to the contrary in any subsidiary or related agreement, this MOU contains the entire agreement of the parties relating to the subject matter hereof. This MOU may not be changed orally, but only in writing signed by the party against whom enforcement of any waiver, change, modification, extension or discharge is sought. The parties agree that they shall not unreasonably withhold, condition or delay consent to any amendment required by DESE.

48. Contact Person: Each party shall at all times have designated in writing to the other party one person to serve as its designated representative to communicate with each other party concerning coordination, communication and performance of the services described herein, technical assistance, community partnerships, exchange of information, data collection and other necessary activities between the parties hereunder. Each party shall make its designated representative available to meet with the other parties' designated representative and such other personnel of the parties as may be reasonably necessary for as long as may be reasonably necessary. SPS hereby identifies the SPS Superintendent to serve as its initial designated representative. Blueprint hereby identifies Matthew Spengler, to serve as its initial designated representative. Empower Schools hereby identifies [Sarah Toce] to serve as its initial designated representative.

49. Assignment; Agency. Except as provided in the next succeeding sentence, in no event shall any party to this MOU be entitled to assign this MOU without the consent of the other parties. Empower Schools has entered into this MOU as agent for the charter school applicant, and as agent for the Board of Trustees of the School, with rights to enforce this MOU on behalf of the charter school applicant and the Board of Trustees of the School, and shall be entitled to assign this MOU to the Board of Trustees of the School upon approval of the Application, by notice to the other parties.

50. Headings. The headings in this MOU are included solely for convenience and shall not affect, or be used in connection with, the interpretation of this MOU.

51. Massachusetts Law. This MOU shall be construed and enforced in accordance with the substantive law of the Commonwealth of Massachusetts, without regard to the conflicts of law provisions thereof.

52. Notice. All notices and other communications required or permitted hereunder shall be in writing and signed by the party giving the same, and shall be deemed to have been given (i) three

(3) business days after being deposited in the United States mail, sent certified or registered, postage prepaid, or (ii) one (1) business day after being delivered by overnight mail by a nationally recognized carrier being hand-delivered, or being sent by electronic mail, in each case to the parties at the address set forth below:

If to SPS: Mayor Kimberley L. Driscoll  
Chair, Salem School Committee  
Salem City Hall  
93 Washington Street  
Salem, MA 01970  
Email: kdriscoll@salem.com

With a copy to: Elizabeth Rennard, Esq.  
City Solicitor  
Salem City Hall  
93 Washington Street  
Salem, MA 01970  
Email: brennard@salem.com

If to Blueprint: 61 Chapel Street  
Newton, MA 02458  
Attn: Matthew Spengler

With a copy to: Martin, Magnuson, McCarthy & Kenny  
101 Merrimac Street  
Boston, MA 02114  
Attn: Douglas A. Robertson  
Email: drobertson@mmk.com  
Tel: (617) 227-3240

If to Empower Schools: 24 School Street, 3rd Floor  
Boston, Ma 02108  
Attn: Chris Gabrieli

With a copy to: Krokidas & Bluestein LLP  
600 Atlantic Avenue, 19th Floor  
Boston, MA 02210  
Attn: Attorney Elka T. Sachs  
Email: ets@kb-law.com

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK;  
SIGNATURE PAGE FOLLOWS]

[Signature Page to Memorandum of Understanding]

IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the first date set forth above.

EMPOWER SCHOOLS, INC.  
school

SALEM PUBLIC SCHOOLS, by its  
committee

By: \_\_\_\_\_  
Name:  
Title: Chair

By: \_\_\_\_\_  
Name:  
Title:

BLUEPRINT SCHOOLS NETWORK, INC.

By: \_\_\_\_\_  
Name:  
Title:

# EXHIBIT A PHASE I AND PHASE II TIMELINE

Exhibit A: Detailed Timeline of Key Milestones

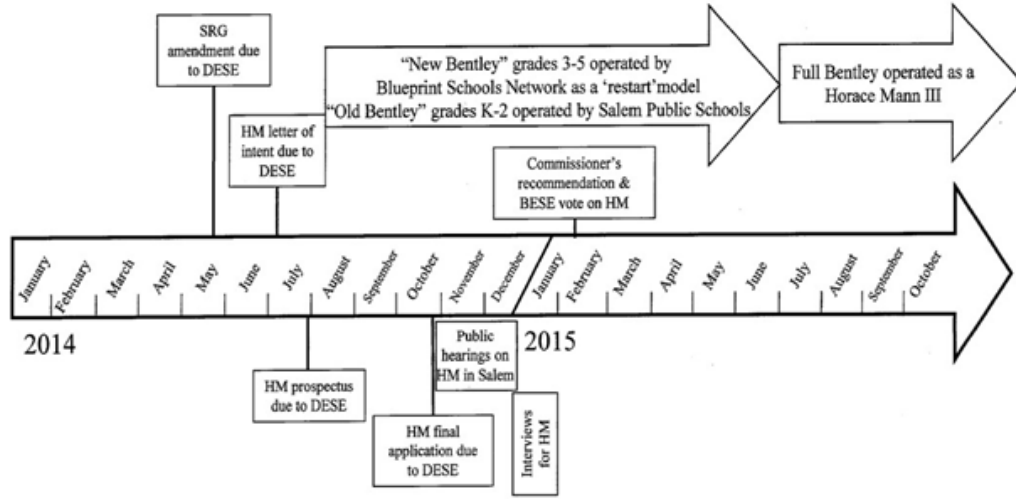
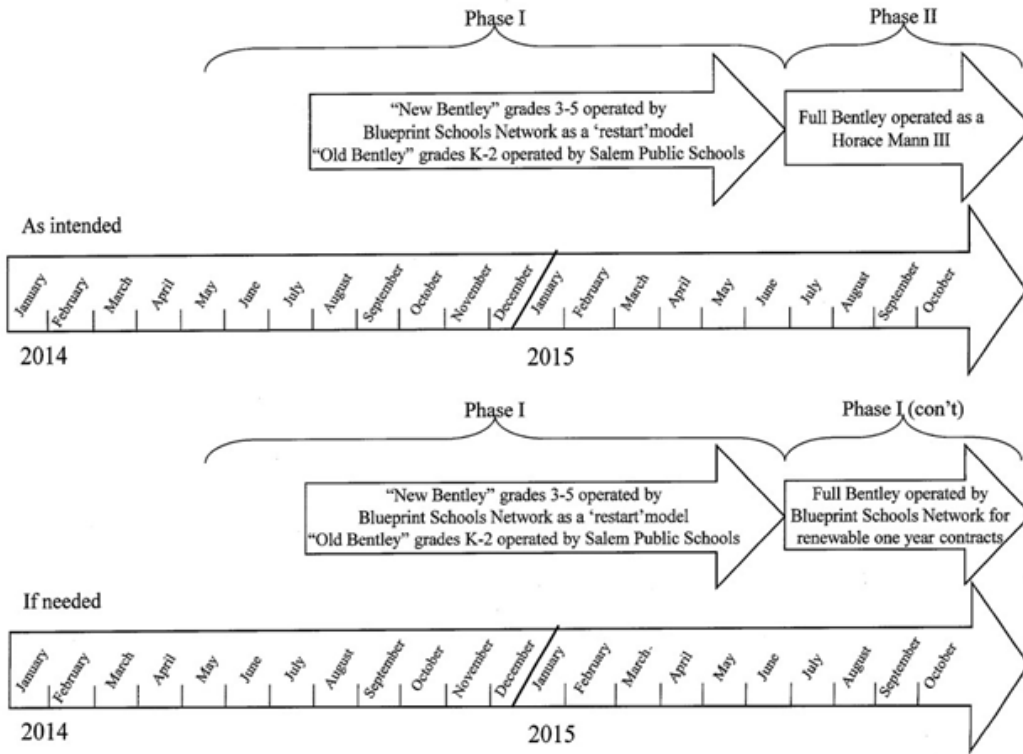


Exhibit A: Timeline of Phases



## **EXHIBIT B**

### **LUMP SUM BUDGET CALCULATION**

The lump sum budget allocation for the School will be the product of the number of students at the School and the agreed-upon per pupil amount. The per pupil amount in the initial contract year shall be \$10,500.00 (the “Base Amount”), and shall be increased at a rate equal to the increases in SPS per pupil expenditures each following year; the calculation of increases in SPS per pupil expenditures in each year shall be agreed upon by the parties. The parties recognize that adjustments to the Base Amount may be required from time to time, and agree to negotiate such adjustments in good faith. Changes to the Base Amount shall be effected by mutual written consent.

The parties have engaged in budget analyses in order to determine an appropriate per pupil amount. These analyses included documentation from SPS, including district and school level budgets and resources available from the Department of Elementary and Secondary Education, including all inclusive district-wide per pupil expenditures.

Schedule of deposits:

Deposits will be made to the operating account by XX date (waiting on answer).

Exclusions from per pupil amount:

The per pupil amount is a negotiated amount that explicitly excludes any costs associated with removal of furnishings, equipment, and supplies; facilities, grounds, and equipment; nutrition; payroll and payment services; benefits; CORI/SORI; human resources assistance; purchases and orders; insurance during Phase I; enrollment; transportation.

Inclusions in per pupil amount:

The per pupil amount is a negotiated amount that is intended to be used for School expenditures including, but not limited to, staff salaries and negotiated stipends; classroom and instructional materials; professional development expenses; and contracted services at the School.

## **EXHIBIT C**

### **PHASE I PLAN**

#### **Teachers Union**

It is intended that the Bentley Elementary School shall be exempt from local collective bargaining agreements and the past practices of Salem Public Schools with respect to personnel, recruitment and hiring, working conditions, school organizational structure, job descriptions,

policies, training and professional development, teacher evaluation, non-renewal and termination. As expressly set forth below, the Bentley Elementary School shall be exempt from the following provisions of the Agreement Between the Salem School Committee and the Salem Teachers Union Local 1258 – Teachers Agreement (2011-2014) (“Teachers CBA”), and all past practices pertaining to the relationship between the Salem School Committee (“Committee”) and the Salem Teachers Union Local 1258 (“Teachers Union”) contained in or related to the following sections of the existing Teachers CBA, as well as any corresponding sections of any future collective bargaining agreements with the Teachers Union, and any Side Letters or Letters of Understanding thereto:

#### Working Conditions

- Article I (“Union Recognition, Jurisdiction and Definitions”)
- Article III (“Salary and Rates of Pay”)
- Article IV (“Supplemental Benefits”)
- Article V (“Leaves of Absence”)
- Article VI (“Working Conditions”), including but not limited to the length of the school day and the school year, and any professional development requirements
- Article VII (“Transfers; Promotion”)
- Article VIII (“Grievance Procedure”)

#### Union Negotiations

- Article IX (“Union Privileges and Responsibilities”)
- Article X (“Handling of New Issues”)
- Article XI (“Savings Clause”)
- Article XIII (“Mandated Change in Length of School Year or School Day”)
- Article XV (“Duration”)
- 

#### Side Letter

- Side Letter on Inclusion
- Side Letter – Costs / Appendix A
- Longevity Schedule / Appendix B
- Professional Improvement / Parent Conference
- Interim Committee and Chapter 1/Title I Teachers

#### Appendices

- Appendix C – Staff Preference Form
- Appendix D – Salem Educator Evaluation System



- Appendix E – Memorandum of Agreement By and Between Salem School Committee and Sale Teachers Union (“Bentley School Turn Around”)

#### Letters of Understanding

- Draft Reorganization Plan
- Job Pool
- Health Insurance

#### Paraprofessionals Union

It is intended that the Bentley Elementary School shall be exempt from local collective bargaining agreements and the past practices of Salem Public Schools with respect to personnel, recruitment and hiring, working conditions, school organizational structure, job descriptions, policies, training and professional development, teacher evaluation, non-renewal and termination. As expressly set forth below, the Bentley Elementary School shall be exempt from the following provisions of the Agreement Between the Salem School Committee and the Salem Teachers Union Local 1258– Paraprofessionals Agreement (2011-2014) (“Paraprofessionals CBA”) and all past practices pertaining to the relationship between the Salem School Committee (“Committee”) and the Salem Paraprofessionals Union (“Paraprofessionals Union”) contained in or related to the following sections of the existing Paraprofessionals CBA, as well as any corresponding sections of any future collective bargaining agreement with the Paraprofessionals Union, and any Side Letters or Letters of Understanding thereto:

#### Working Conditions

- Article I (“Recognition and Jurisdiction”)
- Article III (“Compensation”)
- Article IV (“Supplemental Benefits”)
- Article V (“Working Conditions”), including but not limited to the length of the school day and the school year, and any professional development requirements
- Article VI (“Transfers, Assignment, Vacancies”)
- Article VII (“Leaves of Absence”)
- Article VIII (“Holidays”)

#### Union Negotiations Matters

- Article IX (“Union Rights and Responsibilities”)
- Article X (“Handling of New Issues”)
- Article XI (“Savings Clause”)

- Article XIII (“Grievance Procedure”)
- Article XIV (“Mandated Change in Length of School Year or School Day”)
- Article XVI (“Duration”)

#### Side Agreements / Letters

- Side Agreement - Paraprofessional Evaluation Instrument
- Side Letter on Inclusion / Appendix A
- Letter of Understanding (Classification)
- Letter of Understanding (Health Insurance)

#### Proposed Working Details for the new Bentley Elementary (grades 3-5, 2014-15)

We expect that working at the new Bentley Elementary will be a professionally rewarding experience for all teachers. Some of the highlights of working at the new Bentley are below.

Teachers remain a part of the Salem Teachers Union and will

- receive at least their base salary determined by the STU’s salary scale
- continue to receive STU’s benefits package
- accrue seniority during their tenure at Bentley

In addition to base salary , teachers at the new Bentley will

- earn a stipend for teaching a longer school day and year
- be eligible to earn extra stipends for teacher leadership positions
- be eligible to earn extra stipends for participating in Saturday Academies and Accelerations Academies

A typical day for teachers at the new Bentley Elementary will

- be 8 hours long for all core staff members, 7:20-3:20
- include common planning time

A typical year for teachers at the new Bentley Elementary will

- begin a month early (up to 2 weeks early for students) to collaborate on systems, procedures, and decisions for the upcoming year. August 6th is the tentative start date for professional development in 2014.

Teachers at the new Bentley Elementary will be expected to

- exhibit the 9 competencies for excellent teaching according to Blueprint Schools Network and be dedicated to self-improvement
- participate in at least 100 hours of professional development (56 hours in the month before Labor Day, 44 during September through June)

- be a member of one of the following teams: Instructional Leadership Team, Climate Committee, or Data Team
- communicate and collaborate on a regular basis with school partners
- consider participating in Saturday Academies and Acceleration Academies
- help create and maintain the college-going expectation culture
- communicate on a regular basis with parents about student progress and success
- participate in upholding consistently high expectations and behavioral norms based on the positive behavioral incentives system
- welcome and participate in an atmosphere of frequent feedback from colleagues and school leadership

*F. Memorandum of Understanding with Salem Teacher's Union*

MEMORANDUM OF AGREEMENT

BY AND BETWEEN

SALEM SCHOOL COMMITTEE  
AND  
SALEM TEACHERS UNION  
LOCAL 1258

AMERICAN FEDERATION OF TEACHERS,  
AFL-CIO

BENTLEY SCHOOL  
GRADES 3-5

**WHEREAS**, the Salem School Committee, hereinafter the Committee and the Salem Teachers Union, hereinafter the Union, had entered into an agreement entitled "Bentley School Turn-Around" and

**WHEREAS**, since entering into said agreement, the Committee has determined that it is now in the best interest of the students that it discontinue the Turn-Around Plan and it substitute therefore a "Redesign Plan" and

**WHEREAS**, such a plan is governed by General Laws, Chapter 69, Section 1 J and

**WHEREAS**, under Section 1 J (g) the Superintendent considers it necessary to maximize the rapid academic achievement of students by altering the compensation, hours, working of its teachers and certain provisions of the teacher collective bargaining agreement and

**WHEREAS**, in accordance with said subsection (g) the Superintendent has requested the Committee and the Union reopen bargaining of the relevant collective bargaining agreement to facilitate such academic achievement and

**WHEREAS**, the Committee and the Union have met in such negotiations and

**WHEREAS**, as a result of such negotiations, the Committee and the Union have reached agreement as to changes of the collective bargaining agreement as concerning the teachers at the

Bentley School and

**WHEREAS**, the Committee and the Union desire that said changes be reduced to writing,  
it is

**THEREFORE AGREED** as follows:

That the following provisions of the Collective Bargaining Agreement be waived or  
modified:

1. Article III, Section D, entitled "Hourly Rate of Pay" is hereby waived.
2. Article III, Section E, entitled "Increments for Advanced Credit" is hereby modified as follows:

"Changes in salary through the attainment  
of additional professional credits shall be  
made in September of each year".

3. Article III, Section I, entitled "Differential for Department Heads" is hereby waived.
4. Article III, Section J, entitled "Differential for Counselors' Coordinators and Nurses" is waived as concerning individuals who have not been previously employed by the Salem School District in the referred to positions. For previously employed individuals, who are employed by Blueprint, they shall be so employed without loss of pay. Current employees who are hired by Blueprint shall be paid the current stipend of three thousand dollars (\$3,000) in addition to their salary and the differential for the extended day/year.
5. Article III, Section L, entitled "Teaching Before and/or After the Regular School Year" is hereby waived.
6. Article III, Section N, entitled "Extracurricular Payment" is hereby waived.
7. Article III, Section O, entitled "Method of Salary Payment" is modified by waiving the present contract language and agreeing that

"Salaries, including the five thousand dollar  
(\$5,000) differential for the extended day/year,  
shall be paid in twenty-six (26) equal

installments beginning on the Friday nearest to August 6<sup>th</sup>. In addition, year long stipends shall be paid in one installment at the end of the school year. If possible, said installment will be paid in a separate check”.

8. Article III, Section R, entitled “Payment for Supervisory Personnel – Summer School and Evening School” is hereby waived.
9. Article III, Section S, entitled “Differential for Head Teacher” and Section T, entitled “Differential for Team Leader are hereby modified by waiving the present contract language and agreeing that

“Senior Teachers so appointed shall be paid a differential of two thousand dollars (\$2,000); Lead Teachers so appointed shall be paid a differential of fifteen hundred dollars (\$1,500) and Mentor Teachers so appointed shall be paid one thousand dollars (\$1,000).”

10. Article V, Section B 1 b, entitled “Personal Leave” is hereby modified by requiring the School Principal to be the approving authority and that the approval of the Principal shall not be unreasonably withheld.
11. Article V, Section B 7, entitled “Leave for Conferences” is hereby modified by requiring the School Principal to be the approving authority and that the approval shall not be unreasonably withheld.
12. Article V, Section B 8, entitled “Leave for Visiting Day” is hereby modified by requiring School Principal to be the approving authority and that the approval shall not be unreasonably withheld.
13. Article V, Section C 4, entitled “Maternity Leave” is hereby amended by adding a new c as follows:

“c. Notwithstanding the provisions of b above, with the prior approval of the Principal, a teacher who initiates a request to do so, may return from Maternity Leave during the school year.”

14. Article VI, Section A, entitled “Class Size” is hereby modified by adding a new third sentence in paragraph 1 a, as follows:

“However, if a classroom has two regular teachers assigned, the class size of that

class shall not exceed thirty (30) pupils.”

15. Article VI, Section B 2, entitled “Part-Time Positions’ is hereby waived, unless part-time teachers are hired. In such event, the current contract language shall apply.
16. Article VI, Section B 3, entitled “Grades 9-12” and Section B 4, entitled “Middle School” are hereby waived.
17. Article VI, Section D 1, entitled “Relief from Non-Teacher Duties” is hereby waived and in place thereof is the following:

“No teacher shall collect money, have traffic duties, clerical duties, custodial duties, nursing duties or cafeteria duties. However teachers may be assigned to traditional lunch duty.”

18. Article VI, Section F, entitled “Length of School Year” is hereby waived and in place thereof is the following:

“The regular work year for the teachers assigned to grades 3 through 5 shall be two hundred five (205) days and excepting for Sunday vacations and the following holidays: Columbus Day; Veteran’s Day; Thanksgiving Recess; (from noon of the Wednesday prior to Thanksgiving), Christmas recess (beginning no later than the close of school on December 23 and ending no sooner than January 2); Martin Luther King Day; Winter recess (the week of President’s Day); Good Friday; Spring recess (the week of Patriot’s Day); Memorial Day and Independence Day. Whenever any of the aforesaid holidays falls on Sunday, schools shall not be in session the following Monday.”

19. Article VI, Section G, entitled “Length of School Day” is hereby waived and in place thereof is the following:

“The length of the work day for teachers assigned to grades 3 through 5 shall be eight (8) hours. In addition, teachers may be required to remain after the end

of the regular work day to attend meetings. Such meetings shall not exceed, in the aggregate, twenty-five (25) hours in the school year. In addition, teachers may be required to attend up to two evening meetings per month, with each meeting not to exceed two (2) hours in duration. The after school meetings and evening meeting shall be scheduled during alternate weeks.”

20. Article VI, Section I, entitled “Scholarship Standards: Curriculum” is hereby waived except for paragraph 8, which shall remain in effect for school year 2014-2015 and beyond.

21. Article VI, Section J, entitled “Supervisor Evaluation” is hereby waived and in place thereof is the following:

“Observation of teacher performance and teacher evaluations shall be in accordance with the Blueprint Schools Network Evaluation Procedure; with G.L. Chapter 71, Section 38 and with 603 CMR 35.”

22. Article VI, Section K 3, concerning “Teacher Schedules” is hereby modified by adding the following:

“However, such schedules may be subject to change to be made during the period October 1 through October 8. In addition, no new evening meetings shall be scheduled prior to January 1.”

23. Article VI, Section N, entitled “Termination of Employees” is hereby waived and in place thereof is the following:

“Teacher terminations resulting from a decrease in enrollment shall be made at the discretion of the Principal in compliance with General Laws, Chapter 71, Section 42. In addition, all non-professional status employees shall be terminated before any professional employees are terminated.”

24. Article VI, Section R, entitled “Hiring of Substitutes” is hereby affirmed to be in full force and effect.



25. Article VII, Section A, entitled "Application for Promotion" is hereby waived and in place thereof is the following:

"Promotions are determined by the Principal."

26. Article VII, Section B, entitled "Transfers" is hereby waived and in place thereof is the following:

"Internal transfers at the Bentley School shall be at the discretion of the Principal."

27. Article VII, Section C, entitled "Involuntary Transfers" is hereby waived and in place thereof is the following:

"All involuntary transfers within the Bentley School shall be made at the discretion of the Principal. Prior to making an involuntary transfer, volunteers, who are qualified as determined by the Principal, shall be transferred first."

28. Article VII, Section D, entitled "Job Selection Process" is hereby modified by adding the following:

"Professional status teachers shall only displace a Bentley teacher if it is the last position a professional teacher can claim."

29. Article VIII, Section B, entitled "Adjustment of Grievance" is hereby modified by deleting from the first paragraph of Step 1 and inserting the following:

"An employee may bring a grievance to the Principal in writing within twenty (20) days of the event causing the grievance. The employee should specify the desired resolution."

The remainder of the contract grievance procedure, including arbitration, shall remain in effect.

30. Article IX, Section C, entitled "Union Activity at the School Level", Subsection 1, is hereby waived and in place thereof is the following:

“Meetings between the Principal and the Union Building Representative shall be held at a mutually agreeable time.”

31. Article IX, Section C, entitled “Union Activity at the School Level”, Subsection 5, is hereby modified by adding:

“As concerning the Bentley School, the Principal must authorize such visits. Such authorization shall not be unreasonably withheld.”

32. Article X, entitled “Handling New Issues”, except for the last paragraph of said article, the article is waived and in place thereof is the following:

“New issues shall be handled in accordance with General Laws, Chapter 69, Section 1 (g).”

33. Appendix A, which sets forth the Salary and Longevity Schedule is hereby modified by adding:

“Extended Work Day and School Year”  
Teachers of Grades 3 through 5 at the Bentley School shall receive additional regular compensation of five thousand dollars (\$5,000) annually as compensation for the extended work day of eight (8) hours and work year of two hundred five (205) days.”

34. Appendix B, which sets out payment for Extracurricular Activities is hereby waived.

35. Appendix C, entitled “Staff Preference Form” is hereby modified by adding:

“The Staff Preference Form shall only be used for positions outside of the Bentley School.”

36. Appendix D, entitled “Salem Educator Evaluation System” is hereby modified so as to include factors for evaluations as set forth in the Blueprint Schools Network Evaluation Procedure.

37. Appendix E, entitled “Memorandum of Agreement By and Between Salem School Committee and Salem Teachers Union – Bentley School Turn-Around; Appendix F, entitled “Memorandum of Understanding By and Between Salem School Committee and Salem Teachers Union, Local 1258, American Federation of Teachers, AFL-CIO – “Salem Community Charter School”; and Appendix G, entitled “Memorandum of Agreement By and Between Salem School Committee and Salem Teachers Union – Carlton Innovation School” are hereby waived.

38. In the event there is a conflict between this Agreement and the Collective Bargaining Agreement, this Agreement shall prevail.

This Agreement entered into this \_\_\_\_\_ day of June, 2014.

FOR THE COMMITTEE

FOR THE SALEM TEACHERS  
UNION

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\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

***A. Blueprint Schools Network site visit schedule***

Site Visit #1  
 Bentley Elementary School  
 October 15, 2014  
 25 Memorial Dr.  
 Salem, MA 01970  
 (978) 740-1260

Agenda			
<b>Principal:</b> Justin Vernon		<b>Lead Consultant:</b> Larry Martinez	
October 15, 2014 9:00am – 2:30pm			
Time	Activity	Lead	Room
9:00 – 9:30	Site Visit Orientation	Larry Martinez	211
9:30 – 10:30	Classroom Observation	Larry Martinez	
9:30 – 10:00	Math Fellows Observation	Shannon Clancy	209
10:30 – 10:50	Math Fellows Focus Group	Larry Martinez	209
256	1. Ms. Masood 2. Ms. Carter		
11:05 – 11:35	Teacher Focus Group (Gr. 3 and 4)	Larry Martinez	211 (Lunch Provided)
	1. Ms. Santoro (3 <sup>rd</sup> Grade ELA/Social Studies) 2. Mrs. Berry (4 <sup>th</sup> Grade ELA/Social Studies) 3. Ms. Thomas (4 <sup>th</sup> Grade Math/Science) 4. Mr. Shumacher (5 <sup>th</sup> Grade Math/Science) 5. Ms. Lewis (5 <sup>th</sup> Grade ELA/Social Studies) 6. Ms. Connor (Special Education Interventionist)		
11:35 – 12:10	Classroom Observation	Larry Martinez	
12:10 – 12:40	Student Focus Group (Gr. 5)	Larry Martinez	211 (Lunch Provided)

<ol style="list-style-type: none"> <li>1. Alex White</li> <li>2. Ronald Davis</li> <li>3. Robert Palacios</li> <li>4. Gracie Dias</li> <li>5. Carolanne O'Brien</li> </ol>			
<b>12:45 – 1:30</b>	Lunch/Blueprint Debrief	Larry Martinez	211
<b>1:30 – 2:30</b>	Bentley Leadership Team Debrief	Larry Martinez	211