

Table of Contents

Purpose of the District Curriculum Accommodation Plan (DCAP)	Page 1
Defining Equitable MTSS in the Boston Public Schools	Page 2
Defining Equitable Literacy in the Boston Public Schools	Page 2
Supports for Classroom Teachers in Helping Students Access Grade-Level Material	Page 3
Boston Public Schools Approach to Tiered Instruction • Tier 1/Universal Supports • Tier 2/Targeted Supports • Tier 3/Intensive Supports	Page 7
Assessment System and Strategy in BPS	Page 17
Teaming Structures and Data Inquiry Practices in BPS	Page 19

District Curriculum Universal Accommodation Plan

The following District Curriculum Accommodation Plan for the Boston Public Schools (BPS) outlines an approach to curriculum implementation and intervention that is aligned to the [Massachusetts Multi-Tiered Systems of Support \(MTSS\) Blueprint](#). This plan lays out the expectations for high-quality, rigorous, grade-level Tier I instruction with appropriate accommodations for all students, using the principles of Universal Design and Culturally Responsive Teaching. The purpose of the District Curriculum Accommodation Plan (DCAP) is to provide all BPS educators with:

- A guide for principals and educators in supporting students receiving services in different tiers and in different instructional areas;
- Expectations for high-quality, rigorous, grade-level Tier 1 instruction using principles of culturally responsive teaching;
- Appropriate accommodations for all students using principles of Universal Design for Learning (UDL), specially designed instruction (SDI) and language access;
- Structures that support students at any level;

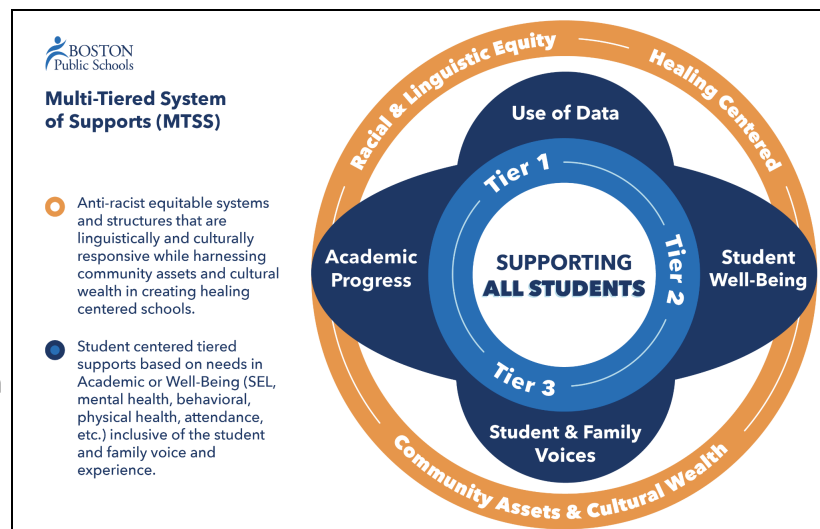
- [Master schedules](#), teacher collaboration time (CPT), educator professional learning (PL), core curriculum, instructional leadership team (ILT), student success team (SST), assessment system;
- Outlined Universal Accommodations to which all students have access. These accommodations should be offered and progress monitored before referrals to SST and/or Special Education Services.

This plan outlines the instructional approach that supports BPS to meet its vision of every child in every classroom getting what they need every day. Services in tiers are fluid and can be added and removed as the result of progress monitoring. As a whole, the plan is flexible and dynamic, allowing for the inclusion of additional resources and supports as they are developed and adopted. While the DCAP lists all supports that are broadly available across BPS, schools may offer additional resources and programs. Schools may also partner with approved organizations (<https://www.partnerbps.org/>) in order to provide needed services. In many cases, these services are funded by the partners at no additional cost to schools.

Defining Equitable MTSS at the Boston Public Schools:

Equitable Multi-Tiered System of Support (MTSS) is an evidence-based framework that establishes a tiered system to define (academic, healing-centered and culturally/linguistically responsive) expectations for educators (schools and district) about what should be provided in order to ensure that all students have access to culturally responsive and rigorous learning opportunities.

Educator mobilization of targeted and intensive tiered support for students is fluid and not solely determined or defined by specific designation, such as identified varying abilities and multilingual assets. Rather, the determination is supported by data from universal screeners, diagnostic assessments, progress monitoring, and qualitative data on how students and families report their learning experiences. Ultimately, Equitable MTSS is effective when the system works on behalf of students and families to ensure that students learn, grow, get what they need and become agents of change. [BPS MTSS Website](#) & [BPS MTSS Handbook](#)



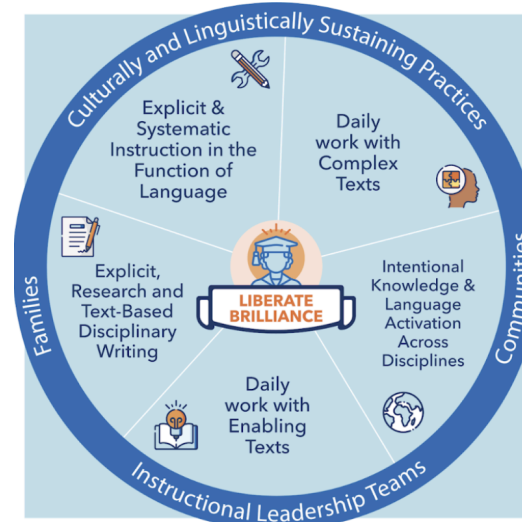
Defining Equitable Literacy In BPS:

The implementation of the Equitable Literacy (EQL) framework informs interdisciplinary instruction from pre-kindergarten through secondary levels. It draws on five research based practices as informed by the vast research-base known as the 'Science of Reading

(SoR). SoR research underscores the importance of explicit, systematic, and cumulative instruction that benefits all learners, especially those who have been historically underserved. The framework recognises the complex and dynamic nature of literacy development for our student population. The key concepts of EQL are underpinned by literacy-research areas including including explicit instruction in foundational literacy skills, advanced ability to read and write across disciplinary areas, real-world connections to advance vocabulary development and comprehension, students as agents of their own learning, and culturally and linguistically sustaining practices (CLSP).

In summary, Equitable Literacy involves all BPS students experiencing:

- Explicit and systematic instruction in the function of language,
- Daily work with complex text;
Intentional development and activation of knowledge, language and vocabulary;
- Daily work with enabling texts to encourage and empower students to take action in their own lives and in the lives of others;
- [Disciplinary writing instruction across purposes.](#)



Supports for Classroom Teachers in Helping Students Access Grade-Level Material:

Universal Design for Learning

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL gives all students an equal opportunity to succeed; offers flexibility in the ways students access material and show what they know; and looks for different ways to keep students motivated.

[Learn more about the Universal Design for Learning framework](#) from CAST. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The new [UDL 3.0 Guidelines](#) represent an updated framework that builds on previous iterations with a greater emphasis on learner agency, cultural responsiveness, and accessibility, more concrete strategies for classroom application, and updated guidance on incorporating digital tools.

The guidelines aim to help educators design instruction that removes barriers and provides all students with equal opportunities to learn.

Access to technology can help educators realize UDL by creating a more inclusive learning environment. Below are some recommendations on how educators can use technology to design more inclusive learning experiences for all learners.

- [Tech Tools to Support UDL](#)

Universal Accommodations

Universal accommodations are accommodations that any student can utilize to access information and demonstrate learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and equal opportunity to show what he or she knows and is able to do.

- [High and Low Tech Strategies to Support Access](#)
- [BPS Approved Apps](#)
- [SORA](#) provides access to ebooks and audiobooks from BPS and schools with a certified librarian have access to an additional library of 40,000+ ebooks and audio books. There are ebooks and audiobooks available in multiple languages and include the ability to utilize a screen readers, enable dyslexic font, and high contrast mode.
 - [SORA accessibility features](#)
- [Gale databases](#) offer language translation, text-to-speech, and customizable font size and style to create universal accommodations by ensuring content is accessible to users with diverse needs. These features facilitate inclusive access to information, enabling users to interact with content in ways that suit their individual preferences and requirements.
 - [Gale accessibility features](#)
- [ChromeOS Accessibility Features](#): All BPS students have access to Chromebooks, and the Chrome Accessibility Features allow students to explore ways to increase their access to learning.
- [Read&Write for Google Chrome](#): All students have access to this toolbar which supports speech-to-text, text-to-speech, and other reading writing capabilities.
- [OrbitNote PDF Reader](#): OrbitNote is a PDF Reader Chrome extension that uses Read&Write's toolbar to allow you to more easily access and engage with PDFs. It also includes built-in OCR (optical character recognition) capabilities to make your PDFs accessible.

In order to support the selection of universal accommodations, every educator in Boston Public Schools has access to Goalbook Toolkit¹. This platform is aligned to state standards and research-based frameworks for differentiating instruction, including Universal Design for Learning. Resources include standards-based design, breadth of content, multiple levels of support, and instructional strategies. How to [access Goalbook](#).

Artificial Intelligence

Boston Public Schools envisions a thoughtful and strategic integration of Artificial Intelligence across both instructional practices and district operations to support district priorities. We aim to leverage AI-powered tools and resources in a manner that empowers educators, centers student experiences, and improves administrative processes to create inclusive educational environments. We are committed to a responsible and ethical approach, continuously evaluating its impact and risks to ensure that its implementation aligns with our core values of equity, access, and opportunity for every learner. [BPS AI Guidelines](#), [BPS AI Hub](#).

Language Access

[Academic language](#) is the language used in core instruction across academic settings to acquire new knowledge and skills, interact with a topic, and share information with others. Across all content areas, academic language is broken down into several levels: word/phrase, sentence, discourse, and sociocultural context. BPS utilizes the [WIDA ELD Standards Framework](#) to support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs as they develop academic language. When considering the language demands of the instructional task, teachers should consider which of the four domains of language (reading, writing, speaking, listening) students will be using, particularly for the assessment/task, and ensure that whatever mode of language students are being asked to practice they have a way to access that language. All educators have a shared professional responsibility to support students' language development across all content areas and social settings. Educators may leverage [WIDA resources](#) to ensure that all students have language access.

Specially Designed Instruction (SDI)

Specially Designed Instruction (SDI) adapts the content, methods, and/or instructional delivery to address the unique needs of a student. SDI ensures that students have access to grade level academic standards and content regardless of an identified disability. Like core instruction, SDI can be delivered in the general education classroom setting and can also be implemented with general education teaching strategies.

¹ Accommodation recommendations found in this document are influenced by those found on [Goalbook](#). For more information on how to utilize Goalbook resources, reach out to the BPS Special Education Department.

However, in contrast to the universal accommodations provided to all students, **Specially Designed Instruction (SDI)** is a legally mandated component of an **Individualized Education Program (IEP)** for students with disabilities under the Individuals with Disabilities Education Act (IDEA). SDI represents a more targeted and individualized approach to instruction.

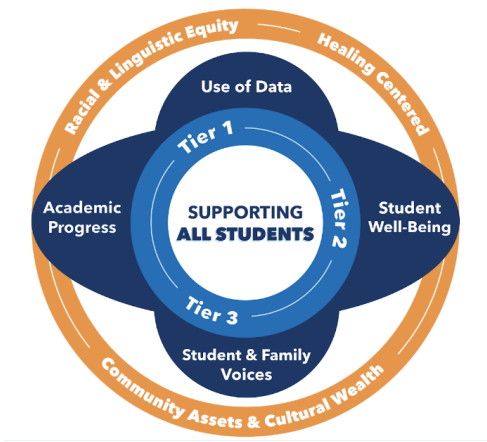
Our district is committed to providing an inclusive and equitable learning environment for all students. To achieve this, it's essential to understand the roles of both the District Curriculum Universal Accommodation Plan (DCAP) and Specially Designed Instruction (SDI). While both aim to support student learning, they serve distinct purposes and are applied differently.

Feature	District Curriculum Universal Accommodation Plan (DCAP)	Specially Designed Instruction (SDI)
Target Population	All students (universal access)	Students with identified disabilities and an IEP
Purpose	Proactive, general supports to enhance learning for all	Individualized intervention to address disability-related needs
Changes	How students access and demonstrate learning (accommodations)	What, how, or delivery of instruction (adaptations, modifications)
Legal Mandate	District best practice, often supported by state law requirements (Mass General Law - Part I, Title XII, Chapter 71, Section 38Q1/2, MA DCAP)	Federally mandated under IDEA as a component of an IEP
Documentation	District-wide plan, general classroom practices	Explicitly detailed within a student's Individualized Education Program (IEP)
Goal	Broad access to the curriculum for all	Meaningful progress on student-specific IEP goals and access to the general curriculum

*****Requiring accommodation as listed in the DCAP does not in and of itself indicate that a student may need an IEP. As a matter of fact, accommodations under DCAP should be implemented prior to seeking a Special Education Evaluation.***

Culturally Responsive Instruction and Funds of Knowledge

Culturally & Linguistically Sustaining Practices (CLSP) draw upon, infuse, and evoke students’ existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. CLSP also intentionally seeks racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies and practices to affirm the identities of and expand opportunities for historically marginalized students. CLSP heavily relies upon the scholarship and research of its preceding model, namely culturally relevant, culturally responsive and culturally sustaining pedagogies (Gay, 2010; Ladson-Billings, 1995; Paris, 2012). [CLSP strategies](#) are the throughline to the other competencies that ensures access to learning for all students (UDL, language access, SDI). BPS educators may use the [CRIOP](#), the [CLSP Continuum](#), and the [Funds of Knowledge Note sheet](#) to reflect on their own cultural competence and support deeper understanding of specific shifts and teacher actions that create a responsive classroom.



Boston Public School’s Approach to Tiered Instruction

Tier 1: Universal high quality rigorous instruction and services support are provided to all students - inclusive of students with disabilities, multilingual learners and those working above grade level- through inclusive practices that are linguistically and culturally responsive and offer opportunities to both reinforce and accelerate learning.

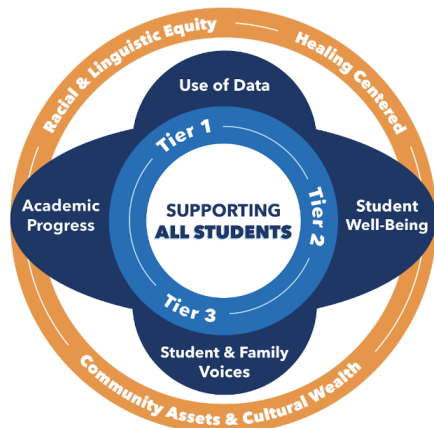
Tier I (Universal Supports)			
	K0-2	3-6	7-12
ELA/ Literacy	Focus Foundations + Decodables Heggerty Phonological Awareness (K0-Grade 1)	EL Education 2.0 Fishtank EL Education 2.0 ALL Block Level 3 Foundations (Grade 3 Only)	StudySync

Math	<u>K0-K1</u> Building Blocks <u>K2+</u> Investigations Illustrative Mathematics enVision	<u>3-5</u> Investigations <u>3+</u> Illustrative Mathematics enVision <u>6+</u> DESMOS Illustrative Mathematics	<u>7-8</u> DESMOS Illustrative Mathematics <u>9-12</u> College Preparatory Math Open Up Resources (Math Vision Project) Illustrative Mathematics
Science	<u>Grades pK-2</u> FOSS WEE Engineer Focus - Centers/ Studios - Identified Science Lessons - Literacy Stations Curricular-embedded outdoor investigations	<u>Grades 3-5</u> FOSS 1 unit OpenSciEd Units 1 and 2 Curricular-embedded outdoor investigation <u>Grade 6</u> OpenSciEd	<u>Grades 7-8</u> OpenSciEd <u>Grades 9-11</u> (Introductory Biology, Chemistry, and Physics) OpenSciEd
History	<u>Grade K-2</u> Discovering Justice (K-2) (Recommendation: Embed CDJ in Focus) (Supplemental) Primary Source (Grades 2) (Supplemental) Open Social Studies (K-2)	<u>Grade 3-4</u> Discovering Justice (Grade 3) Investigating History (Grade 3 and 4) McGraw Hill Impact (Gr 4) (Supplemental) Open Social Studies (Gr. 3-4) <u>Grade 5-6</u> Investigating History (Grade 5,6) McGraw Hill Impact (Gr 5); (Supplemental) Social Studies (Grade 6) Primary Source- Straight from the Source and Cornerstones (Grades 3-5) DBQ Project (Supplemental) Open Social Studies (Gr. 5-6)	<u>Grade 7-8</u> DESE Investigating History (Grade 7) Democratic Knowledge Project (Grade 8) McGraw Hill Social Studies (Grade 7 -8) (Supplemental) iCivics (Grade 8) (Supplemental) The DBQ Project <u>Grade 9-12 units draw from:</u> SAVVAS The DBQ Project (access through Clever) Digital Inquiry Group (formerly SHEG) Facing History and Ourselves Nearpod Social Studies (access via. Clever) BPS Ethnic Studies Curriculum (under review)
ESL for Multilingual Learners	OMME ESL Focus adaptation OMME-ESL Curriculum Foundations Heggerty Phonological Awareness (K2)	OMME ESL EL adaptation OMME-ESL Curriculum Systemic Functional Linguistics (SFL) <u>SLIFE</u> Avanza by VISTA Elementary Vista Get Ready! Soar Orton-Gillingham for English foundational	OMME ESL StudySync adaptation OMME-ESL Curriculum <u>SLIFE</u> Avanza by VISTA Secondary Vista Get Ready! Orton-Gillingham for English foundational reading development

		reading development OMME-ESL Curriculum at ELD Level 1	OMME-ESL Curriculum at ELD Level 1 Curricular Units created by BPS teachers
Dual Language	ASL - Standards aligned curriculum Haitian Creole - Transadapted EL K2-2nd Vietnamese - Transadapted Focus Spanish - Focus en Español for Prek - ARC Core K2-2nd - Benchmark Phonics, <i>Taller de fonética</i> and Sound-Spelling Transfer Kits for structured literacy	ASL - Standards aligned curriculum Haitian Creole - Transadapted EL Vietnamese - Transadapted EL 3rd-4th Spanish - ARC Core	Spanish
Health Education	<u>Grades K-2</u> CATCH Health Journeys Rights, Respect, Responsibility Curriculum BPS HE Learning Library	<u>Grades 3-6</u> CATCH Health Journeys Rights, Respect, Responsibility Curriculum BPS HE Learning Library	<u>Grades 7-12</u> CATCH Health Journeys Goodheart-Willcox Essential Health Skills AdRights, Respect, Responsibility Curriculum BPS HE Learning Library
Physical Education	<u>PK-2</u> - SPARK (early learning and K-2) - OPEN Phys. Ed. - Project Adventure - BPS PE Unit Library	<u>3-6</u> - SPARK - OPEN Phys. Ed. - Project Adventure - BPS PE Unit Library	<u>7-12</u> - SPARK - OPEN Phys. Ed. - Project Adventure - BPS PE Unit Library

Social Emotional Learning	BPS SEL Competencies SEL focus areas: - Adult SEL (Incorporating the Three SEL Signature Practices in Adult Meetings) - Supportive Classroom Environments (Implement SEL practices aligned with UDL and Co-create a Think Space in the Classroom) - SEL Integrated into Academic Content Areas (SEL Objectives aligned to all content areas, with a targeted focus on Equitable Literacy) Classroom Management Guidance: Strengthening Routines & Structures to Support SEL: A Guide for BPS Educators Strengthening Routines & Structures to Support SEL: Deepening the Work Integration with Focus on First Curriculum	BPS SEL Competencies SEL focus areas: - Adult SEL (Incorporating the Three SEL Signature Practices in Adult Meetings) - Supportive Classroom Environments (Implement SEL practices aligned with UDL and Co-create a Think Space in the Classroom) - SEL Integrated into Academic Content Areas (SEL Objectives aligned to all content areas, with a targeted focus on Equitable Literacy) Classroom Management Guidance: Strengthening Routines & Structures to Support SEL: A Guide for BPS Educators Strengthening Routines & Structures to Support SEL: Deepening the Work Explicit instruction, routines, reinforcement	BPS SEL Competencies SEL focus areas: - Adult SEL (Incorporating the Three SEL Signature Practices in Adult Meetings) - Supportive Classroom Environments (Implement SEL practices aligned with UDL and Co-create a Think Space in the Classroom) - SEL Integrated into Academic Content Areas (SEL Objectives aligned to all content areas, with a targeted focus on Equitable Literacy) Classroom Management Guidance: Strengthening Routines & Structures to Support SEL: A Guide for BPS Educators Strengthening Routines & Structures to Support SEL: Deepening the Work Explicit instruction, routines, reinforcement
World Languages	BPS k-2 World Languages ACTFL Proficiency Guidelines	BPS 3-5 World Languages ACTFL Proficiency Guidelines 6th Grade: BPS District-Wide Thematic Units - Novice Levels (Level 1) - Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese pre unit+ 6 thematic units core vocab and forms for each theme assessments for the 3 modes of communication - Interpretive communication - Interpersonal communication - Presentational communication authentic resources align with each unit - curriculum aligns to 2021 MA World Languages Curriculum Frameworks, AP	BPS 9 - 12 World Languages ACTFL Proficiency Guidelines BPS District-Wide Thematic Units Curriculum - Novice Levels (Level 1) - Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese pre unit+ 6 thematic units core vocab and forms for each theme assessments for the 3 modes of communication - Interpretive communication - Interpersonal communication - Presentational communication authentic resources align with each unit - curriculum aligns to 2021 MA World Languages Curriculum Frameworks, AP Themes, and UNESCO Sustainable Development Goals

		Themes , and UNESCO Sustainable Development Goals	
Arts	BPS Arts Student Learning Outcomes Dance Music Visual Arts Theatre Frameworks and Curriculum One-Pager Dance Music Visual Arts Theatre	BPS Arts Student Learning Outcomes Dance Music Visual Arts Theatre Frameworks and Curriculum One-Pager Dance Music Visual Arts Theatre	BPS Arts Secondary Syllabi Frameworks and Curriculum One-Pager Dance Music Visual Arts Theatre



Tier 2: Targeted instruction and services support are available to all identified students - including students with disabilities, multilingual learners and those working above grade level - in small groups. Tier 2 supports include additional opportunities to practice the skills necessary in order to meet the students' needs to meaningfully participate in tier 1 core instruction and/or services, through inclusive practices that are linguistically and culturally responsive.

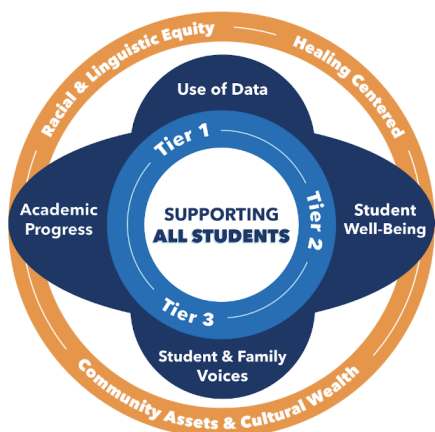
Tier II (Targeted Supports)			
	K0-2	3-6	7-12
ELA/ Literacy	K2-2 - Foundations Double Dose - Lexia with teacher-led instruction in conjunction with the digital learning - Heggerty Phonological Awareness or	Strategic Small Groups Could be: - Foundations level 3 double dose - Language dives, vocabulary, writing	- Strategic Small Groups or Station Rotations - StudySync Curriculum Embedded Resources (ex: Foundational Skills, ELL Resources, Fluency Skills, etc.)

	Kilpatrick Prek See the small group skill reinforcement guidance	support, multisyllabic word reading, morphology Lexia or Imagine Learning Language & Literacy	Lexia or Imagine Learning Language & Literacy
Math	- Utilize tiered supports provided within Curriculum Embedded Platforms (Math words and Ideas, Games center, online Manipulatives, launch videos) HQIM: IM Center activities - Cross-curricular learning (Interdisciplinary resources that reinforce or enrich concepts)	- Utilize tiered supports provided within the Investigations, Illustrative Mathematics, and DESMOS curricula HQIM: IM Center activities - HQIM Embedded Games & Platforms(Math words and Ideas, Games, online Manipulatives, launch videos) - Utilize DESMOS, ST Math, IM Practice problems - Cross-curricular learning (Interdisciplinary resources that reinforce or enrich concepts)	- Strategic Small Groups - Utilize tiered supports provided within the CPM, CMP, CME,, MVP, IM and DESMOS curricula - HQIM Embedded Games & Platforms (Math words and Ideas, Games center, online Manipulatives, launch videos) - Utilize DESMOS, ST Math (7/8), - IM Practice problems - Cross-curricular learning (Interdisciplinary resources that reinforce or enrich concepts)
Science	- Strategic Small Groups - Reinforcement & Enrichment of Science Concepts: curriculum embedded centers, - FOSS: Virtual Investigations, Simulations, Online Activities, Remote teaching videos, FOSS Interdisciplinary Extensions, FOSS Equity and Access suggestions - Cross-curricular learning (Interdisciplinary Projects) - Outdoor investigation to reinforce curricular concepts	- Strategic Small Groups - Reinforcement & Enrichment of Science Concepts: FOSS: Virtual Investigations, Simulations, Online Activities, Remote teaching videos, FOSS Interdisciplinary Extensions, FOSS Equity and Access suggestions, - OpenSciEd: Alternative Tasks, Investigations, Simulations, Online Activities, Remote materials - Cross-curricular learning (Interdisciplinary Projects) - Outdoor investigation to reinforce curricular concepts	- Strategic Small Groups - Reinforcement & Enrichment of Science Concepts: Differentiated Tasks in Activate Learning (6-12) - OpenSciEd: Alternative Tasks, Investigations, Simulations, Online Activities, Remote materials
ESL for Multilingual Learners	- ELD (inclusive of SLIFE) strategic small groups - Lexia	- ELD (inclusive of SLIFE) strategic small groups - Lexia - Reading Horizons	- ELD (inclusive of SLIFE) strategic small groups - Reading Horizons
Dual	ELD (inclusive of SLIFE) strategic small groups	ELD (inclusive of SLIFE) strategic small groups	ELD (inclusive of SLIFE) strategic small groups

Language	Spanish • Esperanza • Reinforcement with: ◦ Benchmark Phonics, <i>Taller de fonética</i> and Sound-Spelling Transfer Kits for structured literacy ◦ Adelante • Strategic Small Groups based on language proficiency (data collected via MAP Spanish, Las Links Español, etc.)	Spanish • Esperanza • Reinforcement with: ◦ Benchmark Phonics, <i>Taller de fonética</i> and Sound-Spelling Transfer Kits for structured literacy ◦ Adelante • Strategic Small Groups based on language proficiency (data collected via MAP Spanish, Las Links Español, etc.)	Spanish • Esperanza • Reinforcement with: ◦ Benchmark Phonics, <i>Taller de fonética</i> and Sound-Spelling Transfer Kits for structured literacy ◦ Adelante • Strategic Small Groups based on language proficiency (data collected via MAP Spanish, Las Links Español, etc.)
Social Emotional Learning and Skill Building	Reinforcement for SEL practices • Small group of students to re-teach SEL practices to build skills based on our BPS SEL Competencies • Option to keep Think Space tools/resources at student desk/table • Additional practice opportunities for SEL skills throughout the day. <u>Classroom Management Guidance:</u> • Strengthening Routines & Structures to Support SEL: A Guide for BPS Educators • Strengthening Routines & Structures to Support SEL: Deepening the Work Evidence-based, small group instruction (e.g., emotion regulation strategies, social skills, etc.) Healing Support via Support Staff • Community building restorative justice circles • Small group counseling, such as lunch bunches • Resource brokering for families and case management • Deescalation strategies • Attendance support & interventions Resources and Coordination of Supports	Reinforcement for SEL practices • Small group of students to re-teach SEL practices to build skills based on our BPS SEL Competencies • Option to keep Think Space tools/resources at student desk/table • Additional practice opportunities for SEL skills throughout the day. <u>Classroom Management Guidance:</u> • Strengthening Routines & Structures to Support SEL: A Guide for BPS Educators • Strengthening Routines & Structures to Support SEL: Deepening the Work Evidence-based, small group instruction (e.g., emotion regulation strategies, social skills, etc.) Healing Support via Support Staff • Community building restorative justice circles • Small group counseling, such as lunch bunches and affinity spaces • Resource brokering for families and case management • Deescalation strategies • Attendance support & interventions Resources and Coordination of Supports	Reinforcement for SEL practices • Small group of students to re-teach SEL practices to build skills based on our BPS SEL Competencies • Option to keep Think Space tools/resources at student desk/table • Additional practice opportunities for SEL skills throughout the day. <u>Classroom Management Guidance:</u> • Strengthening Routines & Structures to Support SEL: A Guide for BPS Educators • Strengthening Routines & Structures to Support SEL: Deepening the Work Evidence-based, small group instruction (e.g., emotion regulation strategies, social skills, etc.) Healing Support via Support Staff • Community building restorative justice circles • Small group counseling, such as lunch bunches and affinity spaces • Resource brokering for families and case management • Deescalation strategies • Attendance support & interventions Resources and Coordination of Supports

Health Education (OHW)	Reinforcement for Grades K-2 • CATCH • Rights, Respect, Responsibility Curriculum • BPS HE Learning Library	Reinforcement for Grades 3-6 • CATCH • Goodheart-Willcox Essential Health Skills, Grade 6 only • Rights, Respect, Responsibility Curriculum • BPS HE Learning Library	Reinforcement for 7-12 • CATCH • Goodheart-Willcox Essential Health Skills (Rights, Respect, Responsibility Curriculum) • BPS HE Learning Library
Physical Education	Reinforcement for • SPARK (early learning and K-2) • OPEN Phys. Ed. • Project Adventure • BPS PE Unit Library	Reinforcement for • SPARK • OPEN Phys. Ed. • Project Adventure • BPS PE Unit Library	Reinforcement for • SPARK • OPEN Phys. Ed. • Project Adventure • BPS PE Unit Library
Arts	Utilize adaptations, modifications, and formative assessments with curriculum below: BPS Arts Student Learning Outcomes • Dance • Music • Visual Arts • Theatre Frameworks and Curriculum One-Pager • Dance • Music • Visual Arts • Theatre	Utilize adaptations, modifications, and formative assessments with curriculum below: BPS Arts Student Learning Outcomes • Dance • Music • Visual Arts • Theatre Frameworks and Curriculum One-Pager • Dance • Music • Visual Arts • Theatre	Utilize adaptations, modifications, and formative assessments with curriculum below: BPS Arts Secondary Syllabi Frameworks and Curriculum One-Pager • Dance • Music • Visual Arts • Theatre
World Languages	Utilize adaptations, modifications with BPS k-2 World Languages • MA World Languages Framework • ACTFL Proficiency GuidelinesACTFL Proficiency Benchmarks	Utilize adaptations, modifications with BPS 3-5 World Languages 6th Grade: BPS District-Wide Thematic Units • Novice Levels (Level 1) • Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese • pre unit+ 6 thematic units • core vocab and forms for each theme • assessments for the 3 modes of communication ○ Interpretive communication ○ Interpersonal communication ○ Presentational communication	Utilize adaptations, modifications with BPS 9 - 12 World Languages BPS District-Wide Thematic Units Curriculum • Novice Levels (Level 1) • Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese • pre unit+ 6 thematic units • core vocab and forms for each theme • assessments for the 3 modes of communication ○ Interpretive communication ○ Interpersonal communication ○ Presentational communication

		• Authentic resources align with each unit • curriculum aligns to 2021 MA World Languages Curriculum Frameworks, AP Themes, and UNESCO Sustainable Development Goals	• authentic resources align with each unit • curriculum aligns to 2021 MA World Languages Curriculum Frameworks, AP Themes, and UNESCO Sustainable Development Goals
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Tier 3: Intensive instruction and services support are available to identified students - including students with disabilities, multilingual learners and those working above grade level- in very small groups or individually through explicit, systematic and research based interventions with progress monitoring in order to meet the students' needs to meaningfully participate in tier 1 core instruction and/or services. Tier 3 instruction is implemented with universal supports and culturally and linguistically responsive practices. Tier 3 is not synonymous with special education.

Tier III (Intensive Supports)			
	K0-2	3-6	7-12
ELA/ Literacy	• Orton-Gillingham aligned to Foundations • 1:1 or Small Group Foundations	• Reading Horizons Elevate (Blended format) • Orton-Gillingham • Wilson Reading System • Additional 1:1 or Small Group Targeted Instruction with Curriculum Embedded Resources	• Reading Horizons Elevate (Blended format) • Orton-Gillingham • Wilson Reading System • Additional 1:1 or Small Group Targeted Instruction with Curriculum Embedded Resources
Math	• Develop individualized plans that provide additional 1-1 or small group support that addresses the specific skills needed to access	• Develop individualized plans that provide additional 1-1 or small group support that addresses the specific	• Develop individualized plans that provide additional 1-1 or small group support that addresses the specific

	- the curriculum - HQIM platform- Math words and Ideas, Game center, online Manipulatives, launch videos HQIM Center Activities - ST Math, Double dose	- skills needed to access the curricula - HQIM platform- Math words and Ideas, Game center, online Manipulatives, launch videos - Utilize DESMOS, ST Math, IM practice problems HQIM Center Activities - Double dose	- skills needed to access the CPM,,, IM or DESMOS curricula, Open Up - HQIM platform- Vocabulary support, Game center, online Manipulatives, launch videos - DESMOS, ST Math (7/8), or IM Practice problems - GEOGEBRA platforms - Double dose
Science	- Develop individualized plans to provide additional 1-1 or small group support to address specific skills needed to access HQIM curriculum - Adaptive physical materials - Communication boards to support sensemaking discussions	- Develop individualized plans to provide additional 1-1 or small group support to address specific skills needed to access HQIM curriculum - Adaptive physical materials - Activate Learning: Individualized lessons (grade 3-6) - Communication boards to support sensemaking discussions	- Develop individualized plans to provide additional 1-1 or small group support to address specific skills needed to access HQIM curriculum - Adaptive physical materials - Activate Learning: Individualized lessons (grades 7-12) - Communication boards to support sensemaking discussions
ESL and Dual Language for Multilingual Learners	1:1 or Small Group - Orton-Gillingham/Wilson Reading System	1:1 or Small Group - Orton-Gillingham/Wilson Reading System - Reading Horizons	1:1 or Small Group - Orton-Gillingham/Wilson Reading System - Reading Horizons
Social Emotional Learning and Skill Building	Healing Support via Support Staff - Behavior Support Plans - Safety Plans - Evidence-based individual counseling for acute (non-IEP) needs - Resource brokering for families and case management - Family engagement/ partnership to support student - Crisis response Resources and Coordination of Supports	Healing Supports via Support Staff - Evidence-based individual counseling for acute (non-IEP) needs - Resource brokering for families and case management - Family engagement/ partnership to support student - Restorative Justice Harm Circles (Succeed Boston) - Crisis response Resources and Coordination of Supports	Healing Support via Support Staff - Evidence-based individual counseling for acute (non-IEP) needs - Resource brokering for families and case management - Family engagement/ partnership to support student - Restorative Justice Harm Circles (Succeed Boston) - Crisis response Resources and Coordination of Supports
Health Education	- Targeted skill development - Customized learning plans - Differentiated Instruction	- Targeted skill development - Customized learning plans - Differentiated Instruction	- Targeted skill development - Customized learning plans - Differentiated Instruction

Physical Education	Adapted Physical Education (Special Services)	Adapted Physical Education (Special Services)	Adapted Physical Education (Special Services)
Arts	- Targeted skill development - Customized learning plans - Differentiated Instruction	- Targeted skill development - Customized learning plans - Differentiated Instruction	- Targeted skill development - Customized learning plans - Differentiated Instruction
World Languages	- Targeted skill development - Customized learning plans - Differentiated Instruction	- Targeted skill development - Customized learning plans - Differentiated Instruction	- Targeted skill development - Customized learning plans - Differentiated Instruction

School-Specific Partnerships

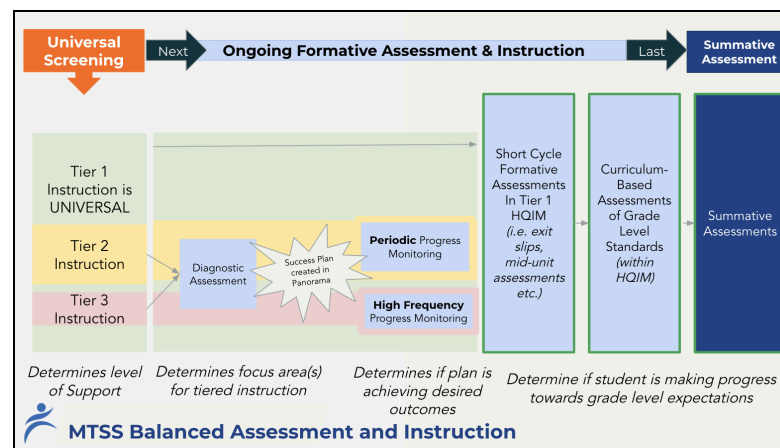
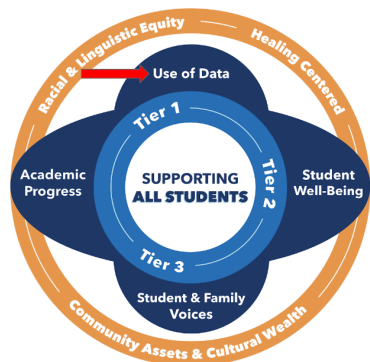
In addition to universally offered supports, schools may partner with district-approved organizations to provide needed services. In many cases, these services are funded by the partners at no additional cost to schools. Schools may utilize [this menu](#) to review and contact approved organizations.

Assessment System and Strategy

In Boston Public Schools, we implement a comprehensive and balanced assessment system in which each assessment serves a purpose to allow for culturally-responsive instructional decisions within an MTSS

framework. Our strategy for the 2025-26 school year advances a district-wide shift toward using assessments as tools for learning, not just measures of learning, with the aim to reduce redundancy, promote coherence across tiers, and elevate teacher voice in data-informed decision-making.

Universal screens indicate the level of support students may need to demonstrate proficiency on the assessed skills, diagnostics allow educators to target the specific skills that students need direct instruction and supported practice, and progress monitoring tools provide feedback on if that direct instruction and practice is leading to learning gains.

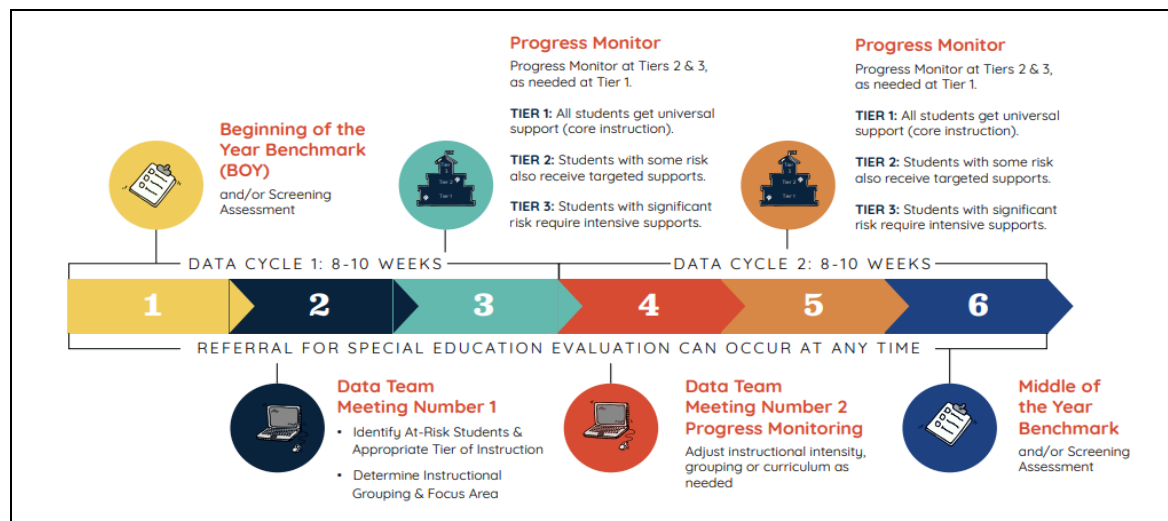


A key area of growth this year is the expanded use of curriculum-based assessments embedded in high-quality instructional materials (HQIM) and designed to surface student thinking in real time. These assessments, such as end-of-unit tasks and cool-down checks, are essential tools for understanding what students know and can do, supporting strong Tier 1 instruction, and helping teachers adjust instruction responsively.

Summative assessments assess grade-level standards and texts as assessments of learning, determining the extent to which students are able to demonstrate proficiency on the content assessed. Taken collectively, these assessment tools and practices can provide students, educators and families with the feedback they need to ensure that students continually grow and achieve their goals.

As outlined in the [SY25-26 Assessment Memo](#), assessments are the foundation of an MTSS framework, with the [universal screener](#) as the catalyst for investigating the root of student learning needs and determining appropriate support. These steps occur within collaborative structures defined in data cycles that pull together multiple assessment types from the [BPS Assessment Calendar SY25-26](#) and curriculum-embedded tools. Additionally, schools may also implement the Behavior Intervention Monitoring System (BIMAS-2) as a measure of social-emotional and behavioral functioning as a screening and progress monitoring tool.

In order to support the ongoing use of data, teacher teams may utilize analysis templates such as [BOY MAP Growth Data Analysis 1](#), [BOY MAP Fluency Fall Data Analysis K2-3](#), or [literacy progress monitoring guidance](#) ([Early Childhood PM Guidance version](#)).



Cycle image from [MA Dyslexia Guidance](#)

Teaming Structures and Data Informed Inquiry Cycles

The Boston Public Schools draw upon formative assessment data to drive cycles of inquiry at the classroom, grade level and/or content domain. These data cycles could follow either the Data Wise Improvement Process or the Bambrick-Santoyo Data Driven Instruction framework ([overview](#)). Each of these frameworks is grounded in assessments from the BPS assessment system and guides educators through cycles of analyzing data, planning and implementing instruction, reviewing student work and learning outcomes, and adjusting instruction in alignment with new learning. Data inquiry practices infuse the collaborative spaces in which adults work together in order to ensure that *every child gets what they need every day*. The coherence across these spaces is key, as is communicated in the district's [Collaborative Planning Document](#) template.

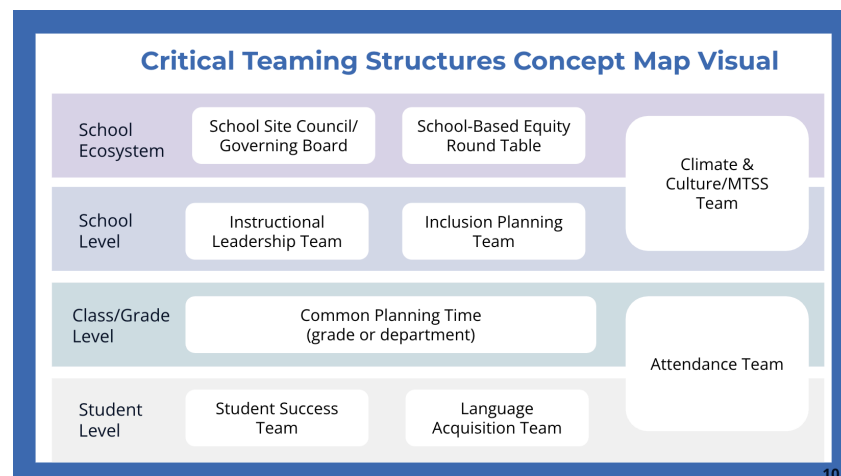
Teaming Structures

[Key Team Activities in a School-Wide MTSS](#)

Common Planning Time (CPT) Teams: Typically grade level or content-area teams, these teams meet weekly in order to review data, plan and adjust instruction, and ensure high-quality tiered instruction for all students. In SY25-26, all teams are expected to engage in the 'Weekly Data Meeting' protocol in order to plan for instruction in Tier 1 and also identify students in need of additional support beyond Tier 1.

- [K2-2 Foundational Literacy CPT Meeting Cycle](#)
- [Weekly Data Meeting](#)

Instructional Leadership (ILT) Teams: This cross-functional team of administrators, teacher leaders, instructional coaches and student support staff work together to define, support the implementation of, and progress monitor the school's Instructional Focus and rigorous instruction at all tiers for all students. In BPS, ILTs monitor implementation of standards, define effective instruction, observe instruction, design professional learning, and adjust the work of teacher teams. All of these actions are outlined in BPS's [5 Actions of Highly Effective ILTs](#).



Student Success (SST) Teams: This cross-functional team draws upon data to intervene and prevent learning challenges by identifying, implementing and monitoring interventions for referred students. The intent of this team is to bring teachers, students and families together to develop and implement individualized strategies that will increase student academic, social and emotional learning and connectedness to school. The work of these teams centers on developing the capacity of the educators and the quality of services to better support students. The expectations for SST, developed by SST practitioners across multiple BPS schools, are articulated in the [SST Guidance Overview](#), [SST Guidance](#), [SY25-26 Attendance Overview](#)

Language Acquisition (LAT) Teams: Language Assessment Team (LAT) are coordinated by a Facilitator (F) to ensure effective instruction, progress, and placement decisions for Multilingual learners (MLs) at the school level. All schools in BPS have a LAT and LATF. Typical meetings focus on student placement in ESL courses, writing culturally responsive [Individualized Learning Plans \(ILPs\)](#) required by the LOOK Act for students who did not make their annual ACCESS benchmarks, and aligning instructional language goals to students WIDA ACCESS modality scores to assess student progress and monitor outcomes, and design data-informed instruction and interventions appropriate for student's language acquisition in English and native language where available.

- [Difference between ELA and ESL instruction in BPS](#)

Resources

- [BPS MTSS Handbook](#)
- [BPS MTSS Website](#)
- [MA 2017 ELA Frameworks](#)
- [WIDA 2020 ELD Standards](#)
- [DESE Early Literacy Guidelines](#)
- [DESE Guidance on Universal Literacy Screening](#)
- [Massachusetts Dyslexia Guidelines](#)
- [CRIOP Instructional Indicators](#)
- [Equitable Literacy Instruction in BPS](#)
- [DESE MTSS Blueprint](#)