

Return, Recover, Reimagine Task Force Subcommittees

Assessments (BTU and BPS staff already appointed)	<p>Articulate the minimum number of assessment administrations to meet the needs of screening, grade level, standards proficiency, and progress monitoring in order to provide students, teachers, families and schools with a reliable and well-paced stream of data. Consider the role of performance assessment in our assessment strategy in the short and long term.</p>
Curriculum	<p>What district and school level supports and resources are necessary to ensure consistent implementation of high quality, standards-aligned, culturally and linguistically sustaining curriculum in all classrooms?</p>
Grading (may be an ongoing commitment through next school year)	<p>Members will go through a process to build a shared vision for the vision, meaning and purpose for grades in Boston Public Schools. The team will define the audience for grades and to what degree they will communicate mastery, work completion, etc.</p> <p>After the mission, vision and values have been determined, the Task Force can divide into two groups (Secondary School Policy Team/Elementary School) to develop some short-term recommendations for practices we will encourage for the 2021-22 school year while we spend the year developing a comprehensive grading policy for BPS. The group will give significant input into the forthcoming policies from the high school and elementary grading working groups. Including operational and implementation challenges and opportunities.</p>
Learning Management System (LMS)/Digital	<p>What technology and digital learning platforms and practices are necessary for a successful Fall</p>

Learning	reopening. What have we learned from remote/hybrid learning in 20-21 that can be carried into fall and the future? This subcommittee will review new and existing data and feedback from the field. What do we do for scholars that chose (by choice or necessity) to be remote in the fall?
Intervention/Multi-Tiered Systems of Support (MTSS)	Goals Working Group/Task Force: <ul style="list-style-type: none"> - Review existing components of MTSS and establish/confirm a common framework to anchor our work - Make recommendations around alignment of existing programs and resources through the lens of targeted universalism - Initial entry point: Identify and strengthen tier 2 and 3 academic supports/interventions
Out of School Time Interventions	What programs and supports are available to support students outside of school time? (This will be a continuation of the summer learning group.)
Transformative Social Emotional Learning (SEL)	Members will provide input on what tools, experiences and supports educators need to prepare to welcome students back in the fall with attention to CLSP, anti-racism, and whole child development. This would include feedback on: Transformative Social Emotional Learning (SEL), Health Education (HE), Physical Education (PE), and the classroom learning environment needed to support student health, well-being and academics.
Multilingual Learners	Members will provide input on the district and school level supports and resources needed for defining effective services and programs for English Learners with strong home language supports as well as the scaffolds needed to ensure consistent access to high quality, grade level standards-aligned, culturally and linguistically sustaining curriculum in all classrooms.
Special Education	Members will provide input on how the district can support schools, students and families in ensuring that special education students have full access to,

	and are able to engage in, their school communities and high quality, standards-aligned, culturally and linguistically sustaining curriculum in all classrooms for special education students.
--	--