

### District Curriculum Universal Accommodation Plan

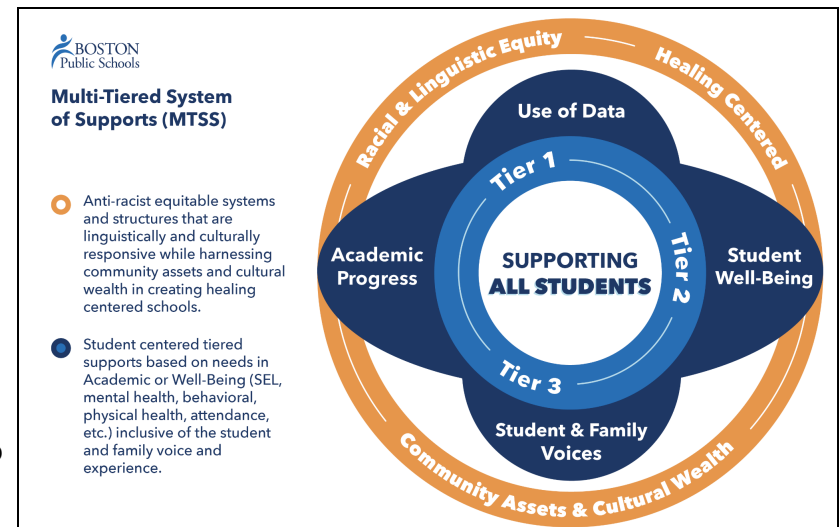
The following District Curriculum Accommodation Plan for the Boston Public Schools outlines an approach to curriculum implementation and intervention that is aligned to the [Massachusetts Multi-Tiered Systems of Support \(MTSS\) Blueprint](#). This plan lays out the expectations for high-quality, rigorous, 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;
  - 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.

### 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 and resources](#)

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**Supports for General Education Classroom Teachers:**

**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. [UDL Strategies Index](#), [UDL Strategy Wizard](#)

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](#)

In order to support the selection of universal accommodations, every educator in Boston Public Schools has access to Goalbook Toolkit<sup>1</sup>. 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. [Request an account](#) and receive [support accessing Goalbook](#).

### **Language Access**

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<sup>1</sup> 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.

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. 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 how students are going to be using language, teachers should consider whether the activity will require students to interpret or express language, 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. Educators may leverage [WIDA resources](#) to ensure that all students have language access.

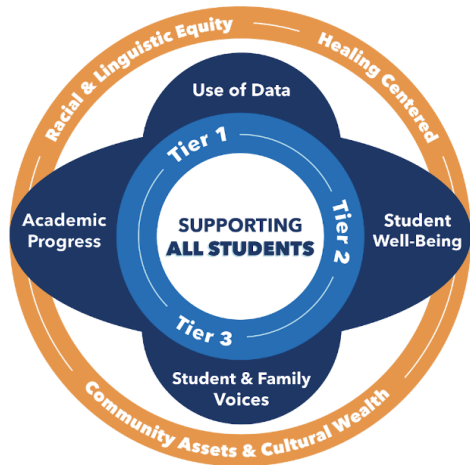
### **Specially Designed Instruction (SDI)**

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. In order to ensure educators are equipped to implement SDI for all students, educators must be able to review and understand student IEPs. BPS will start using new IEP forms in September of 2024; for more information, please refer to the presentation [NEW IEP Training](#).

### **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) BPS educators may use the [CLSP Continuum](#) and the [Funds of Knowledge Note sheet](#) to reflect on their own cultural competence and build their capacity.

## Boston Public School's Approach to Tiered Instruction



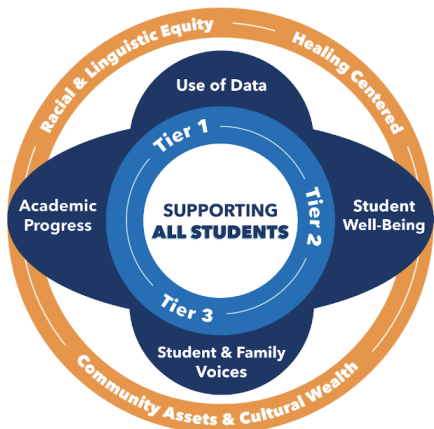
**Tier 1:** Universal high quality rigorous instruction and services support are provided to all students - inclusive of students with disabilities, multilingual learners and those above grade level- through inclusive practices that are linguistically and culturally responsive and offer opportunities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

	K0-2	3-6	7-12
ELA/ Literacy	Focus Foundations + Decodables Heggerty Phonological Awareness (K0-Grade 1)	EL Education 2.0 <a href="#">EL Education 2.0 ALL Block</a> Level 3 Foundations (Grade 3 Only)	<a href="#">StudySync</a>
Math	<u>K0-K1</u> Building Blocks <u>K2+</u> Investigations Illustrative Mathematics enVision	<u>3-5</u> Investigations <u>3+</u> Illustrative Mathematics EnVisions <u>6+</u> Connected Math Project DESMOS	<u>7-8</u> DESMOS Illustrative Mathematics Connected Math Project <u>9-12</u> College Preparatory Math Open Up Resources (Math Vision Project) Illustrative Mathematics
Science	<u>Grades pK-2</u> FOSS	<u>Grades 3-5</u> FOSS (grades 3-5)	<u>Grades 7-8</u> OpenSciEd

	<p>WEE Engineer Focus</p> <ul style="list-style-type: none"> <li>Centers/ Studios</li> <li>Identified Science Lessons</li> <li>Literacy Stations</li> </ul> <p>OpenSciEd Field Test (select teachers only) Curricular-embedded outdoor investigations</p>	<p>Smithsonian (grade 4) STC (grade 3 &amp; 5) Tufts ConnecTions in the Making (Grade 3 &amp; 4) OpenSciEd Field Test (select teachers only) Curricular-embedded outdoor investigation <u>Grade 6</u> OpenSciEd</p>	<p><u>Grades 9-11</u> (Introductory Biology, Chemistry, and Physics) OpenSciEd</p>
History	<p><u>Grade K-2</u> <a href="#">Discovering Justice</a> (K-2) (Recommendation: <a href="#">Embed CDJ in Focus</a>) (Supplemental) Primary Source (Grades 2) (Supplemental) <a href="#">Open Social Studies (K-2)</a></p>	<p><u>Grade 3-4</u> <a href="#">Discovering Justice (Grade 3)</a> Investigating History (Grade 3 and 4) McGraw Hill Impact (Gr 4) (Supplemental) Open Social Studies (Gr. 3-4)</p> <p><u>Grade 5-6</u> <a href="#">Investigating History</a> (Grade 5,6) McGraw Hill Impact (Gr 5); (Supplemental) Social Studies (Grade 6) <a href="#">Primary Source- Straight from the Source and Cornerstones</a> (Grades 3-5) (Supplemental) <a href="#">Open Social Studies (Gr. 5-6)</a></p>	<p><u>Grade 7-8</u> <a href="#">DESE Investigating History</a> (Grade 7) <a href="#">Democratic Knowledge Project</a> (Grade 8) McGraw Hill Social Studies (Grade 7 -8) (Supplemental) iCivics (Grade 8) (Supplemental) The DBQ Project (Grade 8)</p> <p><u>Grade 9-12 units draw from:</u> The DBQ Project (access through Clever) <a href="#">Digital Inquiry Group</a> (formerly SHEG) <a href="#">Facing History and Ourselves</a> Nearpod Social Studies (access via. Clever) BPS Ethnic Studies Curriculum (under review)</p>
Health Education	<p><u>Grades K-2</u> CATCH Health Education Journeys (K-2) BPS Healthy and Safe Body Unit, Level 1 BPS HE Learning Library</p>	<p><u>Grades 3-6</u> CATCH Health Education Journeys (3-6) BPS Healthy and Safe Body Unit, Level 2 BPS HE Learning Library</p>	<p><u>Grades 7-12</u> CATCH Health Education Journeys (7-8) Goodheart-Willcox Essential Health Skills (Grades 6-8); Essential Health Skills (9-12) Advocates for Youth, Rights, Respect, Responsibility: 3Rs (Grades 7-12) BPS HE Learning Library</p>
Physical Education	<p><u>PK-2</u></p> <ul style="list-style-type: none"> <li>SPARK (early learning and K-2)</li> <li>OPEN Phys. Ed.</li> <li>Project Adventure</li> <li>BPS PE Unit Library</li> </ul>	<p><u>3-6</u></p> <ul style="list-style-type: none"> <li>SPARK</li> <li>OPEN Phys. Ed.</li> <li>Project Adventure</li> <li>BPS PE Unit Library</li> </ul>	<p><u>7-12</u></p> <ul style="list-style-type: none"> <li>SPARK</li> <li>OPEN Phys. Ed.</li> <li>Project Adventure</li> <li>BPS PE Unit Library</li> </ul>
Social Emotional Learning	<p><a href="#">BPS SEL Competencies</a> SEL focus areas:</p> <ul style="list-style-type: none"> <li>Adult SEL (Incorporating the Three SEL Signature Practices in Adult Meetings)</li> <li>Supportive Classroom Environments</li> </ul>	<p><a href="#">BPS SEL Competencies</a> SEL focus areas:</p> <ul style="list-style-type: none"> <li>Adult SEL (Incorporating the Three SEL Signature Practices in Adult Meetings)</li> <li>Supportive Classroom Environments</li> </ul>	<p><a href="#">BPS SEL Competencies</a> SEL focus areas:</p> <ul style="list-style-type: none"> <li>Adult SEL (Incorporating the Three SEL Signature Practices in Adult Meetings)</li> <li>Supportive Classroom Environments</li> </ul>

	<p>(Implement SEL practices aligned with UDL and <a href="#">Co-create a Think Space in the Classroom</a>)</p> <ul style="list-style-type: none"> <li>SEL Integrated into Academic Content Areas (<a href="#">SEL Objectives aligned to all content areas</a>, with a targeted focus on Equitable Literacy)</li> </ul>	<p>(Implement SEL practices aligned with UDL and <a href="#">Co-create a Think Space in the Classroom</a>)</p> <ul style="list-style-type: none"> <li>SEL Integrated into Academic Content Areas (<a href="#">SEL Objectives aligned to all content areas</a>, with a targeted focus on Equitable Literacy)</li> </ul>	<p>(Implement SEL practices aligned with UDL and <a href="#">Co-create a Think Space in the Classroom</a>)</p> <ul style="list-style-type: none"> <li>SEL Integrated into Academic Content Areas (<a href="#">SEL Objectives aligned to all content areas</a>, with a targeted focus on Equitable Literacy)</li> </ul>
Multilingual Learners Language Supports	<p>OMME ESL Focus adaptation <a href="#">OMME-ESL Curriculum</a> Foundations Heggerty Phonological Awareness (K2)</p>	<p>OMME ESL EL adaptation <a href="#">OMME-ESL Curriculum</a> Systemic Functional Linguistics (SFL)</p> <p><b>SLIFE</b> Esperanza for Native Spanish Foundational Literacy Elementary Vista Get Ready! Soar Orton-Gillingham for English foundational reading development <a href="#">OMME-ESL Curriculum</a> at ELD Level 1</p>	<p>OMME ESL StudySync adaptation <a href="#">OMME-ESL Curriculum</a></p> <p><b>SLIFE/Newcomers</b> Esperanza for Native Spanish Foundational Literacy Secondary Vista Get Ready! Orton-Gillingham for English foundational reading development <a href="#">OMME-ESL Curriculum</a> at ELD Level 1 Curricular Units created by BPS teachers</p>
Dual Language	<p>ASL</p> <ul style="list-style-type: none"> <li>Standards aligned curriculum</li> </ul> <p>Haitian Creole</p> <ul style="list-style-type: none"> <li>Transadapted EL K2-2nd</li> </ul> <p>Vietnamese</p> <ul style="list-style-type: none"> <li>Transadapted Focus</li> </ul> <p>Spanish</p> <ul style="list-style-type: none"> <li>Focus en Español for Prek</li> <li>ARC Core K2-2nd</li> <li>Benchmark Phonics, <i>Taller de fonética</i> and Sound-Spelling Transfer Kits for structured literacy</li> </ul>	<p>ASL</p> <ul style="list-style-type: none"> <li>Standards aligned curriculum</li> </ul> <p>Haitian Creole</p> <ul style="list-style-type: none"> <li>Transadapted EL</li> </ul> <p>Vietnamese</p> <ul style="list-style-type: none"> <li>Transadapted EL 3rd-4th</li> </ul> <p>Spanish</p> <ul style="list-style-type: none"> <li>ARC Core</li> </ul>	Spanish
World Languages	<p><a href="#">BPS k-2 World Languages</a></p> <ul style="list-style-type: none"> <li><a href="#">ACTFL Proficiency Guidelines</a></li> </ul>	<p><a href="#">BPS 3-5 World Languages</a></p> <ul style="list-style-type: none"> <li><a href="#">ACTFL Proficiency Guidelines</a></li> </ul> <p><b>6th Grade:</b> BPS District-Wide Thematic Units</p>	<p><a href="#">BPS 9 - 12 World Languages</a></p> <ul style="list-style-type: none"> <li><a href="#">ACTFL Proficiency Guidelines</a></li> </ul> <p>BPS District-Wide Thematic Units Curriculum</p> <ul style="list-style-type: none"> <li>Novice Levels (Level 1)</li> </ul>

		<ul style="list-style-type: none"> <li>• Novice Levels (Level 1)</li> <li>• Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese</li> <li>• <a href="#">pre unit+ 6 thematic units</a></li> <li>• <a href="#">core vocab and forms for each theme</a></li> <li>• <a href="#">assessments for the 3 modes of communication</a> <ul style="list-style-type: none"> <li>◦ Interpretive communication</li> <li>◦ Interpersonal communication</li> <li>◦ Presentational communication</li> </ul> </li> <li>• <a href="#">authentic resources align with each unit</a></li> <li>• curriculum aligns to <a href="#">2021 MA World Languages Curriculum Frameworks</a>, <a href="#">AP Themes</a>, and <a href="#">UNESCO Sustainable Development Goals</a></li> </ul>	<ul style="list-style-type: none"> <li>• Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese</li> <li>• <a href="#">pre unit+ 6 thematic units</a></li> <li>• <a href="#">core vocab and forms for each theme</a></li> <li>• <a href="#">assessments for the 3 modes of communication</a> <ul style="list-style-type: none"> <li>◦ Interpretive communication</li> <li>◦ Interpersonal communication</li> <li>◦ Presentational communication</li> </ul> </li> <li>• <a href="#">authentic resources align with each unit</a></li> <li>• curriculum aligns to <a href="#">2021 MA World Languages Curriculum Frameworks</a>, <a href="#">AP Themes</a>, and <a href="#">UNESCO Sustainable Development Goals</a></li> </ul>
Arts	<p>BPS Arts Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul> <p>Frameworks and Curriculum One-Pager</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul>	<p>BPS Arts Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul> <p>Frameworks and Curriculum One-Pager</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul>	<p>BPS Arts Secondary <a href="#">Syllabi</a></p> <p>Frameworks and Curriculum One-Pager</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul>



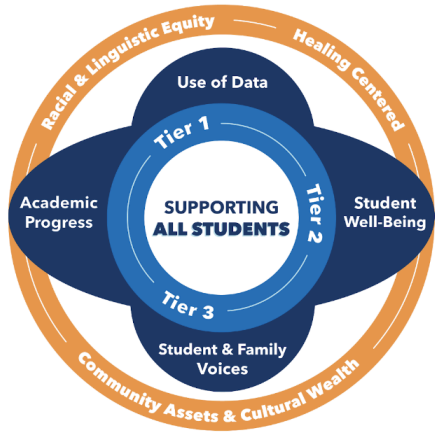
**Tier 2:** Targeted instruction and services support are available to all identified students - including students with disabilities, multilingual learners and those above grade level - in small groups. Tier 2 supports include additional opportunities to practice the skills necessary in order to meet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



	K0-2	3-6	7-12
ELA/ Literacy	<p>K2-2</p> <ul style="list-style-type: none"> <li>• Foundations Double Dose</li> <li>• Lexia with teacher-led instruction in conjunction with the digital learning</li> <li>• Heggerty Phonological Awareness or Kilpatrick</li> </ul> <p>Prek</p> <ul style="list-style-type: none"> <li>• See the small group skill reinforcement guidance</li> </ul>	<p>Strategic Small Groups Focus on Additional All Block Foundations level 3 double dose Could be: Language dives, vocabulary, writing support</p> <p><a href="#">EL Education 2.0 ALL block resources</a> Lexia or Imagine Learning Language &amp; Literacy</p>	<p>Strategic Small Groups or Station Rotations Curriculum Embedded Resources (ex: Foundational Skills, ELL Resources, Fluency Skills, etc.) Lexia or Imagine Learning Language &amp; Literacy</p>
Math	<ul style="list-style-type: none"> <li>• Utilize tiered supports provided within Curriculum Embedded Platforms (Math words and Ideas, Games center, online Manipulatives, launch videos)</li> <li>• HQIM: Center activities</li> <li>• Cross-curricular learning (Interdisciplinary resources that reinforce or enrich concepts)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize tiered supports provided within the Investigations, Illustrative Mathematics, and DESMOS curricula</li> <li>• HQIM Embedded Games &amp; Platforms(Math words and Ideas, Games, online Manipulatives, launch videos)</li> <li>• Utilize DESMOS, ST Math, or iXL platform practice problems</li> <li>• Cross-curricular learning (Interdisciplinary resources that reinforce or enrich concepts)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize tiered supports provided within the CPM, CMP, CME., MVP, IM and DESMOS curricula</li> <li>• HQIM Embedded Games &amp; Platforms (Math words and Ideas, Games center, online Manipulatives, launch videos)</li> <li>• Utilize DESMOS, ST Math (7/8), or iXL platform- Practice problems</li> <li>• Cross-curricular learning (Interdisciplinary resources that reinforce or enrich concepts)</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Strategic Small Groups</li> <li>• Reinforcement &amp; Enrichment of Science Concepts: curriculum embedded centers, Mystery Science, Legends of Learning (K-8) mini-games</li> <li>• FOSS: Virtual Investigations, Simulations, Online Activities, Remote teaching videos, FOSS Interdisciplinary Extensions, FOSS Equity and Access suggestions</li> <li>• Cross-curricular learning (Interdisciplinary Projects)</li> <li>• Outdoor investigation to reinforce</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Small Groups</li> <li>• Reinforcement &amp; Enrichment of Science Concepts: Mystery Science, Legends of Learning (K-8) mini-games</li> <li>• FOSS: Virtual Investigations, Simulations, Online Activities, Remote teaching videos, FOSS Interdisciplinary Extensions, FOSS Equity and Access suggestions,</li> <li>• Cross-curricular learning (Interdisciplinary Projects)</li> <li>• Outdoor investigation to reinforce curricular concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Small Groups</li> <li>• Reinforcement &amp; Enrichment of Science Concepts: Differentiated Tasks in Activate Learning (6-8)</li> <li>• OpenSciEd: Alternative Tasks, Virtual Investigations, Simulations, Online Activities, Remote materials</li> <li>• Cross-curricular learning (Interdisciplinary Projects)</li> </ul>

	curricular concepts		
Social Emotional Learning and Skill Building	<p>Reinforcement for SEL practices</p> <ul style="list-style-type: none"> <li>• Small group of students to re-teach SEL practices to build skills based on our <a href="#">BPS SEL Competencies</a></li> <li>• Option to keep Think Space tools/resources at student desk/table</li> <li>• Additional practice opportunities for SEL skills throughout the day.</li> </ul> <p>Healing Support via Support Staff</p> <ul style="list-style-type: none"> <li>• Community building restorative justice circles</li> <li>• Small group counseling, such as lunch bunches</li> <li>• Home visits</li> <li>• Deescalation</li> <li>• Attendance support &amp; interventions</li> </ul>	<p>Reinforcement for SEL practices</p> <ul style="list-style-type: none"> <li>• Small group of students to re-teach SEL practices to build skills based on our <a href="#">BPS SEL Competencies</a></li> <li>• Option to keep Think Space tools/resources at student desk/table</li> <li>• Additional practice opportunities for SEL skills throughout the day.</li> </ul> <p>Healing Support via Support Staff</p> <ul style="list-style-type: none"> <li>• Community building restorative justice circles</li> <li>• Small group counseling, such as lunch bunches</li> <li>• Home visits</li> <li>• Deescalation</li> <li>• Attendance support &amp; interventions</li> </ul>	<p>Reinforcement for SEL practices</p> <ul style="list-style-type: none"> <li>• Small group of students to re-teach SEL practices to build skills based on our <a href="#">BPS SEL Competencies</a></li> <li>• Option to keep Think Space tools/resources at student desk/table</li> <li>• Additional practice opportunities for SEL skills throughout the day.</li> </ul> <p>Healing Support via Support Staff</p> <ul style="list-style-type: none"> <li>• Community building restorative justice circles</li> <li>• Small group counseling, such as lunch bunches</li> <li>• Home visits</li> <li>• Deescalation</li> <li>• Attendance support &amp; interventions</li> </ul>
Health Education (OHW)	<p>Reinforcement for Grades K-2</p> <ul style="list-style-type: none"> <li>• CATCH Health Education Journeys (K-2)</li> <li>• BPS Healthy and Safe Body Unit, Level 1</li> <li>• BPS HE Learning Library</li> </ul>	<p>Reinforcement for Grades 3-6</p> <ul style="list-style-type: none"> <li>• CATCH Health Education Journeys (3-6)</li> <li>• BPS Healthy and Safe Body Unit, Level 2</li> <li>• BPS HE Learning Library</li> </ul>	<p>Reinforcement for 7-12</p> <ul style="list-style-type: none"> <li>• CATCH Health Education Journeys (7-8)</li> <li>• Goodheart-Willcox Essential Health Skills (Grades 6-8); Essential Health Skills (9-12)</li> <li>• Advocates for Youth, Rights, Respect, Responsibility: 3Rs (Grades 7-12)</li> <li>• BPS HE Learning Library</li> </ul>
Physical Education	<p>Reinforcement for</p> <ul style="list-style-type: none"> <li>• SPARK (early learning and K-2)</li> <li>• OPEN Phys. Ed.</li> <li>• Project Adventure</li> <li>• BPS PE Unit Library</li> </ul>	<p>Reinforcement for</p> <ul style="list-style-type: none"> <li>• SPARK</li> <li>• OPEN Phys. Ed.</li> <li>• Project Adventure</li> <li>• BPS PE Unit Library</li> </ul>	<p>Reinforcement for</p> <ul style="list-style-type: none"> <li>• SPARK</li> <li>• OPEN Phys. Ed.</li> <li>• Project Adventure</li> <li>• BPS PE Unit Library</li> </ul>
Multilingual Learners Language Supports	<ul style="list-style-type: none"> <li>• ELD small group</li> <li>• Imagine Learning</li> <li>• Lexia</li> </ul>	<ul style="list-style-type: none"> <li>• ELD small groups</li> <li>• Imagine Learning</li> <li>• Lexia</li> </ul>	<ul style="list-style-type: none"> <li>• ELD small groups</li> <li>• Imagine Learning</li> <li>• Reading Horizons</li> </ul>

<p>Dual Language</p>	<p>Spanish</p> <ul style="list-style-type: none"> <li>• Esperanza</li> <li>• Reinforcement with             <ul style="list-style-type: none"> <li>◦ Benchmark Phonics, <i>Taller de fonética</i> and Sound-Spelling Transfer Kits for structured literacy</li> </ul> </li> </ul>		
<p>Arts</p>	<p>Utilize adaptations, modifications, and formative assessments with curriculum below:</p> <p>BPS Arts Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul> <p>Frameworks and Curriculum One-Pager</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul>	<p>Utilize adaptations, modifications, and formative assessments with curriculum below:</p> <p>BPS Arts Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul> <p>Frameworks and Curriculum One-Pager</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul>	<p>Utilize adaptations, modifications, and formative assessments with curriculum below:</p> <p>BPS Arts Secondary <a href="#">Syllabi</a></p> <p>Frameworks and Curriculum One-Pager</p> <ul style="list-style-type: none"> <li>• <a href="#">Dance</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">Visual Arts</a></li> <li>• <a href="#">Theatre</a></li> </ul>
<p>World Languages</p>	<p>Utilize adaptations, modifications with <a href="#">BPS k-2 World Languages</a></p> <ul style="list-style-type: none"> <li>• <a href="#">MA World Languages Framework</a></li> <li>• <a href="#">ACTFL Proficiency Guidelines</a><a href="#">ACTFL Proficiency Benchmarks</a></li> </ul>	<p>Utilize adaptations, modification with <a href="#">BPS 3-5 World Languages</a></p> <p><b>6th Grade:</b> BPS District-Wide Thematic Units</p> <ul style="list-style-type: none"> <li>• Novice Levels (Level 1)</li> <li>• Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese</li> <li>• <a href="#">pre unit+ 6 thematic units</a></li> <li>• <a href="#">core vocab and forms for each theme</a></li> <li>• <a href="#">assessments for the 3 modes of communication</a> <ul style="list-style-type: none"> <li>◦ Interpretive communication</li> <li>◦ Interpersonal communication</li> <li>◦ Presentational communication</li> </ul> </li> <li>• <a href="#">authentic resources align with each unit</a></li> <li>• curriculum aligns to <a href="#">2021 MA World Languages Curriculum Frameworks</a>, <a href="#">AP Themes</a>, and <a href="#">UNESCO Sustainable Development Goals</a></li> </ul>	<p>Utilize adaptations, modifications with <a href="#">BPS 9 - 12 World Languages</a></p> <p>BPS District-Wide Thematic Units Curriculum</p> <ul style="list-style-type: none"> <li>• Novice Levels (Level 1)</li> <li>• Languages: Spanish, Chinese, French, German, Arabic, Italian, and Japanese</li> <li>• <a href="#">pre unit+ 6 thematic units</a></li> <li>• <a href="#">core vocab and forms for each theme</a></li> <li>• <a href="#">assessments for the 3 modes of communication</a> <ul style="list-style-type: none"> <li>◦ Interpretive communication</li> <li>◦ Interpersonal communication</li> <li>◦ Presentational communication</li> </ul> </li> <li>• <a href="#">authentic resources align with each unit</a></li> <li>• curriculum aligns to <a href="#">2021 MA World Languages Curriculum Frameworks</a>, <a href="#">AP Themes</a>, and <a href="#">UNESCO Sustainable Development Goals</a></li> </ul>



**Tier 3:** Intensive instruction and services support are available to identified students - including students with disabilities, multilingual learners and those 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.

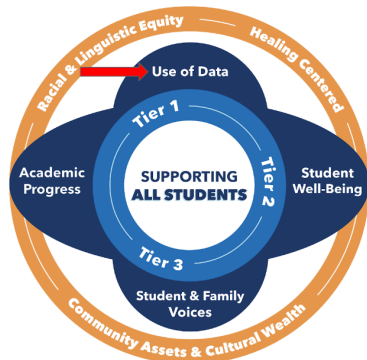
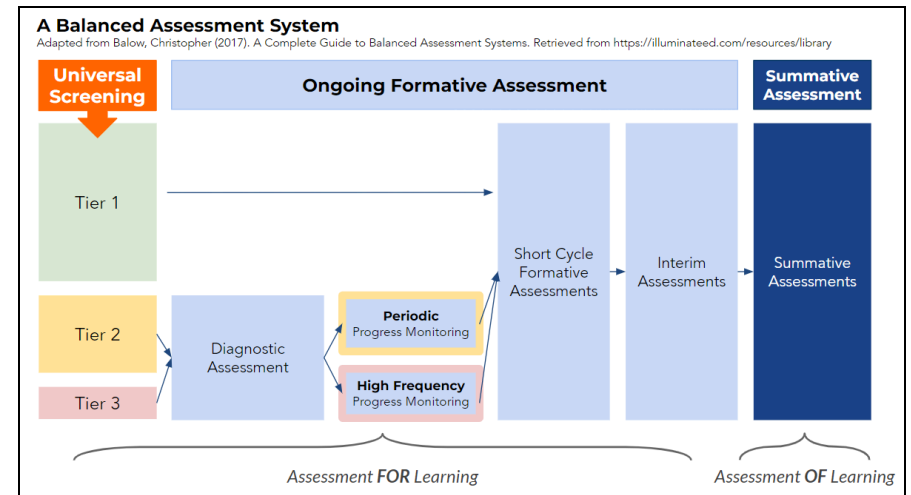
	K0-2	3-6	7-12
ELA/ Literacy	<ul style="list-style-type: none"> <li>• <a href="#">Orton-Gillingham aligned to Foundations</a></li> <li>• 1:1 or Small Group Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Horizons Elevate (Blended format)</li> <li>• Orton-Gillingham</li> <li>• Wilson Reading System</li> <li>• Additional 1:1 or Small Group Targeted Instruction with Curriculum Embedded Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Horizons Elevate (Blended format)</li> <li>• Orton-Gillingham</li> <li>• Wilson Reading System</li> <li>• Additional 1:1 or Small Group Targeted Instruction with Curriculum Embedded Resources</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Develop individualized plans that provide additional 1-1 or small group support that addresses the specific skills needed to access the curriculum</li> <li>• HQIM platform- Math words and Ideas, Game center, online Manipulatives, launch videos</li> <li>• HQIM Center Activities</li> <li>• ST Math, or IXL (k2-2)</li> <li>• Double dose</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individualized plans that provide additional 1-1 or small group support that addresses the specific skills needed to access the curricula</li> <li>• HQIM platform- Math words and Ideas, Game center, online Manipulatives, launch videos</li> <li>• Utilize DESMOS, ST Math, or iXL platform practice problems</li> <li>• Double dose</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individualized plans that provide additional 1-1 or small group support that addresses the specific skills needed to access the CPM, CMP, CME,, MVP, IM or DESMOS curricula</li> <li>• HQIM platform- Vocabulary support, Game center, online Manipulatives, launch videos</li> <li>• DESMOS, ST Math (7/8), or iXL platform- Practice problems</li> </ul>

			<ul style="list-style-type: none"> <li>• GEOGEBRA platforms</li> <li>• Double dose</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Develop individualized plans to provide additional 1-1 or small group support to address specific skills needed to access HQIM curriculum</li> <li>• Adaptive physical materials</li> <li>• Communication boards to support sensemaking discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individualized plans to provide additional 1-1 or small group support to address specific skills needed to access HQIM curriculum</li> <li>• Adaptive physical materials</li> <li>• Activate Learning: Individualized lessons (grade 6)</li> <li>• Communication boards to support sensemaking discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individualized plans to provide additional 1-1 or small group support to address specific skills needed to access HQIM curriculum</li> <li>• Adaptive physical materials</li> <li>• Activate Learning: Individualized lessons (grades 7-8)</li> <li>• Communication boards to support sensemaking discussions</li> </ul>
Social Emotional Learning and Skill Building	<p>Healing Support via Support Staff</p> <ul style="list-style-type: none"> <li>• Threat and Risk Assessments</li> <li>• Sociological Assessments</li> <li>• Individual counseling for non-IEP, Students with IEPs and 504s</li> <li>• Resource brokering for families and case management</li> <li>• Family engagement/ partnership to support student</li> <li>• Crisis response</li> </ul>	<p>Healing Supports via Support Staff</p> <ul style="list-style-type: none"> <li>• Threat and Risk Assessments</li> <li>• Sociological Assessments</li> <li>• Individual counseling for non-IEP, students with IEP and 504s</li> <li>• Resource brokering for families and case management</li> <li>• Family engagement/ partnership to support student</li> <li>• Restorative Justice Harm Circles</li> <li>• Crisis response</li> </ul>	<p>Healing Support via Support Staff</p> <ul style="list-style-type: none"> <li>• Threat and Risk Assessments</li> <li>• Sociological Assessments</li> <li>• Individual counseling for non-IEP, students with IEPs and 504s</li> <li>• Resource brokering for families and case management</li> <li>• Family engagement/ partnership to support student</li> <li>• Restorative Justice Harm Circles</li> <li>• Crisis response</li> <li>• Referral for Alternative Education Programs</li> </ul>
Multilingual Learners Language Supports	<ul style="list-style-type: none"> <li>• 1:1 or Small Group</li> <li>• Orton-Gillingham/Wilson Reading System</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 or Small Group</li> <li>• Orton-Gillingham/Wilson Reading System</li> <li>• Reading Horizons</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 or Small Group</li> <li>• Orton-Gillingham/Wilson Reading System</li> <li>• Reading Horizons</li> </ul>
Physical Education	Adapted Physical Education (Special Services)	Adapted Physical Education (Special Services)	Adapted Physical Education (Special Services)
Arts	<ul style="list-style-type: none"> <li>• Targeted skill development</li> <li>• Customized learning plans</li> <li>• Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted skill development</li> <li>• Customized learning plans</li> <li>• Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted skill development</li> <li>• Customized learning plans</li> <li>• Differentiated Instruction</li> </ul>

World Languages	<ul style="list-style-type: none"> <li>• Targeted skill development</li> <li>• Customized learning plans</li> <li>• Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted skill development</li> <li>• Customized learning plans</li> <li>• Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted skill development</li> <li>• Customized learning plans</li> <li>• Differentiated Instruction</li> </ul>
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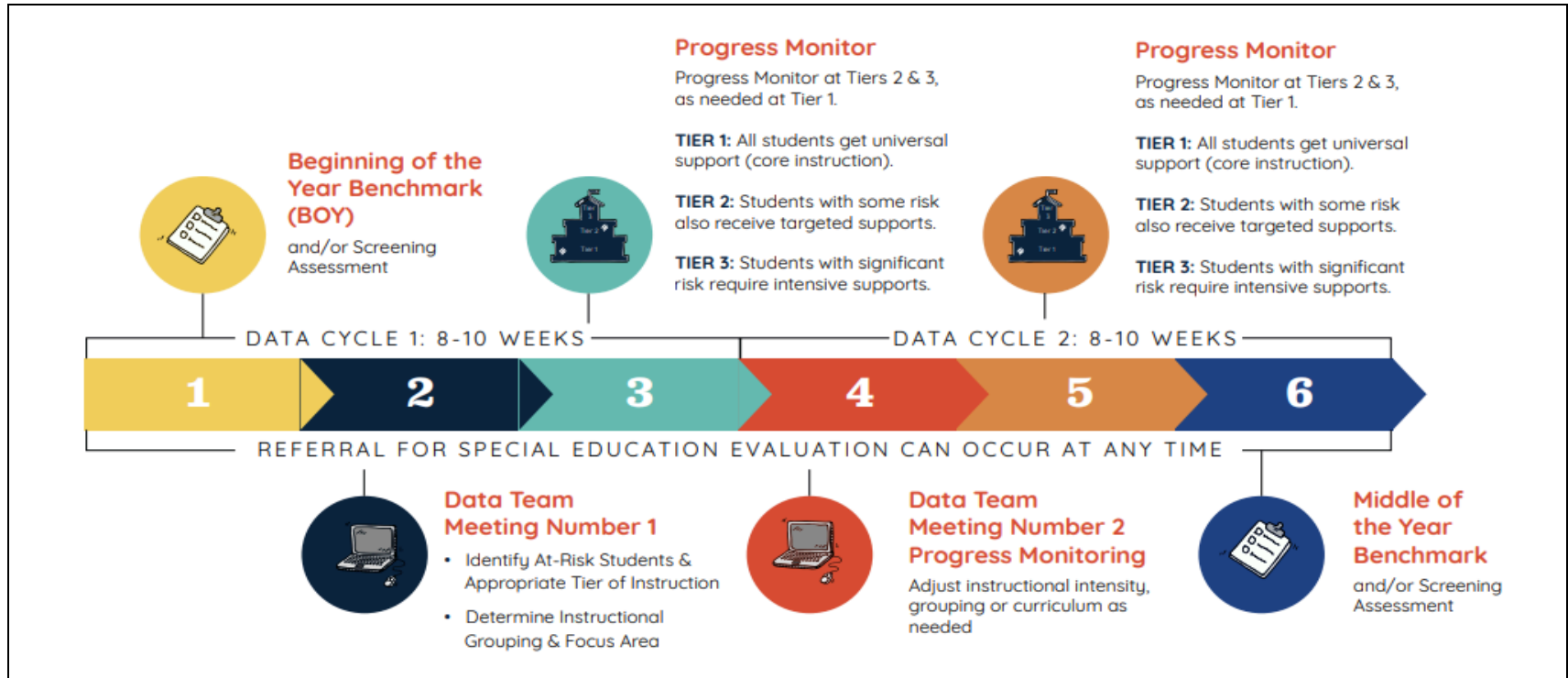
## Assessment System and Strategy

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. 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. Short cycle formative assessments, classroom assessments, performance tasks, curriculum embedded assessments, or classroom embedded formative assessment practices, serve to indicate if students are able to apply their learning to standards-aligned tasks within the classroom setting. These are all assessments *for* learning, allowing students and educators to make adjustments during the lesson cycle to increase student learning, as well as ensure that students receive appropriate support. 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.



Assessments are the foundation of an MTSS framework, with the universal screener as the catalyst for a series of actions to investigate the root of student learning needs and determine appropriate and dynamic support. These steps are articulated in the [Screener-Diagnostic](#) flowchart for literacy, and they occur within collaborative structures defined below, in data cycles that pull together multiple assessment types from the [SY24-25 Boston Public Schools Assessment Calendar](#) and curriculum-embedded tools. [SY24-25 Assessment Memo](#).

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 Data Analysis 1](#), or [literacy progress monitoring guidance](#).



Cycle image from [MA Dyslexia Guidance](#)

## Collaboration 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.

**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.

- [K2-2 Foundational Literacy CPT Meeting Cycle](#)
- [CPT Meeting Cycle](#) (updated for SY23-24)

**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](#), [SY24-25 SST Guidance](#), [Attendance Team 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

- [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](#)