

Inclusive Education Plan Update



Division of Academics
December 3rd, 2025

Enrollment Overview



Students with Disabilities	Multilingual Learners with Disabilities	Multilingual Learners	Former Multilingual Learners	First Language Not English
10,980	4,064	15,610	7,421	21,991
23.4%	8.7%	33.3%	15.8%	47.0%

Inclusive Education Plan Overview



The Inclusive Education Plan aims to provide all students access to:

- Grade-level instruction that is culturally and linguistically responsive, and
- A full continuum of services that disrupts historical over-representation – particularly for Black students, multilingual students, and students in special education.

To make the change we need, we outlined four key shifts for our current practice:

Shift 1	Increase Access to Grade-Level Learning
Shift 2	Ensure the Inclusive Delivery of Interventions, Supports, & Services
Shift 3	Engage in Team-Based Planning and Collaboration
Shift 4	Reset District Infrastructure with Systems of Support and Accountability

Implementation Timeline



In October 2023, BPS released the Inclusive Education Plan, which laid out a multi-year timeline for implementing inclusive practices across the district. This included a phased approach by grade level for special education and by school for multilingual learner programming.

Planning Year FY24	Year 1 FY25	Year 2 FY26	Year 3 FY27	Year 4 FY28
Inclusion Planning Teams formed at all School	Special Education Grades: K0, K1, K2, 7, 9	Special Education Grades: 1, 2, 8, 10	Special Education Grades: 3, 4, 11	Special Education Grades: 5, 6, 12
	Multilingual Grades: K1 & K2 3 New ELE Programs opened	Multilingual Grades: Continued Implementation of Plans 6 New ELE Programs opened	Multilingual Grades: Fully Implemented 4 New ELE Programs to Launch	Multilingual Grades: Fully Implemented

Inclusive Education Milestones



Increase Access to Grade-Level Learning

Continued district-wide focus on Equitable Literacy and ensuring all students have the supports they need to access curriculum.

100% of schools have adopted High Quality Instructional Materials

Ensure the Inclusive Delivery of Interventions, Supports, and Services

Updated English Learner Service Delivery Criteria

Revised Special Education Policies and Procedures Manual and trained staff

154 MTSS Coordinators who create structures for MTSS and monitor services aligned to student needs

Engage in Team-Based Planning and Collaboration

School-based teams collaborated to complete inclusive education implementation plans

139 additional student-facing positions allocated to support inclusive opportunities in SY 2024-25

Reset District Systems of Support and Accountability

Created Universal Expectations for all schools, aligned with newly streamlined evidence-based Quality School Plan

Created and facilitated Inclusive Ed professional development courses required for all educators

100% of schools have held Quarterly Data Reviews in collaboration with Regional Liaisons

Why Inclusive Education



Ensuring Equitable Access to High Quality Education

Inclusive Education ensures equity and access to high-quality education.

- **Universal Access: Every student, in every school** in the district, now has access to inclusive learning opportunities
- **Support for Multilingual Learners (MLs): Every school** is now equipped to fully support multilingual students, ensuring they stay close to home and access their local community.
- **Grade-Level Curriculum:** All students gain **expanded access to rigorous classes**, preparing them for college and career.

Boosting Learning and Social Growth through Diverse Learning Communities

Inclusive Education creates a more dynamic, engaging, and powerful learning environment for all students

- **Deeper Engagement:** Students who were previously in separate classes show **increased engagement** and **stronger social connections** by learning alongside their peers.
- **Better Language Skills:** Multilingual students are fully integrated, providing **real-time language practice with peers** which accelerates their academic and conversational English development.
- **Eliminating Isolation:** Students are no longer placed in separate learning spaces all day,

Building a Stronger Community

Inclusive Education teaches essential life skills and prepares students to thrive in a diverse world.

- **Fostering Empathy:** When students with diverse needs learn together, it naturally **fosters empathy, tolerance, and mutual respect** among all classmates.
- **Valuing Differences:** All students learn to appreciate diversity and individual differences, helping them better understand the world and their peers.

Progress Towards Equitable Literacy



What We've Done

Tier 1

Access to HQIM across **all** content and grade levels

Universal Support across 9 School Regions

11 Equitable Literacy Coaches
9 Multilingual Instructional Coaches
9 Inclusive Education Coaches
[District Curriculum Accommodation Plan](#)

Professional Learning

1,636 educators enrolled in 12 Hour Inclusive Ed Professional Development



Observation and Feedback

As of November 7, **2,247** observations have been recorded. Last year total, the district completed approximately **2,500** observations.

Classroom Experience

85% of classroom observations have seen tasks aligned to grade level content standards

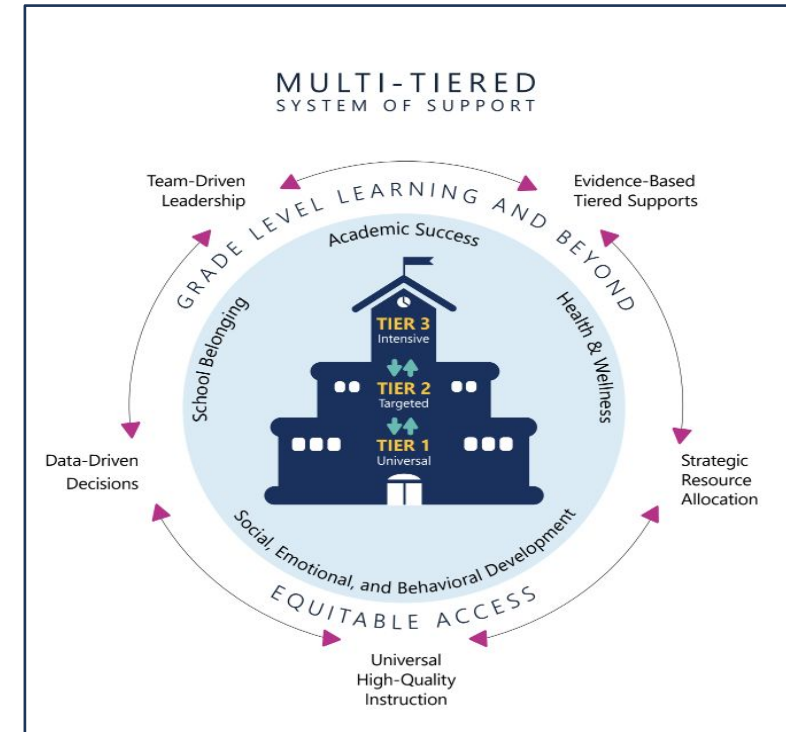
77% of classes observed showed students doing the heavy lifting

Progress Towards Equitable Literacy



Where We Are Going

- **School Supports**
 - Increasing Reading Specialists from **24 to 34** for SY25/26
 - Continued support from **154** MTSS Coordinators at every school in the district
- **Plans to Support Implementation**
 - Increase documentation of student intervention plans
 - As of October(2025) there are **4,530** active users of Panorama, compared to **3,316** last year
 - To date, **12,346** student intervention plans have been developed
- **Professional Learning**
 - Development of professional learning communities
 - Deepening knowledge and understanding of key equitable literacy practices
- **BPS Families**
 - Create a family/caregiver EQL engagement plan.



1: Grade Level Learning

2: Inclusive Delivery of Services

3: Team Based Collaboration

4: Infrastructure, Support, Accountability

Multilingual Learner Programming



What We've Done

- Implemented Inclusive SEI in every school
- Expanded DESE approved program models (Newcomers, Dual Language Bilingual Education (DLBE), and SLIFE)
- Completed DESE Continuous Improvement and Monitoring Plan in October 2025
- Demonstrated an increase in students making progress towards language proficiency targets on 2025 Access

Where We're Going

- Increasing professional development opportunities
 - High leverage Inclusive SEI strategies
 - Teaching language through content
 - Telescope Network partnership
- Progress monitoring of ESL curriculum implementation
- Continuing expansion of native language access via approved programs
- Continuous improvement of multilingual learner programming systems and processes
- Ongoing school support including instructional coaching to meet the needs of MLs and facilitation of the Service Delivery Determination process



Sarah Roberts Dual Language Program

1: Grade Level Learning

2: Inclusive Delivery of Services

3: Team Based Collaboration

4: Infrastructure, Support, Accountability

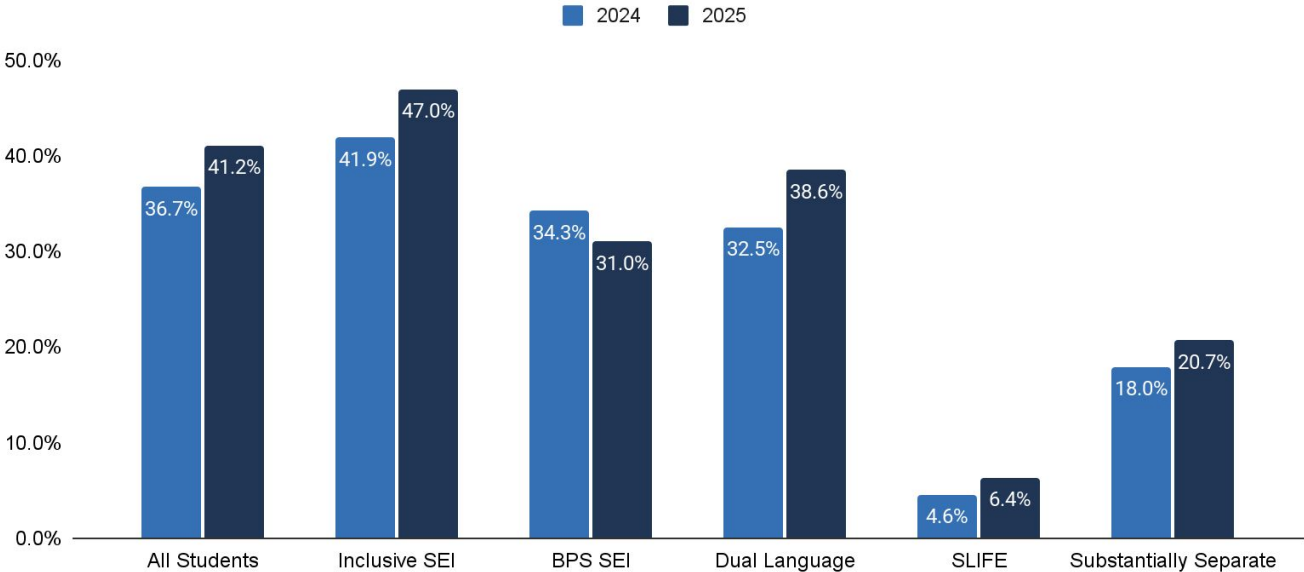
Multilingual Learner Progress



Percentage of MLs Enrolled by ML Program Type

	October 2020	October 2023	October 2024	October 2025	5 Year Change
Inclusive SEI	53%	52%	66%	73%	20%
BPS SEI	29%	29%	16%	8%	-21%
Dual Language	7%	8%	8%	9%	2%
SLIFE	2%	2%	3%	2%	0%
Substantially Separate	10%	9%	8%	9%	-1%

Percentage of ML Students Making Progress on ACCESS* by Program Type



*Annual assessment to measure English proficiency in reading, writing, listening and speaking

Special Education Programming



What We've Done

- Created more inclusive opportunities via the Inclusion Planning Team Process
- Piloted language-based programs that provide individualized, language-based instruction aligned with the science of reading
- Refined strategy for supporting schools with Inclusion
- Increased inclusive placements for children aged 3-5 by 15% with support of Early Childhood Cross Functional Working Group

Where We're Going

- Planning for year 3 of the Inclusive Education Plan
- Continuing cross functional efforts such as Dyslexia Working Group and Early Childhood Least Restrictive Environment Working Group
- Sustaining training for interventions (Wilson, Orton-Gillingham, Lindamood-Bell Visualizing & Verbalizing)
- Continue internal assessment of Special Education programs and curriculum
- Expansion of language based pilots



1: Grade Level Learning

2: Inclusive Delivery of Services

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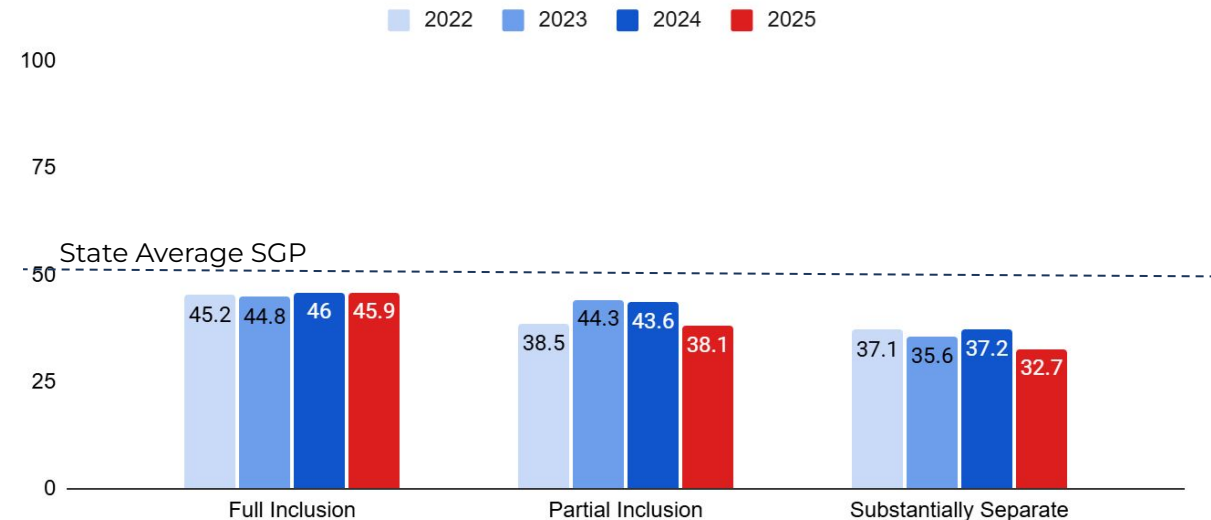
Progress: Least Restrictive Environment



Full and Partial Inclusion Rates in Year 1 Implementation Grades

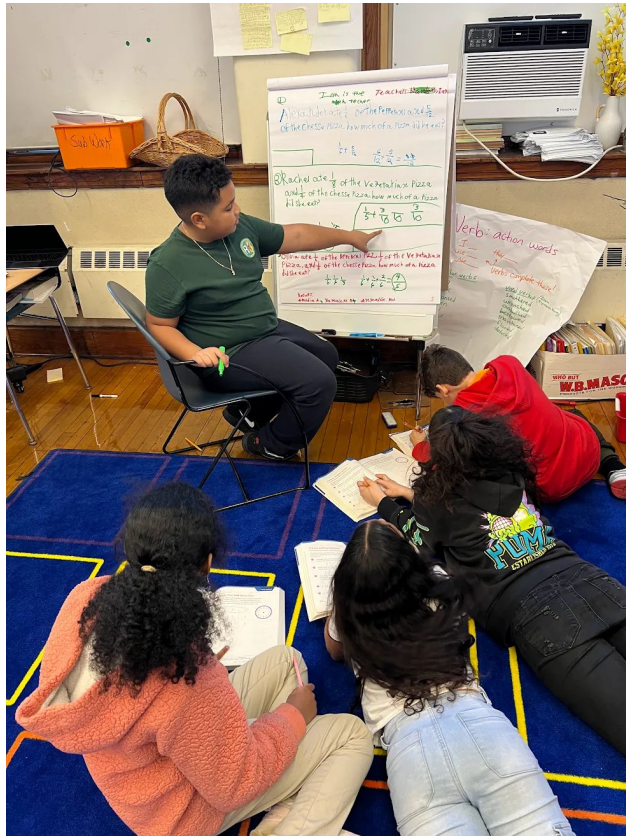
	October 2020	October 2023	October 2024	October 2025	5 Year Change
Grades K0 & K1	35.8%	45.9%	36.5%	51.3%	15.5%
Grade K2	58.6%	74.0%	60.8%	68.0%	9.4%
Grade 7	60.5%	64.1%	69.1%	70.7%	10.2%
Grade 9	56.1%	56.8%	60.3%	65.5%	9.4%

Grades 3-8 MCAS ELA Student Growth Percentile (SGP) by Educational Setting



Source: MCAS Data as reported by MA DESE. Note: SGP calculations exclude scores from MCAS ALT assessments

Russell Elementary School



Demographics

SY 24-25 Enrollment: 356
Grades: K0-5

30.9% Black
59.3% Latinx

62.6% Multilingual Learners
11.8% Students w/ Disabilities

Source: DESE School Profiles

Past Reality

- ML students were **separated from peers all day** (Grades K1-3 SEI).
- Limited native language proficiency among educators (e.g., only one Spanish-proficient teacher).
- Students were not able to experience language from **peers** and struggled to develop academic language

Implementation & Success Drivers

- Educators expressed early **mindset and commitment** to inclusion.
- Chose a **one-year, full-grade implementation** shift for cohesion and shared vision.
- **Student-to-student discourse** and **academic language** became the shared instructional priority (Priority One QSP).

Evidence of Success

- Students are actively **making meaning with peers** across all four language domains.
- ESL and Classroom teachers are effectively **co-planning and co-teaching** skill, language, and content development.
- Classrooms are now so integrated that **visitors cannot distinguish** between ML or SWD students—all students receive tailored support.

Kenny Elementary School



Demographics

SY 24-25 Enrollment: 329
Grades: K0-6

27.4% Black
32.8% Latinx

26.4% Multilingual Learners
28% Students with Disabilities

Source: DESE School Profiles

Implementation & Success Drivers

- **From Situating to Learning to Situating for Learning:** There has been a significant **shift in teacher mindset** and the **student experience**, moving away from a deficit model towards proactive, equitable preparation for learning.
- **Effective Teaming Structures:**
 - **ILT (Instructional Leadership Team)**
 - Focuses on **Tier 1 instruction** and **High-Quality Special Education (HQSE)** success criteria.
 - **IPT (Inclusion Planning Team)**
 - Focuses on **capacity building** for Tier 2 and 3 supports, utilizing **structured protocols** and **shared data systems** for equitable intervention planning.

Evidence of Success

- An emphasis on **progress monitoring** and narrowing the planning scope for individual focus students ("If we're serving students here and there, then we're serving students everywhere in between.") ensures that systemic improvements translate to individual student growth.
- Increase in favorable responses regarding community culture and climate across student, teacher, and staff surveys

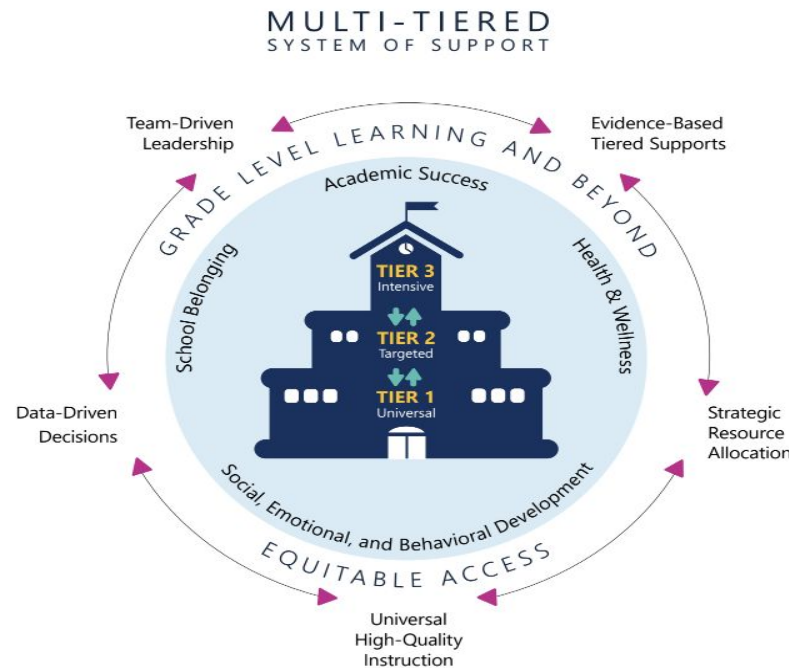
Appendix

Multi-Tiered Systems of Support



Evaluation occurs with **review of MTSS goal in the QSP**, Panorama monthly review to track trends in the intervention plan creation and implementation.

Utilize **District Curriculum Accommodation Plan (DCAP)** strategies to intensify supports.



Tier 1– schools have access and are implementing HQIM. Educators are engaged in professional learning to support implementation.

Expand Tier 2 and Tier 3 Instruction through a [Multi-Tiered System of Support](#) (MTSS), focusing on structured schedules, effective teaming practices, and consistent progress monitoring via Panorama.

**154 MTSS Coordinators
servicing all BPS schools**

Multilingual Learner Programs

Service and Student Enrollment	Description
Programming for Students with Limited or Interrupted Formal Education (SLIFE)	Designed for students who enter U.S. schools with interruptions in their educational history and focus on accelerated learning and intensive literacy development while providing intensive social-emotional support.
BPS Sheltered English Immersion	<p>Historic model BPS utilized where students with ELD levels 1-3 are taught by qualified teacher(s), Sheltered instruction is intended to make instruction in academic content areas more accessible to EL students. The language of instruction is English.</p> <p>Language Specific SEI programs include students who shared the same native language while Multilingual SEI programs include students from various linguistic backgrounds.</p>
Inclusive Sheltered English Immersion (SEI)	Aligned to state requirements where ML students receive high-quality instruction in both English Language Development and Sheltered Content Instruction alongside their English proficient peers in programs that are called SEI programs/classes
Dual Language <i>MLs at all Levels and English speaking peers</i>	Support English learners through native language literacy and content instruction as well as English instruction to develop bilingualism and biliteracy.