

Fox Hill and Pine Glen Elementary School
Educational Program



Burlington Public Schools
DRAFT June 13, 2023

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Introduction

This Educational Program closely resembles the Fox Hill Elementary School Educational Program. The mission, overall educational program and goals and objectives of the Burlington Public Schools (BPS) remains the same. The slight nuances occur as BPS looks at combining the Fox Hill and Pine Glen Elementary Schools for a combined enrollment of 640 students as part of the Massachusetts School Building Authority's Enrollment Agreement.

The BPS School Committee is committed to maintaining small schools. In 2019, it voted to maintain the four elementary schools that currently exist. Therefore, when looking at a combined school, the ideal relationship with the consolidation is to maintain two smaller schools within the larger school with approximately 320 students in each school. The District strongly believes there is a direct correlation to school size and school performance. However, there is a benefit to consolidation in some areas of the program as follows:

- Remains intimate, is operationally and cost effective with core programs and functions such as the cafeteria & kitchen, library and gymnasium that can be shared
- Provides for staff collaboration and team teaching (PLCs)
- Maximizes staffing ratios

As part of the MSBA process, the District will study the following school configurations to determine the most educationally appropriate and cost-effective solution for the Fox Hill Elementary School project:

Grades K-5 enrollment based upon an enrollment of 325 students at the Fox Hill Elementary School

Grades K-5 based upon an enrollment of 640 students for consolidation of the Fox Hill Elementary School and the Pine Glen Elementary School

The Burlington Public Schools (BPS) provides educational programs for students in grades preschool through grade 12, as well as post-secondary programs.

Mission of the Burlington Public Schools

The Mission of the Burlington Public Schools is to help all students acquire organized knowledge, master creative and intellectual skills, and understand ideas in ways that foster a positive self-image and sense of belonging needed for lifelong learning, self-sufficiency, and responsible, equitable citizenship.

The Vision

The Vision of the Burlington Public Schools is “striving for excellence” and will be accomplished by:

- Helping students achieve their highest potential by providing a rigorous, balanced curriculum.
- Employing highly qualified, diverse teachers, administrators, and support staff who are committed to the BPS mission and vision.
- Encouraging parents to take an active role in their children’s education through involvement with the schools to enhance student academic success.
- Providing opportunities for community members to participate in school activities to reinforce the goals and advantages of providing quality educational programs for every student.

Equity Statement

Educational equity means that every child belongs and receives whatever support he/she/they needs to develop his/her/their full academic, emotional, and social potential to learn and thrive every day. This begins with kindness and valuing the humanity of every child/individual.

Core Values

The Burlington Public School District is committed to:

- Developing all students’ potential for excellence.
- Creating a learning environment that values human differences, fosters a sense of belonging and promotes cultural proficiency among all students and staff through a culture of diversity, equity, and inclusion.
- Providing a program of study that has the same academic objectives for all students.
- Cultivating an educational environment that reflects sensitivity to students’ differing styles and intellectual development.

Theory of Action

If Burlington Public Schools...

- Focuses on academic outcomes and social/emotional wellness and belonging of each student, providing targeted support, and building personal relationships,
- Establishes empowering conditions for students and educators, providing a welcoming environment, resources, programs, and community support,
- Provides human and financial resources to support high quality, engaged learning,

THEN students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in an increasingly diverse global society.

Burlington Public Schools System Wide Goals

The attached BPS Planning for Success document identifies the priorities of the Burlington Public Schools for the 2022-25 school years. Our system-wide goals focus upon academic excellence, educational equity, and social and emotional wellbeing. The goal areas and related actions build upon prior work and reflect the ongoing commitment to system growth and improvement to meet the needs of all learners. While goals are situated within separate categories, it is important to note that the areas of focus are interrelated and inextricably linked. Ensuring positive, productive, and fulfilling learning experiences for all students requires attention to a myriad of factors that create welcoming, inclusive, equitable, challenging, and engaging learning environments necessary for students to thrive.

Grade & School Configuration Policies

The Burlington Public Schools currently educate over 3,400 students in grades PK through grade 12. All elementary students will move up to the Marshall Simonds Middle School and Burlington High School.

The Burlington Early Childhood Center (BECC) is located at the Burlington High School which is an integrated public preschool for children ages 3-5. District students in grades kindergarten through grade 5 are educated in four elementary schools: Francis Wyman, Fox Hill, Memorial, and Pine Glen. The Marshall Simonds Middle School houses grades 6-8 and the Burlington High School houses grades 9-12 as well as the BECC.

There is no plan to modify the grade configurations as a result of combining the Fox Hill and Pine Glen Elementary Schools.

Class Size Policies

The Burlington School Committee and the Burlington Teachers Association recognize the relationship between class size, effective teaching, and student achievement. Class sizes that rise above acceptable levels affect both educational quality and the School District's ability to attract and retain the best possible teachers. Attempts are made to keep class sizes close to the guidelines listed below, recognizing that in certain cases, some classes may have higher enrollment:

Kindergarten through Fifth Grade: 1 - 18 students

No changes are proposed to the class size guidelines for the combined Fox Hill / Pine Glen Elementary School as a result of this project.

Average class sizes for the Fox Hill and Pine Glen Elementary Schools and all Burlington Elementary Schools for as of October 1, 2022 are shown below.

Grade	Fox Hill ES Average Class Size	Pine Glen ES Average Class Size	All BPS Elementary Schools Average Class Size
Kindergarten	14.75 students	17.33 students	14.71 students
Grade 1	15.40 students	15.67 students	16.35 students
Grade 2	15.60 students	14.33 students	16.63 students
Grade 3	18.25 students	14.67 students	15.76 students
Grade 4	19.00 students	20.00 students	17.19 students
Grade 5	16.25 students	20.67 students	19.07 students
Average for K-5	16.46 students	17.11 students	16.56 students

CLASS SIZE – 640 Student Enrollment

To maintain the student-to-teacher ratio it is strongly recommended that there be six classrooms per grade or three classrooms per “school” per grade. In addition, it is important to maintain the same number of classrooms per grade. The proposed breakdown per grade based upon an enrollment of 640 students is shown in the chart below.

GOAL Class Size	K	1	2	3	4	5	Total
# Students (Average)	107	107	107	107	107	107	640
Average # students/class	18	18	18	18	18	18	
# of classrooms	5.93	5.93	5.93	5.93	5.93	5.93	35.56
Round for Total Classrooms / Grade	6	6	6	6	6	6	36

School Scheduling Method

The Burlington Public Schools has articulated specific instructional time allotments for elementary core subjects, which include language arts, mathematics, science, social studies and social curriculum. Specialist programs both enhance the core program and provide contractual preparation time for classroom teachers. These time allotments per week for the current enrollment or the combined two-school solution with an enrollment of 640 students are as follows and no changes are proposed:

- Language Arts - 450 minutes
- Mathematics - 300 minutes
- Science/Tech Engineering - 90-120 minutes
- Social Studies - 45-120 minutes
- Social Curriculum - 30 minutes
- Art – 45 minutes – 1 time per week
- Music – 45 minutes – 2 times per week
- Physical Education, Health and Wellness – 45 minutes – 2 times per week
- Library – 30 minutes (K, 3-5); 45 minutes (1, 2)

The Burlington School Committee recognizes the importance of providing adequate numbers of specialist teachers in both elementary and secondary schools. Elementary specialist teachers are defined as Art, Music, Physical Education, and Library-Media. These programs are a vital component of the complete educational program that are both a value and expectation of the Burlington Public Schools to offer all students.

Article 43: “Elementary Preparation Time” of the collective bargaining agreement states that elementary teachers are entitled to a 30-minute duty-free and meeting-free lunch period. In addition, elementary classroom teachers are scheduled for a minimum of 240 minutes of preparation time per week.

The current specialist sections at Fox Hill Elementary are as follows:

- Art - Twenty-six 45 minute blocks are taught by one Art teacher each week.
- Music – Nineteen 45 minute blocks of general music for grades K-5. Additionally, three sections of recorder for grade 3 and two 45-minute sessions for 4th and 5th grade chorus, by one Music teacher. Fourth grade band lessons are taught by the music teacher and a part time educator comes to teach strings.
- Band or String - In addition to general classroom music and 4th and 5th grade chorus, students in 4th grade may elect to take an introductory band or string instrument. Instrumental lessons are small group, pullout lessons during the school day. Students in 5th grade or other grades who are already proficient on an instrument may elect to participate in band or orchestra. The ensemble groups each meet once per week for 45 minutes. Chorus is compulsory for 4th and 5th grade students and is scheduled within the school day. The 4th grade chorus runs for 45 minutes, once per week and the 5th grade chorus runs for 60 minutes, once per week. General music class meets once per week for grades K-2 and 4-5. The 3rd grade meets for 45 minutes and includes compulsory instruction on the recorder.
- Physical Education, Health, and Wellness - Thirty 45-minute blocks are taught per week for grades K-5 by two Physical Education teachers.
- Library/Media - The Fox Hill School Library is currently staffed full time. The Library Teacher instructs each class in grades K, 3, 4, and 5 for a 30-minute block every school week. Each class in grades 1 and 2 have a library class every week for a 45-minute block of time. Unscheduled times for Library Teachers are designated as flextime. Library flextime is designed to provide unscheduled blocks of time during the school day for collaboration between the library teacher and the classroom teacher, as well as time to manage the library collection. Library Teacher focuses on district led curriculum featuring literacy skills, research, and Digital Citizenship while fostering a love of reading for all.
- Digital Literacy and Computer Science – BPS DLCS curriculum leads to active, infused, collaborative, and authentic learning experiences using technology as a tool. Our program focuses on critical thinking and problem solving in order to help students ask the right questions and develop solutions to problems. Student choice and leadership is emphasized via various grade level applications. Students use applications that provide opportunities to grow academically and engage with the global community. We encourage students to seek opportunities to create, invent, or support concepts or creations using personal initiative. Students use technology to explore and investigate personal interests and we work to foster curiosity and imagination. Finally, our CSforALL Computer Science program engages students with

digital tools and resources to investigate real-world issues, answer questions, or solve complex problems leading to the potential participation in the Burlington High School Innovation Career Pathways.

Teaching Methodology and Structure

Burlington Public Schools (BPS) is committed to providing a rigorous educational program characterized by challenging academic content and engaging, relevant, and culturally responsive instruction. In alignment with our system-wide goals, every school is focused upon academic excellence, educational equity, and social and emotional wellbeing.

Fox Hill Elementary School is one of four elementary schools in the Burlington Public Schools, currently serving approximately 430 students in grades K through five in 26 classrooms. The Pine Glen Elementary School is also one of the four elementary schools in Burlington Public Schools, currently serving approximately 310 students in grades K through five in 26 classrooms. All elementary schools foster a safe, caring, and welcoming learning environment in which every child experiences a sense of belonging, challenge, joy, and engagement.

A variety of programs and structures support the diverse learning needs of students. Teachers provide rigorous instruction aligned with grade level learning standards and work in collaboration with specialists and support staff to ensure student progress. Grade level teams routinely meet with math and literacy specialists to plan instruction, review student progress, and design interventions and enrichment opportunities for students.

Multi-Tiered System of Support (MTSS) or Response to Intervention (RtI), provides a framework that focuses on a system level approach across the classrooms, schools, and district to meet the academic and non-academic needs of all students. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught. The flexible tiers represent a robust and responsive educational environment that provides students with a continuum of multiple supports to meet their needs. The tiers represent increasing intensity of academic and non-academic support and interventions.

There is flexibility of the system and the programming to allow movement between the tiers (to both a more or less intensive type of support/intervention). All students receive "Core Instruction" with appropriate accommodations and differentiation. This is considered Tier 1. It is expected that 80% of all students fall into this Tier 1. Some students receive additional small group instruction to support their growth called "Tier 2 Intervention" which is about 15% of all students. A small percentage of all students require intensive instruction with additional supports and interventions. This is considered "Tier 3 Intervention" and encompasses about 5% of all students.

The academic and non-academic core components of MTSS are:

- ***High-quality core curriculum and instruction implemented with fidelity***
- ***Research-based academic interventions and assessment practices***
- ***Research-based behavioral interventions and supports***
- ***Universal screening and progress-monitoring***
- ***Collaboration and communication between educators and parents***

BPS believes in providing the necessary staff to support RtI. In addition to literacy and math specialists, tutors are provided at each school. At the Fox Hill School, there are 5-6 tutors. At the Pine Glen School there are currently 4 tutors with the intent to add 1 more for a total of 5. This would continue with the combined new school. Tutors provide support in the classroom as well as in small groups outside the classroom and therefore require dedicated spaces in the vicinity of the classrooms.

Every year, Fox Hill students include 40-50 English Language Learners, and Pine Glen students include 40-50 English Language Learners, of varied English proficiency and home languages, who learn alongside their grade level peers. Small groups of students meet with the ELL teacher several times a week both in and outside the classroom for direct English instruction.

BPS delivers special education services in a variety of settings and modalities. We offer Inclusion services with focus on co-teaching, partial inclusion services that combine both co-taught and pull out methods, and fully sub separate programming for students with intensive needs. We currently have multiple special educators, school psychologists, speech & language pathologists in every building. We also have district wide, three social workers, two OTs, and one PT. We collaborate with McLean's Hospital for our social emotional students, NECC for our specialized programming for our high needs population, and Landmark School for our students with language based disabilities. We also contract with a variety of other providers to meet the needs of our students, including but not limited to, Perkins School for the Blind and Kindle Associates.

In addition, BPS is a member of the LABBB (Lexington, Arlington, Burlington, Bedford, Belmont, Watertown) Collaborative. The Collaborative was formed in response to the need for more specialized programs. The Massachusetts Department of Education approved the Collaborative to begin in 1974. Currently, LABBB provides educational programming and support services for over 350 special needs students from over 65 districts. LABBB serves students with a variety of special needs including students on the autism spectrum, students with multi-handicaps, pervasive development disorders, developmental delays, language deficits and social/emotional challenges. The LABBB Collaborative Programs are all located in public school buildings.

BPS offers 3 district wide programs plus 3 LABBB programs at the elementary school level to provide learning cohorts and highly specialized instruction for elementary students with specific disability profiles.

Fox Hill hosts one LABBB program, known as the EDBD Program (Emotionally Disturbed/Behaviorally Disturbed Program). There is one classroom currently located at the

Memorial Elementary School due to insufficient space at the existing Fox Hill School. In the new school, the entire program would be located at the Fox Hill School. The EDBD Program supports students who are experiencing significant social/emotional and behavioral challenges. This program provides a setting with therapeutic support for students who are performing at or close to grade level academically. These students require significant structure and adult support to obtain the skills necessary to transition into a general education classroom. The curriculum is aligned with the general education classroom and modifications and accommodations are assessed and implemented on an individual basis. Opportunities for inclusion are available and implemented as the students are ready to meaningfully participate. A team of specialists include a counselor, BCBA, speech and language pathologist, occupational therapist, and physical therapist. Services are provided according to each student's IEP. Staff teams work closely together to help students find the tools and strategies that help them self-regulate, learn to use their language to communicate effectively with others, and engage in academic curriculum.

Flexible Grouping

General education teachers engage in flexible grouping methods to meet the instructional needs of their students and as determined by the professional learning communities. Grouping and regrouping methods take place weekly within classrooms and among grade level classrooms. General education, special education and ELL teachers collaborate seamlessly to provide tier one (general curriculum), tier two (strategic intervention) and tier three (intensive intervention) in the inclusive environment. Pullout instruction is provided for students who require it, based on their personalized instructional needs within tier two and tier three programming. There is shared responsibility among the faculty for all students' success. Grade level classrooms are organized within common hallways and adjacent locations. Close proximity is critical in order to achieve the requisite communication and collaboration for flexible grouping methods in a grade level PLC team.

Below is an overview of the general elementary curriculum, methods and practices used by teachers. The curriculum remains the same for a combined school with an overall enrollment of 640 students, or 320 students per "school". Each "school" would require equal number of spaces to accommodate the program.

English Language Arts / Literacy

Based on the Massachusetts Curriculum Frameworks, the English Language Arts Program serves to help all children develop communication skills in writing and reading to develop a lifelong interest in literacy. Using a blended model including Science of Reading approved programs, teachers integrate direct and systematic instruction with reading and writing experiences so students learn how to use word reading skills along with language comprehension skills to comprehend texts they are reading. Students have opportunities to apply what they are learning in small groups and independently. Teachers follow a specific Scope and Sequence based on the Common Core Standards to meet all students' needs. Writing is embedded throughout Science and Social Studies, as well as taught during ELA. Students receive at least 90 minutes of daily instruction in ELA. The curriculum and delivery method will not change with the "new" facility.

Phonological Awareness and Phonics are explicitly taught in the younger grades using structured programs. These skills are reinforced in small groups with decodables. Word Study and Comprehension are taught in a variety of ways in all grades and are reinforced with authentic texts in small groups. This helps to grow:

- Phonemic and phonological awareness and letter-sound knowledge
- Alphabetic Principle-knowledge, blending, sound/symbol correspondence, structural analysis, contextual clues, and high frequency words
- Comprehension strategies in order to evaluate, synthesize, analyze, connect, infer and inquire
- Vocabulary
- Process writing, spelling, and grammar

In addition, students read both orally and silently and are read to from a variety of high quality increasingly complex fiction and nonfiction texts. Students participate in small group instruction and read a variety of reading materials including authentic texts, articles, and decodable books. Students write daily to support and extend their knowledge of the structure of language and construct meaning. Technology is incorporated into the ELA classroom to support the reading and writing process, including iPads for younger students working on phonemic awareness.

Although most of the reading and writing instruction takes place within the classroom environment, smaller work areas are necessary to facilitate individualized instruction, both in 1:1 and small group settings. Areas inside and outside the classroom are preferred.

In support of literacy, a new or renovated building will house a Literacy Center which would serve many purposes. The space would be used for professional learning for teachers and assistants, and will provide an alternative location for specialized instruction for small groups or 1:1 intervention. The specialized materials used for literacy intervention would be stored in a centralized location to facilitate access by teachers providing RTI (Response to Intervention) services to students in classrooms and small group spaces. The collection used for literacy instruction would also be housed in the shared literacy center space to facilitate sharing the texts and materials across classes and grade levels.

Each floor would include instructional spaces (small group rooms) adjacent to clusters of classrooms for small group lessons. Literacy specialists, math specialists, ELL teachers and special education staff would utilize the small group rooms.

Mathematics

Students learn mathematics in whole class, small group, and partner configurations. The curriculum includes a variety of hands-on activities and many materials that require storage space in each classroom. Often students are working with manipulatives at their desks or in common spaces such as on the rug or at larger tables. Several times per week students need access to an online program. For this they use their assigned iPads or Chromebooks.

Teachers often project the curriculum and student work using an interactive whiteboard or an ELMO system. This allows all students to be able to see the content, either from their desks or a common space in the classroom. The teachers need to be able to access the technology easily while circulating around the room to check in with students who are engaging with the curriculum. The objective of each lesson is to present students with a variety of experiences in math class where tasks consistently encourage high-level student thinking, synthesis and application. Some of these tasks require a lot of space and materials, such as building cubic meters with meter sticks and tape. Students need to be able to work in small groups with enough space to meet the demands of the task.

BPS uses the enVisionMath Common Core 2020. Teachers help students to lead math congresses and to share mathematical ideas and thinking. The curriculum and delivery method will not change with the “new” facility however there will be appropriate spaces to deliver the curriculum. For students who have been identified with intervention needs, a math enhancement block is available. Students with IEPs have their needs met with a combination of co-teaching and pullout services to support their learning.

Math specialists are responsible for supporting classroom educators with instructional practice. Most of the time coaches are working with students and teachers in the classrooms. They also require a separate office to store materials, meet with other educators such as English Language and Special Education teachers, and occasionally work with one or two students.

Math interventionists work with small groups of three to four students outside of the classroom. They need table space for the group that can also accommodate manipulatives that support the mathematical concepts. They also use whiteboards to model the mathematics and the students use the boards to explain their thinking through annotation or drawing.

The curriculum and delivery method will not change with the “new” facility however there will be appropriate spaces to support delivery of the curriculum.

Science

The Science Center supports the K-12 Science Curriculum in Burlington Public Schools by providing numerous resources. Our main objectives are to:

- Provide science curriculum and materials enriched with using science practices.
- Expose students to a variety of sciences: physical, earth, life, and technology & engineering.
- Spark students’ curiosity and foster excitement about the world around them.
- Provide experiences difficult for a classroom teacher and lessons on current scientific events.

We have developed a Science Curriculum that is aligned with the Massachusetts State Frameworks Standards and focusing on using science practices. We use UBD design

curriculum units that provides teachers with essential information (State standards, Vocabulary, Assessments, Lessons) they need to support their classrooms.

We provide unit based Science Kits to support the K-5 curriculum. Each kit comes with the necessary tools and materials to teach their unit. They also contain grade leveled science reading books, core content books and anything else to support their unit. Kits are delivered through the school mail to the classroom.

Focusing on grades K – 5 science, the Science Center’s goals are to develop and maintain an active science curriculum, while supporting teachers and students in their science learning. We hope to inspire a passion for science and nature.

Classroom Programs

The Science Center staff teaches Grade Level Programs at all of our Elementary schools. Burlington Science Center's Grade Level Classroom Programs include:

Kindergarten: Hedgehog, Magnetism, Chick Hatching, Protect the Popsicle Engineering, Push and Pull Forces Fair

1st Grade: Tide Pool Field Trip, Starlab, Birds/Penguins/Mammals, Sound Show

2nd Grade: Reptiles & Amphibians, Maple Sugaring, Habitat Investigation Field Trip, Augmented Reality Sandbox,

3rd Grade: MagLev Train Engineering Challenge, Weather & Climate, Cockroach Traits Investigation

4th Grade: Earthquake Shake Engineering, Pollinators Engineering, Stream Table Investigation

5th Grade StarLab, Investigating Matter Models, Designing Water Filters, Ecosystems

The STE learning experiences we offer could be greatly enhanced by several building features. These include:

1. Access to sinks/water
Science instruction at all levels requires access to water (as both a scientific “supply” and for the purposes of clean up and health/safety), making convenient access to sinks along the perimeter of the classroom essential.
2. Appropriate flooring materials
Due to the use of liquids in activities and demonstrations, waterproof (non-carpeted), non-slip floor surfaces are important, especially in areas of the room where science activities will take place.
3. Ample work space
Effective STE learning spaces have a variety of horizontal and vertical workspaces to support teaching and learning. These allow for flexible arrangement to support individual and small group work, whole-classroom discussions, demonstrations, presentations, and investigations. In STE learning spaces, large, seamless

desktops/workspaces are strongly preferred. Whiteboards and bulletin boards support communication and sharing of student work.

A designated STE Classroom and/or flexible makerspace (separate from an STE-optimized general classroom) would provide additional instructional room to support students' development of engineering/design and other 21st century skills that are applicable across subjects, particularly in project-based learning: e.g., creative thinking, problem solving, prototyping, testing and revising. Spaces like cubbies and countertops are recommended so that student work can be set up for extended periods of time. Low shelving provides students with easy access to the materials they need. An open floor space permits rearrangement of furniture for different purposes.

4. Ample storage space

Many units of study require a substantial volume of supplies which are typically stored in large bins. These need to be stored out of the way of the instructional area. This storage space should be securable to prevent unauthorized access to expensive equipment and items that require adult supervision for safe handling. This applies for any designated STE/makerspace rooms as well.

5. Access to outlets

STE learning requires access to outlets to support Chromebooks, clamp/desk lamps, and other electrical tools, primarily at the upper elementary level. Electrical ceiling drops, especially in any dedicated STE classroom or makerspace, help provide access while minimizing safety hazards.

6. Access to the outdoors

Outdoor learning and environmental literacy are important components of our curriculum. These can be supported through visual and physical access to the outdoors which allows people to observe natural phenomena like weather, migration, and plant growth. Large windows overlooking the grounds and doors that connect classrooms directly with the schoolyard support these aims. Garden beds and other growing spaces like pollinator gardens require southern exposure and/or full sun. Site considerations such as stormwater detention / retention ponds as well as lessons on native and drought resistant plantings and other natural resources can be incorporated into the curriculum as well. Universal design principles applied to garden sites and other outdoor areas support equitable access to these important spaces.

The curriculum and delivery method are not proposed to change.

Social Studies

Students engage in a history/social sciences curriculum that, wherever possible, integrates with the informational skills components of the new Mass Frameworks for English Language Arts (incorporating the Common Core Standards). It is important that there be wall space available for maps and student designed educational posters/displays as well as ample

storage capacity for books and other content materials. Classroom space to provide enough room for small group projects and whole class presentations is needed. The curriculum and delivery method will not change with the “new” facility.

World Language

Burlington Public Schools does not offer world language instruction at the elementary level and this is not proposed to change.

Academic Support Programs

English Learner Education

There are currently 30-40 English Learners enrolled at Fox Hill Elementary School and there are 30-40 English Learners enrolled at Pine Glen Elementary School. Each school is supported by two ESL teachers. The model is “push in” and “pull out” depending on a student’s English proficiency and grade level. Two designated ESL classrooms for each “school” are necessary for small group instruction (roughly 8-10 students). In addition, ESL instruction will occur in smaller work areas outside of the grade level classrooms, as needed to provide targeted instruction when using the “push-in” model. The curriculum and delivery method for the growing number of students requiring small group “pull out” will be better supported within the “new” facility.

Literacy and Math Support

Although most of the reading and writing instruction takes place within the classroom environment, smaller work areas are necessary to facilitate individualized instruction, both in 1:1 and small group settings. Areas inside and outside the classroom are preferred.

In support of literacy, a new building will house a Literacy Center which would serve many purposes. The space would be the location of professional learning for teachers, assistants, and parents. In addition, the Literacy Center will provide an alternative location where teachers may utilize the space for specialized instruction for small groups or 1:1 intervention. The specialized materials used for literacy intervention would also be stored in a centralized location to facilitate access by teachers providing RTI (Response to Intervention) services to students in classrooms and small group spaces. The collection used for literacy instruction would also be housed in the shared literacy center space to facilitate sharing the texts and materials across classes and grade levels.

To support effective math instruction, math specialists work with classroom educators on instructional practice. Most of the time coaches are working with students and teachers in the classrooms. They also require a separate office to store materials, meet with other educators such as English Language and Special Education teachers, and occasionally work with one or two students.

Math interventionists work with small groups of three to four students outside of the classroom. They need table space for the group that can also accommodate manipulatives that support the mathematical concepts. They also use whiteboards to

model the mathematics and the students use the boards to explain their thinking through annotation or drawing.

Ideally, each floor would include instructional spaces (small group rooms) adjacent to clusters of classrooms for small group lessons. Literacy specialists, math specialists, tutors, ELL teachers and special education staff would utilize the small group rooms.

Student Guidance and Support Programs

Social/Emotional Learning

All students have access to non-academic supports that focus on the optimization of positive and productive functioning. These supports include access to a school counselor, school psychologist and/or a school adjustment counselor. Proactive and predictable classroom routines and a positive school climate are essential to the successful implementation of the tiered system of support. Classroom and school-wide expectations for all students must be clearly defined, communicated, and visually displayed in classrooms and throughout the school. The school climate should support positive relationships with adults/teachers/mentors to provide additional support and encouragement.

Positive Behavior Interventions & Supports (PBIS) is a set of ideas and tools that schools use to improve the behavior of students throughout the school. PBIS is a proactive approach to addressing student needs and supporting pro-social skills. Behavioral expectations are clearly established and articulated. The expectations are clearly established and routinely reinforced. Prosocial skills are directly and systematically taught, and interventions employed just as we do for academic skills. PBIS uses evidence and data-based programs, practices and strategies to frame behavioral improvement in terms of student growth in academic performance, safety, behavior, and establishing and maintaining positive school culture. PBIS addresses the needs of at-risk students as well as the multi-leveled needs of all students in regards to behavior, which creates an environment for both teaching and learning to occur in schools.

Our approach to social and emotional learning will not change in the “new” facility. Students will engage in explicit social and emotional learning, as well as implicit learning, throughout the school day.

Extended Day Program

The extended day programs currently offered at the Fox Hill and Pine Glen Schools will remain as part of the community with the new school. Each school serves more than 100 students each year and ideally will grow with the available community / core space in the new school.

Teacher Planning

Article 43: “Elementary Preparation Time” of the collective bargaining agreement states:

Each elementary classroom teacher will be scheduled for a minimum of 240 minutes of preparation time per week (during the regular school day), which is to be scheduled in meaningful units, pro-rated by FTE. Given the minimum scheduled preparation time of 240 minutes per week, elementary teachers will receive a minimum of 30 minutes of duty-free preparation time (excluding their duty-free lunch time) for three (3) days per week, and the Committee will make reasonable efforts to continue providing, subject to economic factors, a minimum of 30 minutes of duty-free preparation time (excluding their duty-free lunch time) on two (2) additional days per week for a total of five (5) days per week.”

Teachers provide rigorous instruction aligned with grade level learning standards and work in collaboration with specialists and support staff to ensure student progress. Grade level teams routinely meet with math and literacy specialists to plan instruction, review student progress, and design interventions and enrichment opportunities for students.

Existing support and teacher planning spaces are either non-existent, or undersized, throughout the school. Offices for support staff either don’t exist, are shared by multiple specialists, or are in sub-optimal locations. General education teachers often remain in their classroom during their planning / preparation time.

Although there will be no changes to the teacher planning time in a new facility, there will be multiple spaces within close proximity to classroom neighborhoods for teacher planning, collaboration, and to support small, flexible group work spaces. The spaces will be designed to accommodate project-based learning, with optimal acoustics to allow for privacy, and flexible furniture to support all students. This would support and promote collaboration, communication and flexible groupings. Having small group rooms in the neighborhood would also promote our sense of inclusion. The classroom spaces in each neighborhood would offer flexibility for project-based learning.

Classrooms across grades provide inclusion for students with special needs so it is critical to provide small quiet working areas within these classrooms to meet the educational needs of the inclusion and integrated students.

In a new facility, there should be enough special education spaces which would be large enough for teacher planning, testing, consultation, and small group instruction. The special education teaching spaces should be centrally located on each academic floor for easy access. A school for 640 students or 320 students per “school” will require four learning centers / Special Education teacher spaces to meet the needs of the students for each school.

Pre-Kindergarten

The Burlington Early Childhood Center (BECC), located at Burlington High School, is an integrated public preschool for children ages 3-5. We support children of all abilities in both general education and special education settings. We also provide support in the areas of speech-language, fine motor, and gross motor development.

OUR MISSION:

The Burlington Early Childhood Center (BECC) is committed to providing a developmentally appropriate curriculum for every child. Our curriculum promotes our students' cognitive, language, social-emotional, and fine and gross motor skills. Our students are provided with a range of enriching experiences to promote a lifelong love of learning to reach their full potential. We are committed to providing a safe, nurturing, and supportive environment for all students, families, and staff.

CORE VALUES:

The Burlington Public School District is committed to:

- Developing all students' potential for excellence.
- Providing a program of study that has the same academic objectives for all students.
- An educational environment reflecting sensitivity to students' differing styles and intellectual development.
- Creating a learning environment that values human differences, fosters a sense of belonging, & promotes cultural proficiency.

Kindergarten

Burlington Public Schools offers full-day Kindergarten at each of the four elementary schools. The curriculum is the same as grades 1 through 5 and is addressed within the curriculum as stated above in the Teaching Methodology and Structure section. The curriculum follows the Massachusetts Common Core Standards. There are no proposed changes to the Kindergarten curriculum for combined school with an enrollment of 640 students.

Lunch Programs

Whitsons Culinary Group currently provides food service. Lunch runs from 10:45 A.M. - 12:15 P.M. and serves students across three waves of eating times. There are two serving lines that lead to a single register.

In the new facility, the size of the cafetorium should accommodate a minimum of two grades eating at a time, for two to three seatings per day. All students will eat on their specific side of the cafetorium. An acoustic partition would separate the two schools during lunches. Lunches will be made in the shared kitchen and served to students from one service area that is split for the two different schools. To fully support the food service program, the kitchen should be adequately sized to accommodate a full-service kitchen as well as serving lines for approximately 215-320 students with an enrollment of 640 at each seating. It is anticipated that a stage will be included in the cafeteria for school performances, assemblies, and other programs. Both schools would share the stage and coordinate schedules for use of the stage and assembly space.

Technology Instruction Policies & Program Requirements

Burlington Public Schools is committed to provide outstanding access to educational technology devices, applications, and the internet via our 1:1 iPad Learning Program and Digital Literacy and Computer Science (DLCS) curriculum.

The BPS Digital Literacy and Computer Science curriculum leads to active, infused, collaborative, and authentic learning experiences using technology as a tool. Our program focuses on critical thinking and problem solving in order to help students ask the right questions and develop solutions to problems.

Student choice and leadership is emphasized via various grade level applications. Students use applications that provide opportunities to grow academically and engage with the global community. We encourage students to seek opportunities to create, invent, or support concepts or creations using personal initiative. Students use technology to explore and investigate personal interests and we work to foster curiosity and imagination.

A critical component of our DLCS Curriculum is helping students understand and practice appropriate and safe uses of information and technology. This is necessary to demonstrate personal responsibility for lifelong learning and communication using technology. These skills are critical for the success of our students in school and beyond.

Students explore how to use and access technology hardware and applications by working to create a positive attitude toward using technology that supports collaboration, learning, and productivity.

We also help students use technology to engage in the information literacy process in order to access, evaluate, organize, and communicate information and ideas.

Finally, our CSforALL Computer Science program engages students with digital tools and resources to investigate real-world issues, answer questions, or solve complex problems leading to the potential participation in the Burlington High School Innovation Career Pathways.

BPS CSforALL



Practice Partner College Career

High School

Coursework and Capstone Internships
CS and IT Innovation Career Pathways
Advanced Placement and Industry Credentials
Help Desk Program
Esports Program
Robotics Program

Advanced Programming, Advanced Robotics, Engineering, Information Technology, Data and Analytics, Drones, AR/VR Creation, Game Design

Middle School

CS Discoveries
Digital Literacy and Digital Citizenship
Maker Activities
Integrated Lessons for Math and Science
Clubs and Extracurricular Programs

Programming, Robotics, Coding, Engineering, Drones, AR/VR Creation, Advanced Problem Solving and Projects

Discover Engage Experience Participate

Explore Play Create Excite

Elementary School

CS Foundations
Exploration and Discovery
Computer Science and Digital Literacy skills
Creativity, Design, and the Arts
Social Emotional Learning
Clubs and Extracurricular Programs

Computational Thinking, Connected Coding, Robotics, AR/VR Exploration, Problem Solving

Fox Hill and Pine Glen Elementary Schools currently offer the following instructional technology:

- Every classroom is equipped with:
 - LCD Projector
 - Audio Amplification System (Lightspeed Systems)
 - Media Streaming Device (AppleTV)
 - Charging Cart with (1:1) iPad devices for all students

- All Students are provided iPads for use during the school day. They are returned to the charging cart in each classroom at the end of each day.
- All Staff are provided a laptop and/or iPad for instruction and classroom management.
- Additionally, printers are positioned throughout the building to provide access to printing for both teachers and students. There is approximately one printer in each hallway/wing of the building for shared use.

Given the reliance on technology for instruction, it is imperative the network infrastructure in the school is reliable and robust to support 100s of simultaneous connections without interruption. Wireless access is also critical to all common areas and some outdoor learning spaces.

There is a *Responsible Use Policy* for students and staff in the district. All staff members participate in an annual, mandatory training regarding the district policy. All students receive instruction in the *Responsible Use Policy* during the first two months of the school year.

Library / Media Center

Students meet in library class once every week:

- Grades K, 3, 4, and 5 for a 30-minute block
- Grades 1 and 2 for a 45-minute block of time.

The library serves as an information hub for research and learning about both print and digital resources. During library class students learn research skills and digital literacy skills following a district led curriculum. Students also participate in active lessons focused on Digital Citizenship using a district curriculum. The Library Teacher efforts the development of literacy skills and fosters a love of reading for all students.

The Fox Hill Library has about 8,000 books in its collection that are made available to students, staff and families. The Pine Glen Library has about 12,000 books in its collection that are made available to students, staff and families. A portion of class library time is devoted to students selecting and checking out books on a weekly basis to promote interest in reading.

Visual Arts Program

The Burlington Art & Design Program supports the BPS district vision of Striving for Excellence by helping students achieve their highest potential with a challenging curriculum, guided by the state and national frameworks, that includes the concepts of Creating, Presenting, Responding, & Connecting.

The Art & Design program helps students develop their visual literacy (an understanding and appreciation of guiding art concepts), their creative problem solving, and “design

thinking” (a focus on *process*). Students develop their Studio Habits of Mind (which stem from a framework of Studio Thinking designed by practitioners at Project Zero at Harvard’s School of Education.). They develop their craft, becoming more and more technically skillful in using a wide range of tools, materials, and artistic processes. They learn to care for the tools, materials, and space they use. They begin to see and embrace problems as opportunities, develop focus, and they learn to persist and persevere at tasks. Art students learn to envision and imagine. They learn to plan. They express themselves, making art that conveys ideas, feelings, or personal meanings. They observe, looking closely and carefully at things, attending to nuance, noticing the small things that the casual observer might not. They become more and more sensitive to the natural environment as they work from observation, memory, and imagination. They reflect on what they and their fellow artists have done. They spend time learning how to look at and talk about art. They are encouraged to stretch and explore, to reach beyond what they originally thought they could accomplish. They learn to embrace opportunities, discover through play, and learn from their mistakes. They work and interact with one another in the community that is the art class, and they share their work with their school, family, and community. They make connections, learning about cultures, history, and current practices. They develop a sense of community through collaborative projects, sharing and discussions, and participation in exhibitions. We believe that students’ art classes can help to balance with and connect to content from their core subject classes, and that art-making is an essential, enriching experience that helps to more fully develop a well-rounded person. The art room is a safe, stimulating environment where they can share ideas, build confidence, and feel independent enough to explore, take creative risks, problem-solve, and meet new challenges; where they are excited to share their understanding of the world; and where they’ll learn to analyze, interpret, evaluate, and respond to works of art.

We believe...

- Art is a vital part of every child’s development.
- Art is a way of understanding one’s self, one’s society and other cultures.
- Art provides a means to express and communicate thoughts, feelings, and experiences.
- Art education provides the gifts of vision, appreciation, and joy for the student to take into the world.
- Art promotes the brain development of children and improves their ability to innovate and problem-solve.

All students at Fox Hill currently take one 45 minute visual art class each week. It is requested by the visual arts director that there be more art time each week (such as a full hour of art class each week, or two 45 minute sessions, or a rotation of specials to create equal time between art, music, and physical education.).

The curriculum and delivery method will not change with the “new” facility, including the use of a kiln. The new art room must be equipped to provide all students with a rigorous,

varied, and exciting art education in a variety of high-quality media and with many possibilities for interdisciplinary connection. Ample storage spaces must be provided for flat works on paper or canvas as well as three-dimensional mixed-media sculpture. A clay storage area and well-ventilated kiln and glazing area are required, separate from the areas storing paper or flammable liquids. BPS is well versed with the use of kilns at the elementary school level. The new school will have the proper safety measures to accommodate the art curriculum including the kiln and materials. The kiln will have its own designated room.

The art room must have ample natural light as well as wall space for a projector, whiteboard, and bulletin board surfaces for displaying exemplary student work and additional relevant works of art. Sinks of varying height (suited to a variety of age ranges, including one adult height sink) must be provided – three to four sinks would be ideal. Cabinets, countertops, drying racks, and storage cubbies must be provided to store the work of hundreds of students as well as all of the supplies to serve the whole school. This includes space/shelves for drying clay artwork before firing.

There should be designated spaces for displaying student artwork in the hallways of the school, including built-in glass cabinets for displaying three-dimensional artwork.

Music / Performing Arts Programs

OUR MISSION

The Department prepares students for a lifelong appreciation and understanding of the performing arts by offering a challenging and diverse curriculum as guided by the state and national frameworks.

STUDENT LEARNING EXPECTATIONS

Burlington Performing Arts Students will:

- Present quality performances
- Achieve music literacy
- Explore a diverse repertoire
- Form community connections

We provide students with the opportunity to develop positive relationships and long lasting memories.

Students in Kindergarten are given one 45 minute class one time per week. Students in grades 1-5 have two 45-minute general music classes per week. In addition, we offer students in grades 3-5 the option to sign up for a string orchestra instrument. In grades 4 and 5, students are offered the choice of taking a band instrument. The band and orchestra students meet in small group lessons for one 30 minutes time and one ensemble rehearsal for one 30 minutes time. The pull-out lessons are done on a rotating schedule to reduce the impact of missing class time.

The schedule requires two full time classroom music teachers and two part time instrumental teachers.

One large music classroom accompanied by two smaller instrument storage rooms/small group lesson space is desired to support the music program. The large classrooms should provide ample open floor space for dance and movement activities as well as risers for organized seating/standing for singing activities.

The classroom will require music stands, music chairs for appropriate posture, and classroom instruments with storage cabinets.

Fox Hill hosts a variety of music concerts (choral and instrumental) throughout the school year. The students perform in an annual variety show or musical theater production. A cafetorium with an ample stage is preferred to support music and performing arts programs. Steps or risers between the floor and the stage are desirable for preventing the need to move risers from the music classroom. A cafetorium also allows for the stage to be used for music/performance rehearsals before and after lunch as well as for school wide performances and presentations held for students and parents throughout the year.

The curriculum and delivery method will not change with the “new” facility.

Physical Education Program

All students in grades K-5, participate in instructional, quality physical education programs twice a week, for 45 minutes each class. The curriculum is presented in accordance with the Massachusetts Frameworks and the National Standards for Quality Physical Education, however, still falls short of the recommended time for physical education in elementary schools, which is 225 minutes per week. The current curriculum works to provide students with developmentally appropriate activities that focus on skill development, social emotional literacy, and developing a better understanding of healthy choices and lifelong fitness. The current gym is significantly undersized; a full size gymnasium is needed to fully support the health and physical education program. The gymnasium is also a significant community asset. Therefore, the District intends to add approximately 1,000 square feet to the MSBA guidelines to accommodate additional space for the safety and use of the gymnasium for full court basketball games with the appropriate runoff space beyond the court.

In support of the importance of physical activity as a major necessity for student learning, the district requires that all elementary students participate in recess in its state enforced Wellness Policy. The gym should be located to connect directly to outdoor play and recreation space.

The curriculum and delivery method will not change with the “new” facility. A full size gym will support two classes to have PE simultaneously.

Special Education Programs

Philosophy and Approach: An inclusive education helps prepare students with and without disabilities for life and good citizenship.

The role of the Burlington Public Schools has evolved over the years from one of essentially developing and implementing specific support programs and services for students to one of collaboration with Principals, classroom teachers, and curriculum coordinators and department heads. This collaboration in planning and implementation enables the District to provide specifically defined programs and services to continue to meet the needs of the students.

The formulation of new programs and service initiatives are a result of the broader representation of opinions through District Leadership Teams and individual School Based Teams. The Burlington Public Schools in consultation with these Teams has facilitated the establishment of programs and services to more effectively and efficiently meet the needs of the students.

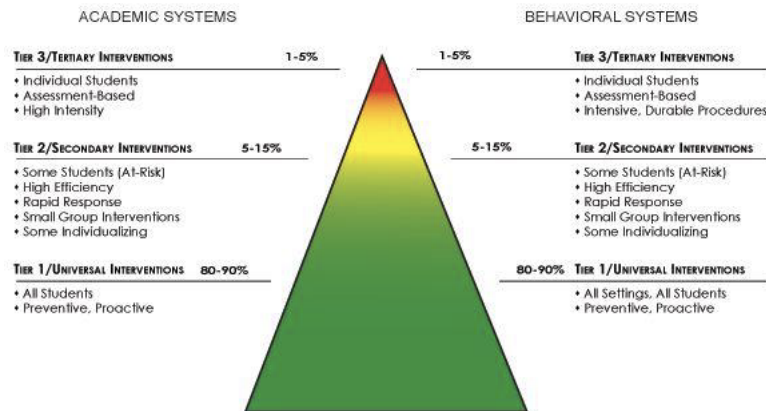
The Burlington Public Schools is dedicated to working collaboratively with educators, parents, support professionals and the community to ensure that all students receive their appropriate services and supports in the least restrictive environment/setting, conducive to facilitating their maximum emotional, social and academic growth. The focus of this collaborative approach is to prepare students for productive lives as full members of our society. The Burlington Public Schools District Curriculum Accommodations Plan (DCAP) was developed and refined through several meetings with district administrators and was shared with each School Leadership Team. The Burlington Public Schools DCAP addresses various strategies that will help to achieve this objective. The link is below and the DCAP is appended to this document.

https://docs.google.com/document/d/1ZP0jJLpd7A-tn6yTxKV2_IzSAOMFe2qGFmV2CcUNPk/edit

BPS delivers special education services in a variety of settings and modalities. We offer Inclusion services with focus on co-teaching, partial inclusion services that combine both co-taught and pull out methods, and fully sub separate programming for students with intensive needs. We collaborate with McLean's Hospital for our social emotional students, NECC for our specialized programming for our high needs population, and Landmark School for our students with language based disabilities. We also contract with a variety of other providers to meet the needs of our students, including but not limited to, Perkins School for the Blind and Kindle Associates. We are a member district of LABBB Collaborative.

BPS utilizes Response to Intervention (RtI) which is a process within the framework called Multi-Tiered System of Supports (MTSS). Both embrace an approach to education that focuses on high quality instruction for all students that includes a multi-tiered or layered system of differentiated intervention supports in academic and behavioral areas with a goal of educating students with disabilities within the least restrictive environment. Please refer to the attached MTSS/RtI Handbook.

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



This educational model challenges schools to meet the needs of all students by educating learners with disabilities alongside students who do not have identified educational disabilities. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers.

The mission of all of the schools is to maximize the potential and independence of each student. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community.

Curriculum, instruction, and assessments are aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course). A method is established and implemented for assessing the effectiveness of the core curriculum on a routine basis. District and school leaders address instruction needs and strengths identified through active monitoring of instruction and ongoing use of formative and summative student assessment data. Qualified personnel are skilled in providing large and small-group research-based differentiated instruction aligned with individual students' developmental levels and learning needs, and a system for formative feedback and decision-making is in place. All students receive academic instruction and non-academic supports that include differentiation and extension activities.

The staff that provides special education services includes special education teachers, inclusion facilitators, aides, behavior therapists and related service providers such as school psychologists, social workers, speech/language pathologists, occupational therapists and physical therapists.

Related Services

Related services encompass specialized services from licensed professionals in particular domains. These related services are designed to support skill building necessary for effective access to educational experiences within the life of the school and are provided to students who require this specialized intervention to access their curriculum. Providers

effort to provide services within the classroom as much as possible and will pull children out of class only when necessary to provide the needed interventions.

Related Services

Related services encompass specialized services from licensed professionals in particular domains. These related services are designed to support skill building necessary for effective access to educational experiences within the life of the school and are provided to students who require this specialized intervention to access their curriculum. Providers effort to provide services within the classroom as much as possible and will pull children out of class only when necessary to provide the needed interventions.

A full list of related service domains is listed below:

Speech and Language Pathologist

SLP's perform evaluations and screenings, provide consultation to classrooms, and provide direct services to children both in the classroom and in the therapy room to address communication skills including the following: receptive and expressive language, social communication, articulation, fluency, voice, and hearing.

Occupational Therapy (OT)

OT's perform evaluations and screenings, provide consultation to classrooms and provide direct services to children both in the classroom and in the therapy room to address fine motor and perceptual motor skills as well as address sensory integration skills.

Physical Therapy (PT)

PT's perform evaluations and screenings, provide consultation to classrooms and provide direct services to children both in the general education setting and in the therapy room to address gross motor skills.

Behaviorist:

The behaviorist provides consultation and support to classroom throughout the district as well as direct services to students in district programs. The behaviorist conducts systematic behavioral assessments, provides interpretations of the results, and develops and supervises behavior intervention plans.

Vision Specialist

The vision specialist conducts assessments and provides consultative services to classroom teachers as well as direct instruction to students with visual impairments.

Assistive Technology

Products, devices, or equipment (whether acquired commercially, modified or customized) that are used to maintain, increase, or improve the functional capabilities of individuals with disabilities.

Counseling Services

Counseling services are for students who have identified or emerging social-emotional or mental health needs that interfere with the student's ability to access their education. Services may include individual or group counseling, consultation with

teachers, parents and outside providers. Services are provided by social workers, school psychologists, school counselors and counseling interns.

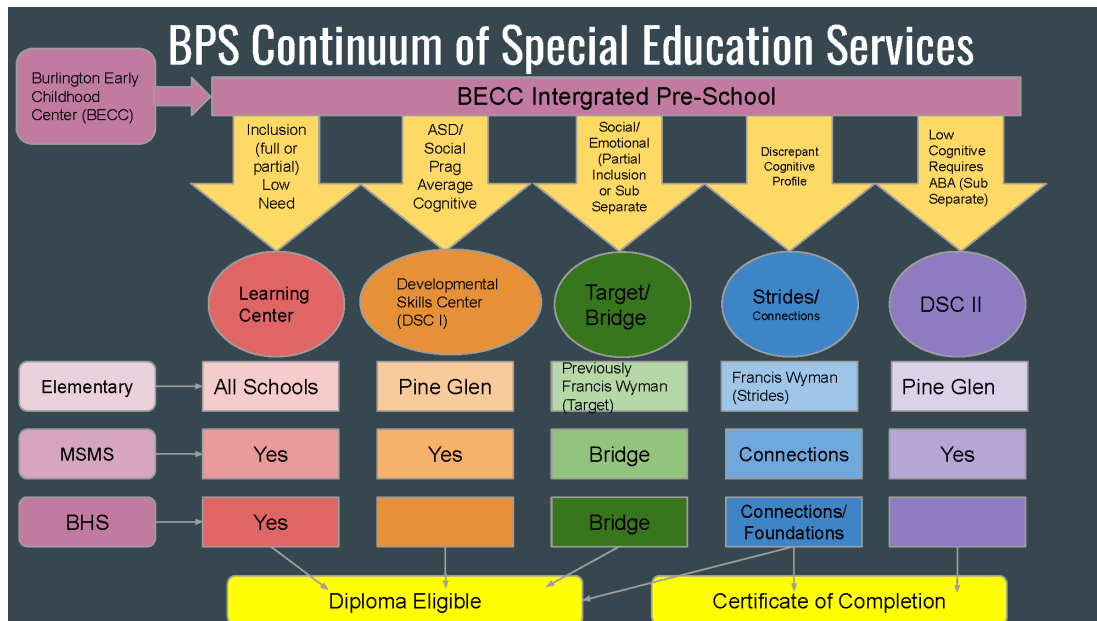
Orientation and Mobility (O&M)

O&M conducts assessments and provides consultative services to classroom teachers as well as direct instruction to students with visual impairments.

Continuum of Services

Within the continuum of services, we identify the level of special education services needed and customize based on individual needs. Among these designators are full inclusion services, partial inclusion services, and substantially separate services. Although BPS supports the Least Restrictive Environment (LRE), services and support can be provided both within and outside the general education classroom. The nature of this support varies and is specific to a student’s needs.

While BPS is deeply committed to supporting students within the least restrictive environment, the district also recognizes that a small percentage of students may need more intensive support during part of their school day. Adding more intensive supports or more restrictive supports may cause the students IEP services to be delivered outside of the general education classroom for part of the day (called partial inclusion on the IEP) or sometimes most of the day (called substantially separate on the IEP). This type of service delivery can be supported through the assigned neighborhood school or supported by a citywide program. The location of the services is proposed by the IEP team.



The full list and descriptions of the town-wide special programs is described below.

Francis Wyman - Target (Therapeutic Acquisition & Regulation to Gain Educational Targets), Strides (students with marked global disabilities, who require a high level of support and

specialized programming.), LABBB program supports students experiencing global developmental delays, neurological impairments, and/or significant medical challenges.

Pine Glen - Developmental Skills (The Developmental Skills Center (DSC) provides a highly specialized ABA based program and modified curriculum for students with disabilities associated with Autism Spectrum Disorders).

Memorial - LABBB Collaborative PDD Program supports students with autism spectrum disorder, or other developmental needs, who benefit from visual supports and a highly structured academic environment.

Fox Hill - LABBB Emotionally Disturbed/Behaviorally Disturbed Program

The following description responds to the specific special programs at the Fox Hill Elementary School.

The percentage of students in the district with an IEP is 17% and the percentage of students at Fox Hill School with an IEP is 14%.

Aligned with BPS' approach to special education, students at the Fox Hill and Pine Glen Schools are supported through a variety of teaching models - co-teaching, team teaching, flexible grouping, small group instruction, and individualized instruction. Teachers believe that all learners should be provided differentiated forms of instruction and recognize that all students learn in different ways, rates, and timeframes. To that end, the Fox Hill and Pine Glen Schools continually adapt their staffing support, instructional methodologies, and assessment practices to meet student needs.

Tiered levels of instruction provide the regular education foundation of BPS' continuum of service model. Staff provide tiered levels of instruction to all students (Tier One - the general classroom curriculum; Tier Two - strategic levels of instruction; Tier Three - intensive levels of instruction usually at an individualized level.) If a student demonstrates academic and/or social/emotional/behavioral concerns despite thorough RTI procedures, the teacher refers the student to the building Student Support Team. This Team supports teachers in implementing additional strategies.

Special education services at both the Fox Hill and Pine Glen Schools range from the least restrictive (for example, in class support services) to more restrictive (significant amount of multiple services out of the regular education classroom). Both schools offer rooms available for pullout small group and individual instruction provided by special education teachers and related service providers who support inclusion for students with significant disabilities. Related service providers include speech/language pathologists, an occupational therapist, a physical therapist, a psychologist, and a social worker. Teachers of deaf/hearing impaired students and vision-impaired students also support students with these disabilities in accessing the curriculum.

The Fox Hill and Pine Glen Schools utilize the co-teaching model, taught by a special education teacher and a regular education teacher, to support students with special needs. These classrooms include regular education students and students with special needs. Students with special needs are supported academically and socially through small group

and individual teaching, modifications of the curriculum, and classroom accommodations. The goal of the program is to address students' multiple needs by providing a comprehensive range of services and a consistent, structured, and nurturing environment throughout the school day.

Special education learning spaces should be situated among regular education classrooms. The location of the classrooms should allow staff to communicate and collaborate fluidly throughout the day on student needs and programming. The number of students in these classrooms is monitored to ensure that a lower class size is maintained in order to allow the flexible learning requirements of the students.

In support of the special education services both the Fox Hill and Pine Glen Schools currently have several very small Special Education teaching spaces. The students with a moderate level of special needs who require this service account for over approximately 15% of the total student body at the Fox Hill School. The Pine Glen School has students with a moderate level of special needs who require this service account for over approximately 17% of the total student body. Four Special Education teaching spaces (Learning Centers / Dedicated SPED Teacher spaces) will be required to accommodate the student population of 320 students for each of the schools within the larger facility.

Two Speech & Language Pathologists (SLP) currently work at the Fox Hill School and two SLP currently work at the Pine Glen School. Looking ahead to a new school, there will be a need for two dedicated spaces for Speech and Language for each of the "schools".

One Team Chair works at the Fox Hill School and one team chair works at the Pine Glen School. The Team Chair leads special education team meetings, supervises special education staff and organizes all mandated documentation associated with special education services. Looking ahead to a new school, there will be a need for one (1) Team Chair at each of the "schools" which will require a dedicated office space as well as require conference space for Team Meetings of staff and parents in a confidential location near the SPED Leadership Team.

One Psychologist works at the Fox Hill School and one Psychologist works at the Pine Glen School. The school psychologist at the new school would require a private office for testing and meeting with families and should be adjacent to the administration and team meeting conference space. To ensure confidentiality and privacy, related service providers require individual spaces for each school within the larger facility.

Fox Hill elementary school currently does not employ a BCBA, however bringing the DSC II (high needs students) will require a BCBA who provides services and consultation to students and the student's IEP Team and direct service delivery is provided by a behavior therapist, a special education aide with specialized experience and training who implements ABA methods under the direction of a BCBA. A dedicated office located near the Team Chair is required.

The Pine Glen School will continue to support the DSC I program (low needs students) and will also require the support spaces to accompany the program which includes a BCBA.

The Fox Hill School hosts one LABBB program, known as the EDBD Program (Emotionally Disturbed/Behaviorally Disturbed Program) and will continue to do so in the new facility.

Ages/Grades Served K-5

Student Profile The EDBD Program supports students who are experiencing significant social/emotional and behavioral challenges. This program provides a setting with therapeutic support for students who are performing at or close to grade level academically. These students require significant structure and adult support to obtain the skills necessary to transition into a general education classroom.

Program Offerings The curriculum is aligned with the general education classroom and modifications and accommodations are assessed and implemented on an individual basis. Opportunities for inclusion are available and implemented as the students are ready to meaningfully participate. A team of specialists include a counselor, BCBA, speech and language pathologist, occupational therapist, and physical therapist. Services are provided according to each student's IEP. Staff teams work closely together to help students find the tools and strategies that help them self-regulate, learn to use their language to communicate effectively with others, and engage in academic curriculum.

Looking forward to a new school, the district-wide Developmental Skills Classroom (DSC II) program (Low Cognitive requires ABA / Sub-Separate program) currently located at the Pine Glen School would move to the new Fox Hill School so as to achieve the appropriate spaces required for the students of the DSC program. The district is sensitive to ensuring the district-wide special education programs are equally dispersed between the elementary schools. The DSC program is growing and will require three classrooms for the DSC I and three classrooms for DSC II plus support spaces in the near future. The increased population of this program requires significant space to support the growing needs of the students. The program has been supported at the Pine Glen School however there is no longer sufficient space to adequately support the program looking to the future. Given the opportunity of a new school, the District believes it is in the best interest of the DSC students to relocate the DSC II program to the new Fox Hill Elementary School which will provide for the appropriate spaces to support the program. The Developmental Skills Classroom (DSC I) program (ASD/Social Prag Average Cognitive) would remain at the Pine Glen School side of the new school.

DSC II Program relocated to the Fox Hill School

Ages/Grades Served K-5

Student Profile The Developmental Skills Center (DSC) provides a highly specialized ABA based program and modified curriculum for students with disabilities associated with Autism Spectrum Disorders:

- Verbal and Nonverbal Communication
- Social Interaction Skills
- Unusual responses to sensory experiences
- Resistance to environmental or changes in routines
- Engagement in repetitive activities or stereotyped movements
- Maladaptive behaviors stemming from ASD
- Progress in the General education curriculum including social/emotional learning

Program Offerings This is a specialized curriculum (e.g., ACE or other with modified content with ongoing progress monitoring/mastery criteria). It includes ABA discrete trials, ABA task analysis, ABA Naturalistic/Incidental teaching, a modified grade level curriculum as well as a specialized reading program.

DSC I Program to remain at the Pine Glen School

The DSC Program started as a single classroom and has grown based on student need. Our projections are that 6 classrooms will be required to support the student needs in the coming year. Prior Comprehensive Program Reviews by DESE supported distributing significantly separate programs throughout our elementary schools. To this end, we would look to split the DSC program into a higher functioning and lower functioning group to better serve student needs and to maximize the inclusionary opportunities across two buildings.

Ages/Grades Served K-5

Student Profile The Developmental Skills Center (DSC) provides a highly specialized ABA based program and modified curriculum for students with disabilities associated with Autism Spectrum Disorders:

- Verbal and Nonverbal Communication
- Social Interaction Skills
- Unusual responses to sensory experiences
- Resistance to environmental or changes in routines
- Engagement in repetitive activities or stereotyped movements
- Maladaptive behaviors stemming from ASD
- Progress in the General education curriculum including social/emotional learning

Program Offerings This is a specialized curriculum (e.g., ACE or other with modified content with ongoing progress monitoring/mastery criteria). It includes ABA discrete trials, ABA task analysis, ABA Naturalistic/Incidental teaching, a modified grade level curriculum as well as a specialized reading program.

The last Tiered Focused Monitoring (TFM) (formerly Coordinated Program Review) was May 2022. There were no issues or problems identified at that review.

The programs and services identified above will continue at the new combined School. As referenced above, the district-wide DSC II program will move from the Pine Glen School to the Fox Hill School as a result of this project.

Vocations and Technology programs

There are no vocation or technology programs being offered at the Elementary School level.

Core Academic Space Narrative

Please see the “Teaching Methodology and Structure” section above and the attached “Day in the Life of Student” and “Week in the life of Student” charts for detailed descriptions of core academic educational activities that take place both inside general education classrooms as well as activities that are intended to take place outside of the general classrooms at both schools.

Transportation Policies

The Burlington Public Schools transportation department is committed to ensuring students are transported safely to and from school. Students typically arrive at school in one of three ways – walk, bike, or bus. In addition, some families choose to drive students to school.

BPS provides bus transportation free of charge for all K-5 elementary school students. Special education transportation services are separate from regular bus transportation.

Fox Hill Elementary School currently has seven district buses as well as four district vans. Students who are bussed are dropped off in a live, bus drop-off lane between 7:30 a.m. and 8:10 a.m. daily. School dismissal is at 2:10 p.m. daily. The school staff provides safety and supervision on the school property during arrival and dismissal times.

Pine Glen Elementary School currently has seven district buses as well as two mini vans and two district vans. Students who are bussed are dropped off in a live, bus drop-off lane between 7:30 a.m. and 8:10 a.m. daily. School dismissal is at 2:10 p.m. daily. The school staff provides safety and supervision on the school property during arrival and dismissal times.

Functional & Spatial Relationships and Key Programmatic Adjacencies

The foundation of our educational program is built on the collaboration of the professionals in the building.

The Fox Hill School snowflake design and limited space erodes collaboration. Grade level teams are divided. There are no appropriate, large gathering spots for student performances or exhibitions. Offices have been built in hallways to accommodate the need for privacy and special services, like counseling and English Language Learner support.

The open classroom model does not work. The oddly shaped classrooms do not allow for redesign or repurposing. The four pods prevent grade level teams from working collaboratively - which is a priority in Burlington. Several grade level classrooms need to be located across the building isolating these students and teachers from their grade level peers and colleagues. Specifically, we have instituted a multi-tiered reading program in line with the DESE model. The multiple tiers require students to switch classrooms to narrow the teachable range of students within the classroom or so that a teacher can focus on a particular reading skill. Having some grade level classrooms in different pods because of a lack of space limits the ability to fully implement this multi-tiered system of instruction.

The Pine Glen School has a better layout and organization, with the classrooms organized on two floors of a double loaded corridor. However, there are no smaller spaces for support programs. Multiple service providers must share one larger space which makes instruction difficult due to the lack of privacy, acoustics, and distractions within the larger space. Some providers must share a smaller space which creates additional complications in providing their lessons. Other instructional spaces are converted storage closets and spaces originally designed to be unoccupied spaces for the school.

Functional and spatial relationships and adjacencies are key to the successful design of the new facility. These relationships between classrooms and programs in the school define the programmatic, functional, spatial, and environmental requirements of the educational facility and become the basis for the design at the next phase. Both the Fox Hill and Pine Glen Schools depend on adjacencies for communication, collaboration, flexible grouping, and teaming. Providing learning areas both in and outside classrooms for small group work, individual tutorial spaces, and additional instructional break out rooms are critical in a school with a focus on universally designed classrooms, requiring specialized instruction and an emphasis on inclusive practices.

Community is a core value among students, staff and parents. The PTO and parent volunteers are actively involved in before, during and after school programs. Both the Fox Hill and Pine Glen Schools require a welcoming main office and community arrival space that accommodates the high morning influx of families who walk or get dropped off by parents at school arrival, as well as the active dismissal procedures. The students, faculty and parent community value and require a space for the entire school to gather, both as a common space to gather and celebrate learning and as an area to spotlight the arts through assemblies and performances. A functional dining facility with a reasonable capacity is a need of the school. After school, we provide space for a K-5 extended day program that operates until 6:00 p.m. Up to 100 students participate in this program on a regular basis Monday through Friday for both schools.

Combining the Fox Hill and Pine Glen Schools into one facility is possible but it will be

extremely important that each school maintain its own identity and spirit. Locating the core facilities (cafetorium, gymnasium, library and service) that can be shared between the two schools while each school functions independently will be important for this project to be successful.

The Fox Hill and Pine Glen Schools are relationship-oriented community that practices and values inclusive partnerships and mutual support in all aspects of the school community. This is the overall spirit of the school that will drive the design of the facility.

Security & Visual Access Requirements

The new school, as all schools in Burlington, requires a safe environment for the Staff, Students and Public.

- A facility that is locked at all times. An access control system for staff members that allow their staff identification badge to grant access to the building
- A receptionist monitoring main access point(s)
- Visual Security of the main entrance utilizing a video monitoring system that will be monitored at the school secretary's desk.
- Visitors to the building should be granted access via door release after communicating with the secretary via video and audio intercom
- Video surveillance and recording of all appropriate areas on the interior and exterior of the building
- Safe, well-lit parking for staff
- Safe, well-lit parking for visitors in close proximity to the building
- Safe vehicular student drop-off and pick-up areas (without crossing traffic)
- Safe pathways for pedestrians and bicyclists coming from varied directions to the school
- Safe bus access systems that do not interfere with drop-off and pick-up traffic
- Safe recess grounds and play fields that can be properly supervised by staff and protected from vehicle traffic
- Safe access for kitchen, facility and shipping / receiving separate from school traffic to the main entrance
- Safe and appropriate access to the perimeter of the building and play fields
- High ratio of staff to students while on outside activities
- All staff trained in a district safety procedures and protocols

The sample Daily Student Schedule applies to both the Fox Hill and Pine Glen Schools.

Day in the life of Student

SAMPLE DAILY STUDENT SCHEDULE	
Activity or Subject	Program Details and Educational Benefit
8:10 Arrival	School starts at 8:10 AM
8:10-8:30 AM Morning Meeting	Morning meeting welcomes all students, builds connection and community, and prepares students for the day ahead.
8:30-9:10 Specials	<p>All students in grades K-5 attend Specials classes in the following areas: Library, Art, Music, and Physical Education (PE).</p> <p>Library: Develops students’ information literacy and skills to access and utilize information in all formats including current and emerging technologies.</p> <p>Art: Provides experiences in a variety of visual art media and techniques while developing artistic skills. Students increase their knowledge of art history and develop art appreciation.</p> <p>Music: Students learn fundamentals of music through a sequential curriculum, which develops skills and knowledge in music performance, appreciation and history.</p> <p>PE: Encourages an active, healthy lifestyle, and positive choices that aims to grow developmentally appropriate skills, social connections, and promote the mind-body connection.</p>
9:10–10:20 Math	<p>70 Minute Math Block using the Investigations 3 Curriculum which is aligned with the Massachusetts Curriculum Frameworks incorporating the Common Core Standards.</p> <p>This curriculum incorporates teacher-guided exploration of mathematical ideas, individual practice, class discussion, reasoning about mathematical concepts and solving non-routine problems.</p>
10:20–11:50 Reading	<p>90 minutes of Literacy Instruction aligned with the Massachusetts Curriculum Frameworks</p> <p>Specific instructional components at each grade level include:</p> <ul style="list-style-type: none"> • Primary: interactive read aloud, shared reading, guided reading (including skills based and strategy lessons), independent reading, phonemic awareness, and phonics / word study. • Intermediate: interactive read aloud, shared reading, guided reading (including strategy lessons, book clubs and literature circles), independent reading, and word study.

11:50–12:10 Lunch	<p>There are three lunch blocks. Each lunch block is 40 minutes, 20 minutes to eat lunch and 20 minutes for recess.</p> <p>11:30-12:10 (grades K and 5). While one grade eats, the other has recess. They swap at 11:50.</p> <p>12:15-12:55 (grades 1 and 2)</p> <p>1:00-1:40 (grades 3 and 4)</p>
12:10–12:30 Recess	<p>Students go outside for recess or play indoors in instances of inclement weather. Recess provides students with the opportunity to engage in structured and unstructured play activities and physical exercise, socialize with peers, and take a break from academic tasks.</p>
12:30–1:45 Writing	<p>Explicit writing instruction occurs using Writing Units of Study, Teachers’ College Reading and Writing Project; common writing prompts and scoring methods that include focused experiences in narrative, opinion, and informational, and both written and oral feedback from teachers:</p> <ul style="list-style-type: none"> • All grades: authorship experiences that emphasize conferring, revising, editing, publishing and celebrating creative efforts • Intermediate: focus lessons on a variety of rhetorical and stylistic issues including specific narrative and expository techniques, planning and organizing, rich language, elaboration; serious examination of sentence structure and sentence boundaries; emphasis on writing as a tool to enhance learning and thinking in all subject areas
1:45-2:15 Academic Intervention and Enrichment Block	<p>Students are flexibly grouped to receive targeted additional support to master grade level standards. Enrichment groups help students who have already mastered grade level standards to deepen and extend their learning. Lessons designed to foster social emotional competencies are provided during this time, as well.</p>
2:15–2:50 Science and Social Studies	<p>History/Social Science: Students engage in a history/social sciences curriculum that, wherever possible, integrates with the informational skills components of the Mass Frameworks for English Language Arts.</p> <p>The curriculum provides age-appropriate experiences for students to view and come to understand themselves; their family and cultural heritage; the United States and the world; and the relationship between and among them. Throughout the history program, students are asked to explore the contributions and experiences of different peoples, past and present, appreciate the</p>

	<p>diverse sources of these contributions, and apply this knowledge as citizens of the United States.</p> <p>Science: Teachers implement a hands-on science and engineering curriculum. There are typically three units at each grade level from K-grade 2 and four units at grades 3 through 5. These units address standards for the following domains: life science, physical science, earth and space science, and engineering.</p> <p>Instructional components include:</p> <ul style="list-style-type: none"> ● Investigation - Pairs and groups of students work with a variety of materials to make sense of science phenomena. ● Demonstration - Teachers model science phenomena for the whole class. ● Observation - Students observe scientific models, and living materials, including crabs, butterflies, and wood frogs. ● Reading - Information texts are used to deepen understanding, through teacher read-alouds and paired reading. ● Recording scientific ideas - Students explain their understanding of scientific phenomena through writing, using drawn models to enhance their descriptions.
2:50 Dismissal	Students are dismissed at 2:50

The sample Weekly Student Schedule applies to both the Fox Hill and Pine Glen Schools.

Week in the life of Student

SAMPLE WEEKLY STUDENT SCHEDULE	
Weekly Activity or Subject	Program Details and Educational Benefit
Specials	<p>Library, Art, Music, and Physical Education classes are included in all students' schedules to provide a well-rounded curriculum that supports skill development as summarized in the daily schedule above.</p> <p>Library Grades K, 3, 4, & 5 have one 30-minute library class each week Grades 1 & 2 have one 45-minute library class each week</p> <p>Music K-5 have one 30 minute general music class each week Grade 3 has one 30-minute recorder class each week Grades 4 & 5 have one 45 minute chorus class each week</p> <p>Visual Art K-5 have one 45-minute art class each week.</p> <p>Physical Education, Health and Wellness Kindergarten have two 30-minute classes each week Grades 1-5 have two 45-minute classes each week</p>
Math	<p>5x per week, 70 Minute Math Block / 30 Minutes of Intervention This allows students to work towards meeting grade level benchmarks as detailed above (See Sample Daily Schedule).</p>
Literacy	<p>5x per week for 100 minutes of Reading Instruction per day. 4x45 minutes per week for 180 minutes of Writing Instruction. This allows students to work towards meeting grade level benchmarks as detailed above (See Sample Daily Schedule).</p>
Recess	<p>Students have recess 5x per week for 35 minutes daily (15 minute morning recess and 20 minutes at lunch). This provides down time for students and a time to play.</p>
Science and Social Studies	<p>Science and Social Studies 2.5 hours per week for each subject. This allows students to work towards meeting grade level benchmarks as detailed above (See Sample Daily Schedule).</p>

Planning for Success: District Plan | 2022 - 2025

Eric M. Conti, Ph.D.
Superintendent of Schools

Draft: September 13, 2022

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Executive Summary

In March 2016, Burlington Public Schools was invited to partner with the Massachusetts Department of Elementary and Secondary Education (DESE) to pilot its *Planning for Success (PFS)* school improvement process. The *Planning for Success* model includes a multi-year improvement plan that supports implementation through the development of action plans which are updated annually. *Planning for Success* incorporates effective planning practices in its design, educator evaluation expectations, and legislative requirements.

The purpose of this work is two-fold: (1) to support the Burlington Public Schools DESE's *Planning for Success* Model, and (2) to improve collaboration and communication. The *Planning for Success* process provides the District Leadership Team (DLT) guidance and support in developing action plans aligned to Burlington's goals as well as opportunities for collaboration between the levels and central office.

The proposed *Planning for Success* document reflects the third iteration of this process and spans from 2022 through 2025. This is our first post-pandemic *Plan for Success*. We look forward to implementing it without the significant impact of the pandemic and with a renewed commitment to equity and justice for all students.

The focus of the *2022-2025 Plan for Success* is centered on students' learning and well-being. The Plan has three primary strategic objectives - Learning, Equity, and Thriving – which are centered on the District's commitment to engaged, inclusive teaching and the opportunity for all students to learn and develop regardless of their ability, disability, age, gender identity, or cultural and linguistic background. Progress towards these goals will be measured with targeted metrics designed to ensure our students are engaged in classroom instruction and have access to the educational resources needed to support their education.

Approach and Scope

Predicated upon his belief and commitment to inclusive, collaborative decision making and two-way communication, Superintendent Conti, at the onset of developing the *2022-2025 Plan for Success* process, met with the District leadership team and building principals. These conversations were based upon the Portrait of a Graduate process, the BPS Equity Statement, and how to ensure our students can flourish and thrive in our schools.

As a result of these conversations, the Strategic Objectives and Initiatives have been refined to focus on the needs of our student's post-pandemic and the recently adopted BPS equity statement regarding diversity, equity, and inclusion. The plan continues to include two major components: initiative/action and projected outcomes. These elements provide the means to monitor the plan and report both the progress and impact of the initiatives to the staff and public. Burlington District Directors of English Learner Education, Mental Health, Special Education, and the District Business Manager have developed specific *Plans for Success* which are included in the Appendix of this document. Burlington principals and the director of the Burlington Early Childhood Center are in the process of developing /refining their *2022-2025 School Improvement Plans for Success* to align with the updated District Plan. The principals will present their plans to the School Committee in early winter and then implement them once approved.

Planning for Success Process & BPS

Our adoption of the Planning for Success process for developing district and school improvement plans achieves three key BPS objectives:

1| Creating a District Improvement Plan

- Connects Burlington's current initiatives with initiatives identified as central to realizing our mission, vision, equity statement, and core values
- Improves two-way communication and transparency with staff, parents, the community, and town officials

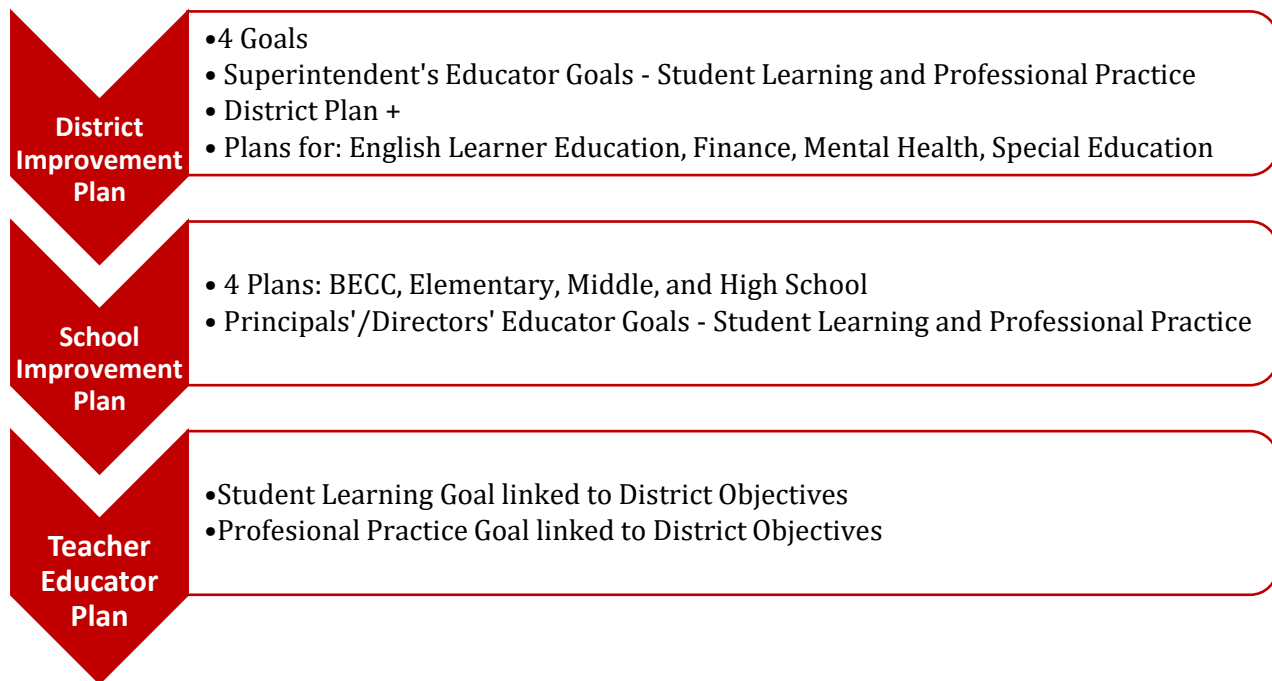
2| Developing the Capacity of the District Leadership Team

- Supports a culture of shared responsibility for student learning
- Increases and improves communication and collaboration amongst all levels and central office

3| Creating Coherence

- By linking the District Improvement Plan, School Improvement Plans, and Educator Evaluation Plans
- Through a system-wide focus on BPS goals

Cohesion – Links between Plans



BPS District Plan for Success | 2022-2025

Mission

The Mission of the Burlington Public Schools is to help all students acquire organized knowledge, master creative and intellectual skills, and understand ideas in ways that foster a positive self-image and sense of belonging needed for lifelong learning, self-sufficiency, and responsible, equitable citizenship.

Vision

The Vision of the Burlington Public Schools is “striving for excellence” and will be accomplished by

- Helping students achieve their highest potential by providing a rigorous, balanced curriculum
- Employing highly qualified, diverse teachers, administrators, and support staff who are committed to the BPS mission and vision
- Encouraging parents to take an active role in their children’s education through involvement with the schools to enhance student academic success
- Providing opportunities for community members to participate in school activities to reinforce the goals and advantages of providing quality educational programs for every student

Equity Statement

In the Burlington Public School District

Educational equity means that every child belongs and receives whatever support he/she/they needs to develop his/her/their full academic, emotional, and social potential to learn and thrive every day. This begins with kindness and valuing the humanity of every child/individual.

Core Values

The Burlington Public School District is committed to

- Developing all students’ potential for excellence.
- Creating a learning environment that values human differences, fosters a sense of belonging and promotes cultural proficiency among all students and staff through a culture of diversity, equity, and inclusion.
- Providing a program of study that has the same academic objectives for all students.
- Cultivating an educational environment that reflects sensitivity to students’ differing styles and intellectual development.

Theory of Action

IF Burlington Public Schools...

- Focuses on academic outcomes and social/emotional wellness and belonging of each student, providing targeted support, and building personal relationships
- Establishes empowering conditions for students and educators, providing a welcoming environment, resources, programs, and community support
- Provides human and financial resources to support high quality, engaged learning

THEN students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in an increasingly diverse global society

District Strategic Objectives

Learning

Empower all students through a rigorous, dynamic, and relevant curriculum designed to include the academic, social, emotional, and psychological supports to ensure student growth and achievement

Equity

Educate and allow all learners to be their authentic selves so they attain high academic standards and outcomes by creating challenging learning environments where they feel they truly belong because they see representations of themselves in their curricula and in their teachers and support staff

Thriving

Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults

Facilities + Finance

Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success and growth of all learners and adults

Burlington Public Schools – Plan for Success – 2022-2025

<p align="center">Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives & Strategies <i>How will we achieve the Strategic Objectives?</i></p>	<p align="center">Outcome <i>How will we know we achieved the Strategic Objective Evidence/Product?</i></p>
<p>Learning</p> <p><i>Empower all students through a rigorous, dynamic, and relevant curriculum designed to include the academic, social, emotional, and psychological supports to ensure student growth and achievement.</i></p>	<ol style="list-style-type: none"> 1. Growth – BPS will ensure students have equitable access to and engagement with programs and supports that reduce barriers to learning. 2. Post Grad – BPS will enable students to explore and succeed in their post-secondary pathway. 3. Tiered Frameworks in ELA, Math, SEL – BPS will implement MA DESE and SC adopted curriculum and resources with fidelity. 4. Digital Literacy/Computer Science Program (DLCS) - BPS will provide grade level appropriate technology experiences aligned with the MA Digital Literacy and Computer Science Standards. 5. District-wide Data Meeting (attendance, discipline, involvement) – BPS will continue its comprehensive school improvement support teams with representatives from all relevant departments (i.e., instruction, equity, SEL, etc.) 6. Warm Demander (Kleinfeld, 1975) – BPS will provide support for educators/support staff to embed the “warm demander” tenant of culturally responsive teaching into their repertoire to ensure that each student is supported to achieve their best. 7. Systemic Alignment – BPS will focus on a culture of continuous improvement and equitable systems for school and instructional improvement through the creation of a viable Curriculum Review/Pilot/Adoption Process with an embedded common feedback process. 	<ol style="list-style-type: none"> 1. A viable curriculum is delivered to all students and includes the use of identified best practices in educating students with disabilities and English Language Learners that are differentiated to meet student needs. 2. Programming is supported. 3. (a) Multi-tiered Systems of Support are reestablished and strengthened with an intentional emphasis on Social Emotional and Academic Learning Instruction to address learning loss. (b) Consistent expectations for high-leverage instructional delivery for all learners across Tiers, 1, 2, 3 with appropriate monitoring tools to determine supports needed for fidelity of implementation. 4. Digital Literacy/Computer Science (DLCS) - (a) Align the DLCS curriculum with MA DCLS Standards by Spring 2023 for SY 2023-2024 implementation; (b) implement an embedded digital curriculum by grade level to promote the balanced and healthy use of technology for student success; (c) measure, and report on technology competencies for learning based on the MA DCLS Standards. 5. District-wide Data Meetings are scheduled to implement data-to-action informed, efficient, and effective decision-making processes for ongoing learning and growth. Use diagnostic, formative, and summative data to inform interventions or strategies. 6. Warm Demander – (a) Faculty/staff are actively engaged and students and families are knowledgeable of the practices and active participants in the process. (b) Evidence of implementation is visible in student/staff/family interactions, (c) adoption of “warm demander” practices are evidenced through data collection on student achievement, implementation fidelity and satisfaction 7. Systemic Alignment – Attention, energy, and resources are focused on the understanding of how identified instructional improvements lead to better outcomes for students via: <ol style="list-style-type: none"> a. Curriculum Review/Pilot/Adoption/Process is restructured whereby any new focus area is piloted before implementing it District-wide.

Burlington Public Schools – Plan for Success – 2022-2025

<p align="center">Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives & Strategies <i>How will we achieve the Strategic Objectives?</i></p>	<p align="center">Outcome <i>How will we know we achieved the Strategic Objective Evidence/Product?</i></p>
<p><i>Learning - continued</i></p> <p><i>Empower all students through a rigorous, dynamic, and relevant curriculum designed to include the academic, social, emotional, and psychological supports to ensure student growth and achievement.</i></p>		<p>b. A common-feedback process is implemented to identify what is working in school and program implementations defines the processes, and uses the information to scale and adapt the processes in other settings.</p>
<p align="center">October</p>	<p align="center">January</p>	<p align="center">June</p>
<p align="center"><i>Once the metrics are decided upon, they will be added to the appropriate target month for reports</i></p>	<p align="center"><i>Once the metrics are decided upon, they will be added to the appropriate target month for reports</i></p>	<p align="center"><i>Once the metrics are decided upon, they will be added to the appropriate target month for reports</i></p>
<p><u><i>Learning - Possible Metrics to Consider:</i></u></p> <p>1 – AP Test Performance; results better than national averages; enrollment matches demographics. Course Grades – Reduction in course failures year over year, proportional rates for all groups. 1, 3, 5, 6 – Achievement gaps closed and results better than state averages 3 & 5– Proportion of students mastering(achieving?) math, ELA, and SEL skills as articulated in the curriculum displayed in equity table format for each school 6 – School climate data; implementation data (e.g. type and frequency of practices); implementation satisfaction; implementation fidelity; attendance, academic, discipline and disproportionality trends. 4 – Do you ever use the annual SPEAK UP Survey with students to check on their understanding of their digital citizenship? It could be used here to report the percentage of students who report having such as understanding. Strategies 1, 2, 3, 5 - Growth, Post Grad, and Multi-Tiered Support – ELA, Math , SEL. District-wide Data Meetings Student growth and proficiency in reading Student growth and proficiency in mathematics Disproportionality rate of chronically absent students by school and school group Disproportionality rate of students identified with a disability Percentage of 9th grade students on target to graduate high school in four years Disproportionality rate of students in advanced coursework at the secondary level by student group Disproportionality rate of students with one or more school suspensions (out of school and in school) by school and student group Disproportionality rate of students referred to special education by school and race/ethnicity</p>		

Burlington Public Schools – Plan for Success – 2022-2025

<p align="center">Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives & Strategies <i>How will we achieve the Strategic Objectives?</i></p>	<p align="center">Outcome <i>How will we know we achieved the Strategic Objective Evidence/Product?</i></p>
<p>Equity</p> <p><i>Educate and allow all learners to be their authentic selves so they attain high academic standards and outcomes by creating challenging learning environments where they feel they truly belong because they see representations of themselves in their curricula and in their teachers and support staff.</i></p>	<ol style="list-style-type: none"> 1. District Equity Audit – BPS, through the Equity Audit will identify the root causes of historic systemic inequities and racism. 2. Equity Initiatives – BPS Leadership and School Committee will identify 3-5 focus initiative from the Equity Audit Findings. Each initiative will have specific, measurable outcomes identified and added to this Plan for Success by December 2022. 3. PreK-12 Shared Vision of Quality Instruction - BPS will develop and advance the concept of Quality Instruction for All by completing the BPS Portrait of a Graduate. 4. MSMS “Enrichment” – BPS will evaluate the BEAM Program to determine its purpose and student accessibility. 5. Professional Development Plan – BPS will provide strong professional development on cultural competence, equity, and restorative practices so teachers and staff can improve classroom instruction and provide equitable school management strategies that will improve achievement for all students. 6. School Committee Policy Review – The BPS School Committee, in collaboration with MA Association of School Committees, will review and update its policy manual. 7. Systemic Alignment – BPS will focus on a culture of continuous improvement and equitable systems for school and instructional improvement through the creation of a viable Curriculum Review/Pilot/Adoption Process with an embedded common feedback process. 	<ol style="list-style-type: none"> 1. District Equity Audit - Analyze the findings and make recommendations for action to the School Committee, BPS staff, parents, and community. 2. Equity Initiatives – The top 5 initiatives are identified through the Equity Audit and include (1) Hiring practices, (2) Restorative Practices Introductory Training, and (3) Align the BPS Evaluation System with the Culturally Responsive Instruction Observation Protocol (CRIOP). 3. PreK-12 Shared Vision Quality Instruction - BPS is an inclusive, equitable, and multi-identity community in which each student can build intellectual and moral capacity, not only for school but, for life. 4. MSMS “Enrichment” – The BEAM Program is evaluated for purpose and accessibility with recommendations for program development and/or restructuring. 5. Professional Development Plan - The BPS Professional Development Plan is aligned to support its educators in the areas of cultural competence, equity, and restorative practices so they can apply the practices to the instructional framework and develop high-leverage instructional strategies designed to improve student achievement as evidenced by teacher/administrator self-assessment and evaluation data, student learning/achievement data, and equity audit data. 6. SC Policy Review - BPS School Committee Policy Review results in a web-based policy manual with updated or new policies, systems, and practices that reflect the District’s commitment to equity, access, diversity, and inclusion. 7. Systemic Alignment – Attention, energy, and resources are focused on the understanding of how identified instructional improvements lead to better outcomes for students via: <ol style="list-style-type: none"> a. Curriculum Review/Pilot/Adoption/Process is restructured whereby any new focus area is piloted before implementing it District-wide. b. A common-feedback process is implemented to identify what is working in school and program implementations define the processes, and uses the information to scale and adapt the processes in other settings.

Burlington Public Schools – Plan for Success – 2022-2025

Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i>	Initiatives & Strategies <i>How will we achieve the Strategic Objectives?</i>	Outcome <i>How will we know we achieved the Strategic Objective Evidence/Product?</i>
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<i>Once the metrics are decided upon, they will be added to the appropriate target month for reports.</i>	<i>Once the metrics are decided upon, they will be added to the appropriate target month for reports.</i>	<i>Once the metrics are decided upon, they will be added to the appropriate target month for reports.</i>

Equity - Potential Metrics to Consider:

1. We Are Burlington document
2. Equity Audit – Percentage of students agreeing that they feel supported socially, emotionally, and academically.
3. Professional Development Plan & Systemic Alignment –
 - Input and support for both the District’s Professional Development Plan and its approach to systemic alignment and identified strategic areas of focus from BPS staff (survey).
 - Percentage of classrooms in each school demonstrating use of high-impact (engaging, rigorous, culturally relevant) strategies (observation; rubric)
4. Professional Development – Percentage of teachers agreeing that they feel well supported with high quality instructional training and support (survey)
5. Curriculum Adoption/Pilot Process – Level of implementation of strategic areas of focus by each school and central office departments (rubric)
6. Common Feedback – School staff report collaboration, monitoring, and support from principals, directors/coordinators, and Central Office (survey)
7. SC Policy Book – Number of “hits” on website for policies related to equity, access, diversity, and inclusion.

Burlington Public Schools – Plan for Success – 2022-2025

Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i>	Initiatives & Strategies <i>How will we achieve the Strategic Objectives?</i>	Outcome <i>How will we know we achieved the Strategic Objective Evidence/Product?</i>
<p>Thriving</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<p>1. Establish Thriving Metrics - BPS will develop metrics to define “thriving” such as belonging, kindness, leadership, and bystander.</p> <p>2. Mental and Physical Health - Develop and strengthen programming focused on the health (mental and physical) and safety of students.</p> <p>3. Portrait of a BPS Graduate – BPS will complete the development of the “Portrait” with identified stakeholder groups to define the vision for student success.</p> <p>4. Systemic Alignment – BPS will focus on a culture of continuous improvement and equitable systems for school and instructional improvement through the creation of a viable Curriculum Review/Pilot/Adoption Process with an embedded common feedback process.</p> <p>5. Educator Evaluation Focus Areas</p> <p>a. BPS will contract with Ribas Associates to provide coaching to BPS educators as they focus on the indicators and elements that develop teaching and leading practices that result in culturally responsive schools and classrooms for all.</p> <p>b. BPS will ensure Culturally Responsive Teaching practices, using the CRIOP tool, are implemented in all classes and learning environments by adapting observational tools for formal and informal observations that are aligned with culturally responsive practices.</p>	<p>1. Metrics defining “thriving” are established for concepts such as <i>belonging, kindness, leadership, and bystander</i> and are used in classroom curriculum and practices.</p> <p>2. Mental and Physical Health - Comprehensive services and support are integrated throughout every grade level. Partnerships are established with community and private agencies to expand student access to mental and physical health supports. Access is provided to behavioral, mental health, and physical health services and programs. Responsive Classroom, PBIS, and the Advisory Curriculum audits of implementation show fidelity of implementation.</p> <p>3. The Portrait of a BPS Graduate is completed and approved by the School Committee by Spring 2023. The Portrait embodies the shared vision of all BPS stakeholders regarding the educational experience BPS will provide its learners to ensure they are ready for college, career, and life as contributing citizens in a pluralistic global society. The Portrait will be utilized to bring clarity to decision making about learning in the BPS.</p> <p>4. Systemic Alignment – Attention, energy, and resources are focused on the understanding of how identified instructional improvements lead to better outcomes for students via: (a) Curriculum Review & Adoption/Pilot Process is restructured so any new focus area is piloted before District-wide implementation and (b) A common-feedback process is implemented to identify what is working in school and program implementations, define the processes, and uses the information to scale and adapt the processes in other settings.</p> <p>5.a. Educator Evaluation – BPS refocuses its efforts to support educators as it resumes the Education Evaluation Process during the 2022-2023 school year by centered on identified areas of focus, indicators, and elements with educators receiving high-quality feedback and recognition for their efforts in the identified areas of focus.</p> <p>5. b. Education Evaluation – Establish a crossover between the CIROP tool and the BPS Evaluation Focus Areas (The Great Eight).</p> <p>5.c. Educator Evaluation – Create balanced evaluator assignments with a focus on non-professional status teachers by distributing the evaluator responsibilities more equitably.</p>

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<p>Thriving - continued</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<p>6. Food Service – BPS will (a) evaluate the food service program to ensure that its staff and services represent BPS goals and values and enables students to thrive through healthy nutrition that supports them throughout their school day, (b) develop strategies and outcomes to address specific program deficits, and (c) ensure all non-licensed staff are provided professional development to increase cultural awareness competencies.</p> <p>7. Communications/Website – (a) BPS will have reliable, scalable technology infrastructure facilitates communications with staff and the community and the operations of the school district to support greater access and equity.</p> <p>(b) Identify a staff member to manage and update the district website to keep it current.</p> <p>8. Community Connections – BPS will (a) strengthen school/community partnerships with groups which include, but are not limited to: English Learner PAC, CPAC, MA Advisory, and DEI Student Advisory; (b) partner with all families, with a particular focus on immigrants and families of color, in their children’s education and in school/district decision making and (c) empower all stakeholders, including those without child in our schools, to engage in our school community through effective communications and community engagement strategies.</p> <p>9. Evening Academy – BPS will expand the Evening Academy to increase access to the number of students who want to participate in career/work-based learning programs.</p>	<p>6. Food Service Program – The program reviews evidence that (1) students are nutritionally supported; (2) staff create and present fresh, quality food selections that support and appeal to the diverse student population; (3) food service staff demonstrate cultural sensitivity in their interactions with students; (4) food service programs are fully-compliant with nutritional and food safety standards/guidelines, and (5) food service budgets are balanced annually.</p> <p>7. Communications/Website – (a) Reliable, scalable technology infrastructure facilitates communications with staff and the community and the operations of the school district to support greater access and equity.</p> <p>(b) Staff member is assigned to maintain an updated website.</p> <p>8. a. Community Connections – Collaborative relationships are built between the school and students' families and communities. BPS continues to partner with Town, community and corporate partners to address the health, social service, and academic needs of students and their families.</p> <p>8. b. Community Connections – (1) Implement a multi-lingual communications platform to increase community engagement, (2) create systems to expand the number and diversity of school volunteers, (3) increased use of media outlets of which English is not the primary language.</p> <p>8.c. Community Connections – The percentage of community members accessing messaging and web pages show steady increases.</p> <p>9. Evening Academy – An increased number of students have access to career/work-based programs as a pathway to graduation.</p>

Burlington Public Schools – Plan for Success – 2022-2025

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October	January	June
<i>Once the metrics are decided upon, they will be added to the appropriate target month for reports.</i>	<i>Once the metrics are decided upon, they will be added to the appropriate target month for reports.</i>	<i>Once the metrics are decided upon, they will be added to the appropriate target month for reports.</i>

Thriving - Possible Metrics to Consider:

1, 3, 5 – See also: Mental Health Social Emotional Learning Plan for Success and English Language Learner Success Plan for metrics.

- Increase the percentage of students feeling welcomed, valued, empowered, and connected to adults and school programs as evidenced by (a) using survey with a cohort of students to understand their needs, and (b) using questionnaires with individual students to understand their specific needs, (c) informal classroom teacher determined data collection of student responses expressing positive emotions (joy, gratitude, interest, hope, pride, amusement, inspiration, awe) about school relationships and experiences through verbal or written declarations or exclamations (“best day ever”) and application of PBIS support interventions and support strategies.

2, 6, Increase the percentage of students and families that feel connected to a coordinated system of services (mental health, physical health, safety; evening academy, food services) (survey, service logs)

7, 8. Increase the percentage of families feeling welcomed, valued, and empowered as partner in their children’s success (survey)

Percentage of families who feel their voices are included and valued in BPS decision-making processes (survey)

Demographic response rate to surveys increases to match school/community demographics

Placements of news releases, messages, interviews, advertisements in media outlets of which English is not the primary language increases each year.

Stakeholders, with and without children in the schools, report having an authentic voice in the schools through participation in focus groups, advisory groups, etc.

9. Dashboard data reveal an increase in the number of students participating in work-based learning programs

Equity table for students selecting and completing Evening Academy courses of study reflects school demographics.

Burlington Public Schools – Plan for Success – 2022-2025

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<p>Finance <i>Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success of all learners and adults.</i></p>	<p><i>Overarching Goal: Continuation of clean financial audits to ensure the fiscal health of BPS.</i></p> <p>1. MUNIS - The Business Office will continue to implement sound business practices and refine processes to guarantee transparency in financial reporting using the MUNIS system.</p> <p>2. Financial Reporting – Continue to prepare and present the monthly financial reports to the School Committee at scheduled, open school committee meetings.</p> <p>3. 10-Year Capital Plan – Update the 10-year capital plan to articulate the needs of the district. Work with the Town to align and overlap strategies to fund the 10-Year Capital Plan.</p> <p>4. Grants Management - Provide funding and hire a 1.0 FTE grants management position to monitor and ensure compliance with all financial reporting requirements, deadlines, disbursements, and submissions set by state and federal regulatory agencies as well as preparing and submitting state and federal program grant applications, expenditure tracking ledgers, and financial reimbursements to all authorizers and governmental agencies.</p> <p>5. Business Systems - Improve operational efficiencies through a focus on improved systems by strengthening processes to reduce manual data entry and by conducting a needs assessment (where needed) of existing central office data systems, including finance and human resources information systems beginning with systems for the management of employee time and attendance by:</p> <p>a. Identifying and implementing an online payment system for student activity accounts, BECC tuition, etc.</p> <p>b. Identifying and implementing an online system for time sheets and leave (time-off) requests for support staff, teachers, and administrators.</p> <p>c. Activating and implementing substitute teacher management module designed to permit teachers to create an absence request, allow substitutes to accept open jobs, provide administrators the ability to view requests in progress, and provide information to HR and the Business Office to run payroll reports to pay substitutes and track substitutes expenses.</p>	<p>1. MUNIS - BPS utilizes a stream-lined software/applications to support its education and business operations.</p> <p>2. Financial Reporting – (a) Monthly financial reports are prepared and presented to the School Committee monthly for their review.</p> <p>3. 10-Year Capital Plan – The Capital Plan is updated annually to articulate the needs of the district.</p> <p>4. Grants Management - The 1.0 FTE Grants Management position is funded and hired for the SY 2022-2023 to help ensure all financial reporting requirements, deadlines, disbursements, and submissions set by state and federal regulatory agencies are monitored and meet compliance.</p> <p>5. Business Systems – Operation efficiencies are implemented and reduce in-person time dedicated to tasks that can be conducted online through specialized software applications.</p> <p>a. An online payment system for student activity account, BECC tuition, etc. is implemented by the end of 2025.</p> <p>b. An online management system for recording time sheets and leave forms (personal, sick, vacation, compensatory) is implemented by the end of 2025.</p> <p>c. The substitute teacher management module is implemented and fully operatable by the end of 2023-2024 school year.</p>

Burlington Public Schools – Plan for Success – 2022-2025

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<p>Finance - continued Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success of all learners and adults</p>	<p>6. Personnel Rules and Regs- Develop and implement a written Personnel Rules & Regulations which will include the rules and regulations regarding, but not limited to, general personnel policies, vacation language, accrual caps, etc.</p> <p>7. School Committee Policy Review – Assist the BPS School Committee, in its collaboration with the MA Association of School Committees (MASC) with its review and update of its policy manual.</p> <p>8. Meritorious Budget Award (MBA) Application Submission - (Source: Association of School Business Officials International, Ashton, VA) Using the criteria set forth to each the Meritorious Budget Award (MBA), incorporate elements from the MBA checklist into the BPS budget document to continue to incrementally work towards an MBS-worthy budget document.</p>	<p>6. Personnel Rules & Regs– The handbook is completed and distributed to employees for implementation during the SY 2023-2024.</p> <p>7. School Committee Policy Review – The policy review results in a web-based policy manual with updated or new policies, systems, and practices which reflect the district’s commitment to equity, access, diversity, and inclusion.</p> <p>8. Meritorious Budget Award (MBA) Application Submission - Elements of the Association of School Business Officials International Meritorious Budget Award are worked into the BPS annual budget document.</p>
<p>Facilities Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success of all learners and adults.</p>	<p>1. Building Projects - Partner with MSBA and the Town of Burlington on the Fox Hill School and Burlington High School renovation projects.</p> <p>2. Transportation – a. conduct an audit/evaluation of school transportation with a focus on equity, timeliness, and safety of buses to inform decision making regarding student transportation to support student learning.</p> <p>b. Negotiate a new transportation contract.</p> <p>3. Sustainable Practices – BPS facilities management will increase its implementation of “green” (environmentally healthy) practices and policies throughout the district including, but not limited to, composting lunch waste.</p> <p>4. Healthy Workspaces – Ensure healthy workspaces for staff and students through regular air quality testing.</p>	<p>1. Building Projects - BPS provides safe, modern, environmentally sustainable school facilities at the elementary, middle and high school levels.</p> <p>2. Transportation – a. BPS develops a plan of action based upon the findings of the audit/evaluation to support student learning in the areas of equity, timeliness, and safety of buses to inform decision making regarding student transportation.</p> <p>b. BPS successfully negotiates a successor transportation contract that supports student learning needs (timeliness, breakfast program access, afterschool transportation, etc.).</p> <p>3. Sustainable Practices– BPS buildings reduce carbon emissions and embed identified “green” practices throughout the district.</p> <p>4. Health Workplaces – Regular air quality testing measures are conducted each school year.</p>
<p><u>Finance - Possible Metrics to Consider:</u></p> <ol style="list-style-type: none"> 1. BPS meets audit standards as evidenced by “clean” audit reports from the external auditors. 2. Business office personnel develop, implement, and refine financial reporting processes and procedures that continue to drive confidence in the school district’s transparency and clarity. 3. Operational efficiencies are implemented and reduce in-person time dedicated to operations that can be conducted online through specialized software applications 	<p><u>Facilities - Possible Metrics to Consider:</u></p> <ol style="list-style-type: none"> 1. Timeliness and safety of busses to support student learning needs 2. Quality of Central Office facility and maintenance support for schools (principal survey) 	

**SUPERINTENDENT'S GOALS |
STUDENT LEARNING & PROFESSIONAL PRACTICE**

Student Learning – *To be added on September 27, 2022*

Professional Practice - *To be added on September 27, 2022*

Appendices | Plans for Success

A English Learner Education | Plan for Success | 2022-2025

- Kerri Lamprey, Director of English Language Learning

B Finance | Plan for Success | 2022-2025

- Nichole Coscia, District Business Manager

C Mental Health & Social Emotional Health | Plan for Success | 2022-2025

- Christine Robinson-Conceison, Director of Mental Health

D Special Education | Plan for Success | 2022-2025

- Christina Cicolini, Director of Special Education

E BPS Plan for Success (PFS) | Glossary of Acronyms and Terms

Appendix A - Burlington Public Schools – Plan for Success 2022-2025 – English Learner Education

Overarching Objective: Build shared responsibility among all educators for equitably educating English learners to ensure students are supported to achieve their best.

Strategic Objective <i>What we will do to realize the BPS Mission + Vision + Theory of Action</i>	Initiatives <i>How we will achieve the Strategic Objectives</i>	Outcomes <i>How we will know we achieved the Strategic Objective Evidence/Product</i>
<p>Learning</p> <p><i>Empower all students through a rigorous, dynamic, and relevant curriculum designed to include the academic, social, emotional, and psychological supports to ensure student growth and achievement.</i></p>	<p>1. Relevant Curriculum</p> <p>a. Implement models of structured and intentional collaboration among K-12 English learners educators, content and classroom teachers, and administrators by developing procedures and schedules that facilitate such collaboration.</p> <ul style="list-style-type: none"> - BHS: The schedule incorporates a PLC for Levels 1 and 2 English learner teachers to collaborate monthly. - MSMS: Grades 6-8 ESL and Science teachers co-teach Level 1 and 2 students during Social Studies. - MSMS: Teachers have scheduled time during the day to co-plan with monthly support provided. - Elementary: ESL teachers are scheduled to attend meetings with at least one grade level per teacher to increase collaboration. <p>b. Convene a team of English learner educators and parents to develop Success Plans (SP) for English learners using the template that is accessible in ASPEN. Upon completion of the SP, implement a process to monitor the SP to determine the English learners progress in meeting the stated goals to ensure student access to learning. Provide training for all teachers to learn how to access the reports and incorporate them into daily instruction.</p> <p>c. Implement and analyze the data from the new district-wide interim assessment for SY2022-2023 at data meetings (Elementary), team meetings (MSMS), and Student Support Teams (BHS) to ensure fidelity of student programming.</p> <p>d. Develop ESL schedules based on the specific instructional minutes for varying levels of English proficiency to ensure all English learner student receive the level of support necessary for their English language growth and academic success.</p>	<p>1. Relevant Curriculum</p> <p>1. a.b.c.d. – English language achievement and SEL data evidence that educators (a) created classrooms that are inclusive learning environments, (b) provided English Learners (English learners) with opportunities to participate in classroom activities and cooperative learning experiences alongside their non-English learner peers, and (c) developed schedules based upon instructional minutes embedded for minimal disruption to student learning.</p> <p>1.a. K-12 teachers, including general education, special education and ESL teachers, understand and assume their respective responsibilities for the language development of English learners as follows:</p> <ul style="list-style-type: none"> - <i>general education and special education</i> teachers scaffold language to support English learners with learning content. - <i>ESL teachers</i> provide systematic, explicit, and sustained language development instruction in the context of the content. <p>1.a. b. c. – K-12 teachers, general education, special education, and ESL teachers, communicate and collaborate regularly to provide effective instruction for English learners during designated co-planning times embedded into the teacher schedules.</p> <p>1.b. – The English learner Team model is established and implemented to establish success plans for English learner students. The team design facilitates the identification of areas of improvement, available resources and services, and incorporates input from teachers and parents.</p> <p>English learner student success plans are developed, implemented, and monitored for identified students to track the progress of English learners in the identified areas of improvement.</p> <p>1.c. – School level data teams regularly review the progress of English learners using data from the district assessment to inform programming decisions and to ensure student progress in learning and attaining English proficiency.</p>

Appendix A - Burlington Public Schools – Plan for Success 2022-2025 – English Learner Education

Overarching Objective: Build shared responsibility among all educators for equitably educating English learners to ensure students are supported to achieve their best.

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<p>Learning - continued</p> <p><i>Empower all students through a rigorous, dynamic, and relevant curriculum designed to include the academic, social, emotional, and psychological supports to ensure student growth and achievement.</i></p>	<p>2. Emotional and Psychological Support</p> <p>In collaboration with the Director of Mental Health provide professional learning for currently practicing educators and leaders focused on culturally responsive SEL and EL-specific SEL strategies.</p>	<p>2. Emotional and Psychological Support</p> <p>The EL Director collaborates with the Director of Mental Health and other school leaders to provide professional learning on developing students’ social and emotional competencies and to provided tiered social and emotional learning supports for ELs where they are needed.</p> <p>Educators recognize students' strengths and areas for growth based on their levels of English proficiency scores (ACCESS scores).</p>
	<p>3. Academic and Social Support – Students and Educators</p> <p>a. BPS educators engage in intentional and ongoing professional learning that provides them with the necessary tools and strategies to meet the academic and linguistic needs of ELs.</p> <p>b. Provide professional development training to expand/develop the repertoire of specialists to facilitate/expedite second language acquisition with ESL teachers, reading teachers, and classroom teachers.</p>	<p>3. Academic and Social Support – Students and Educators</p> <p>a. EL students, including students on IEPs and newcomer/ SLIFE designated students receive explicit, language-focused appropriate to their levels of English language proficiency.</p> <p>b. Training is completed for (a) ESL teachers by 2023, (b) reading teachers by 2024, and (c) classroom teachers by 2025. As result of the training the expanded repertoire of the targeted educators is evidenced through teacher observation and the increase in student learning and English proficiency.</p>
	<p>4. Electives & Extracurricular Programs</p> <p>a. Evaluate programming and extracurricular offering and update selections to accommodate the interests of Els interests.</p> <p>b. Provide access to extracurricular programs for students who are working.</p>	<p>4. Electives & Extracurricular Programs</p> <p>a. & b. An extracurricular program which reflects the interests of students is accessible to those who are working.</p> <p>b. Student participation rates increase incrementally each year programs are offered.</p>

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Overarching Objective: Build shared responsibility for equitably educating English Learners to ensure students are supported to achieve their best.

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<p>Equity</p> <p><i>Educate and allow all learners to be their authentic selves so they attain high academic standards and outcomes by creating challenging learning environments where they feel they truly belong because they see representations of themselves in their curricula and in their teachers and support staff.</i></p>	<p>1. Student Accessibility and Support - Close opportunity gaps for Els (for example, Dual Language Learners (DLLs), Newcomers, Long-Term English Learners (LTELs), Students with Limited Interrupted Formal Education (SLIFE), ELs with disabilities) by ensuring that instruction for ELs is appropriately aligned with college- and career-ready standards and assessments.</p> <p>a. High School - Increase high school graduation rates of Els and SLIFE students.</p> <p>b. High School - Appropriately place high school Els and SLIFE students in the continuum of courses and services to ensure eligibility for a timely graduation.</p> <p>c. Provide Els at the HS level with access to Honors level courses using appropriate accommodations, designated supports, interventions, and scaffolding for ELs with appropriate support for their ongoing language development.</p> <p>d. Create protocols and resources to identify potential risk factors and early warning indicators (attendance, behavior, course performance) that may delay or prevent high school graduation for Els.</p> <p>e. Develop career pathways and mentor partnerships through exploratory experiences, making connections with former ELs with explaining postsecondary work/college experiences, hosting visitors from different career fields, and providing students to extended day opportunities.</p> <p>f. Collaborate with the Director of Special Education to access and provide bilingual evaluators to evaluate EL students in their home language when concerns around a disability present.</p>	<p>1. Student Accessibility and Support</p> <p>1. a.b.c. - ELs at all English proficiency levels to participate in rigorous, grade-appropriate courses that build on their cultural and linguistic assets.</p> <p>1. a.b.c – Els have equal opportunity to meaningfully participate in all programs and activities, including advanced courses and dual enrollment courses.</p> <p>1. a.d. e. - Educators believe that all Els are candidates for graduation and motivate students by cultivating relationships with them, engaging, and collaborating with families, and responding to early warning signs for dropout.</p> <p>1.d The district improvement plan includes actions to track and resolve problems that may be early warning signs for dropout, specifically for ELs.</p> <p>1.e. - English Learner students “...use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities” (WIDA Guiding Principles, 2020 Standards, p. 12)</p> <p>1.e. The district creates opportunities for ELs to participate in educational opportunities related to career development (e.g., awareness, exploration, and immersion activities, including but not limited to internships and capstones).</p> <p>1.f. Bilingual evaluators are available for EL students who need an evaluation in their home language.</p>
	<p>2. Professional Development - (a) Plan professional learning to include cultural competency and a lens for cultural competency and a lens for bilingualism, biculturalism, and English learners.</p> <p>b. Provide professional development so staff can build cultural competence to address implicit bias and promote equitable practices for EL students.</p>	<p>2. Professional Development</p> <p>2. a.b.c. - BPS educators engage in international and ongoing professional learning that provides them with the necessary tools and strategies to meet the academic, SEL, and linguistic needs of EL students.</p>

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Overarching Objective: Build shared responsibility for equitably educating English Learners to ensure students are supported to achieve their best.

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<p>Equity – continued Educate and allow all learners to be their authentic selves so they attain high academic standards and outcomes by creating challenging learning environments where they feel they truly belong because they see representations of themselves in their curricula and in their teachers and support staff.</p>	<p>2. Professional Development – continued</p> <p>b. Strengthen the knowledge base for currently practicing educators and leaders in building capacity to meet the unique needs of diverse ELs (DLLs, Newcomers, LTELs, SLIFE, ELs with disabilities by embedding professional development within the content areas.</p> <p>c. Provide educators of ELs with collaborative opportunities to review evidenced-based resources and evaluate the effectiveness of standards-aligned curriculum and assessments appropriate for Els.</p>	
	<p>3. Educator Evaluation</p> <p>a. Focus educator observations and evaluation on the culturally proficient criteria in the Classroom Teacher Rubric for Educator Evaluation.</p>	<p>3. Educator Evaluation</p> <p>a. Educator goals, observations, and evaluations focus on the culturally proficient criteria in the Classroom Teacher Rubric for Educator Evaluation.</p>

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Overarching Objective: *Build shared responsibility for equitably educating English Learners to ensure students are supported to achieve their best.*

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<p>Thriving</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<p>1. BPS Students – Engage every English learner in high-quality instruction and assessment designed to meet their individual needs.</p> <p>a. Conduct a systemic analysis to assess which students are accessing programs and set targets for EL inclusion in programming that mirror the demographic of the school, including addressing transportation needs to remove barriers to participation.</p> <p>b. Provide access to EL students to fully participate in all instructional and extracurricular activities offered through our schools and the Burlington community, so they can build relationships.</p>	<p>1. BPS Students</p> <p>1.a.b. Educators nurture self-confidence and ensure that ELs participate in classroom and school activities; educators help to coordinate available school resources.</p> <p>1.b. EL students participation rates increase incrementally each year beyond the baseline data evidencing that ELs are accessing the instructional and extracurricular activities offered through our schools and the Burlington community.</p>
	<p>2. BPS Staff - Refine effective programming for English learners through intentional analysis of data and collaboration.</p> <p>a. Establish an inquiry-based diverse data team (ESL and content area educators, school leaders, EL parents, etc.) to review EL high school attainment and post-secondary success.</p> <p>b. Implement a position for an English Language Assessor to ensure consistency and fidelity of programming given the number of increased student screenings and documentation requirements.</p> <p>c. BPS Staffing – Both core academic teachers and ESL teachers are fully credentialed with either the required SEI endorsement and/or hold ESL licensure.</p> <p>d. Develop a district-wide cadre of ESL teachers that are assigned to schools based upon student needs. The Director of English Learner Education and Principals work collaboratively to make the annual placements of ESL teachers.</p>	<p>2. BPS Staff</p> <p>2.b. District data teams regularly review students’ attainment of goals as well as post-secondary outcomes for ELs.</p> <p>2.b. The district budget includes the funds to hire an English Language Assessor for SY 22-23. The position is hired by August 2022 to ensure consistency and fidelity of programming given the number of increased student screenings and documentation requirements.</p> <p>2.c. 100% of BPS educators assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement by 2025.</p> <p>2.d. The ELL Director and Principals work collaboratively to determine the annual placements of ESL teachers at each school based upon student needs.</p>
	<p>3. BPS EL Families - EL Families feel welcomed, respected, and valued.</p> <p>a. Access to translation and interpretation services are provided free to EL parents so they feel welcomed, valued, and empowered as partners in their children’s education.</p> <p>b. Provide training and resources for translation and interpretation services to BPS educators and support staff both in-person and online to ensure the needs of EL families are met.</p>	<p>3. BPS EL Families</p> <p>3a. BPS families are provided translated materials or a language interpreter which is free and provided by appropriate and competent staff, or through appropriate and competent outside resources to ensure they are empowered partners in their children’s education.</p> <p>3b. BPS educators and support staff are knowledgeable about and can access translation and interpretation services so they can ensure that EL parents, regardless of home language, understand expectations for</p>

Appendix A - Burlington Public Schools – Plan for Success 2022-2025 – English Learner Education

Overarching Objective: *Build shared responsibility for equitably educating English Learners to ensure students are supported to achieve their best.*

<p align="center">Strategic Objective What will we do to realize the BPS Mission + Vision + Theory of Action?</p>	<p align="center">Initiatives How will we achieve the Strategic Objectives?</p>	<p align="center">Outcomes How will we know we achieved the Strategic Objective Evidence/Product?</p>
<p>Thriving – continued</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<p>BPS EL Families – continued</p> <p>c. Promote effective family engagement and empowerment throughout the school year with regularly scheduled meetings of the English Learner Parent Advisory Council (ELPAC) so parents/caregivers take an active role in supporting their child’s education, learn how to access services for their child, and to build relationships with school staff and the Burlington community. <i>Examples of programming include, but are not limited to:</i></p> <ul style="list-style-type: none"> - Align initiatives for EL family engagement across the district, connecting district, school, and classroom efforts. - Support and encourage EL Parents to volunteer in the classroom as well as school events. - Pair parents of similar backgrounds together at school information nights or back to school events. - Help El Parents to navigate school challenges through strong two-way communication and parental guidance to help increase positive support of school. - Educate parents more directly about the ways in which they can help their children with schoolwork by offering bilingual workshops on scheduling, materials, transportation, etc. 	<p>student learning, how to support their students’ success, and where to go for assistance.</p> <p>3.a.b. The multilingual communications strategies/platforms utilized by the district evidence increased family and community engagement.</p> <p>3c. The percentage of family/caregiver attendance and participation in the scheduled ELPAC meeting increases from month to month.</p> <p>Parents/caregivers report being more active in their child’s education, their understanding of available services (academic, physical and mental health, extracurricular), and increase their ability to develop relationships with the staff and community.</p> <p>The needs of parents, as documented from written feedback, are incorporated into ELPAC meetings and programming.</p>
	<p>4. Burlington Community – Engage the community and public to support English learners.</p> <p>a. Provide English Learners with equitable access to community-based agencies and organizations available to their non-EL peers.</p> <p>b. Continue established partnerships with community organizations and state agencies to respond to needs of EL students and families and seek to increase partnerships that would benefit our students and their families.</p>	<p>4. Burlington Community</p> <p>a. & b. EL students have equitable access to community-based agencies and organizations have the support needed to meet their physical and mental health needs. Examples include:</p> <ul style="list-style-type: none"> - Board of Heath (for vaccinations) - Burlington Youth & Family Services (transportation) - Burlington and Woburn Public Schools Partnership (medical clinics).
	<p>5. BPS English Learner Staffing</p> <p>a. In collaboration with the Director of Mental Health, recruit and hire culturally responsive, multilingual counselors to meet the needs of identified students in special populations.</p> <p>b. The Director of Mental Health and the Director of English Learner Education collaborate to research and identify an agency with the capacity to provide clinical services (Tier 3) to identified student in special populations.</p>	<p>5. BPS English Learner Staffing</p> <p>a. Culturally responsive, multilingual counselors are hired and available to students K-12 by 2025.</p> <p>b. An agency is identified and contracted to provide clinical services to identified students in special populations beginning in the SY 2023-24.</p>

Appendix A - Burlington Public Schools – Plan for Success 2022-2025 – English Learner Education

Overarching Objective: Build shared responsibility for equitably educating English Learners to ensure students are supported to achieve their best.

<p align="center">Strategic Objective What will we do to realize the BPS Mission + Vision + Theory of Action?</p>	<p align="center">Initiatives How will we achieve the Strategic Objectives?</p>	<p align="center">Outcomes How will we know we achieved the Strategic Objective Evidence/Product?</p>
<p>Facilities/Finance Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success of all learners and adults.</p>	<p>1.a. The Superintendent and School Committee align and coordinate fiscal and human resources to ensure ELs (including SLIFE, ELs with disabilities, and newcomers) receive ESL, native language instructional supports, and services tailored to their unique academic and linguistic needs (Source: MA Vision and Blueprint for EL Success).</p> <p>2. Work with Director of Operations Management to determine how to provide transportation to students for summer programming, extended day programs, clinics, and evening academic programs.</p>	<p>1.a. BPS ELs are provided with ESL, native language instructional supports, and services tailored to their unique academic and linguistic needs (Source: MA Vision and Blueprint for EL Success) as evidenced by student learning/achievement data.</p> <p>2. Vans are purchased and/or existing vans are shared among departments to transport students to summer programming, extended day programs, clinics, and evening academic programs.</p>

Appendix B - Burlington Public Schools – Plan for Success – 2022-2025 – Business Office

<p align="center">Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives & Strategies <i>How will we achieve the Strategic Objectives?</i></p>	<p align="center">Outcome <i>How will we know we achieved the Strategic Objective Evidence/Product?</i></p>
<p>Finance <i>Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success of all learners and adults.</i></p>	<p><i>Overarching Goal: Continuation of clean financial audits to ensure the fiscal health of BPS.</i></p> <p>1. MUNIS - The Business Office will continue to implement sound business practices and refine processes to guarantee transparency in financial reporting using the MUNIS system.</p> <p>2. Financial Reporting – Continue to prepare and present the monthly financial reports to the School Committee at scheduled, open school committee meetings.</p> <p>3. 10-Year Capital Plan – Update the 10-year capital plan to articulate the needs of the district. Work with the Town to align and overlap strategies to fund the 10-Year Capital Plan.</p> <p>4. Grants Management - Provide funding and hire a 1.0 FTE grants management position to monitor and ensure compliance with all financial reporting requirements, deadlines, disbursements, and submissions set by state and federal regulatory agencies as well as preparing and submitting state and federal program grant applications, expenditure tracking ledgers, and financial reimbursements to all authorizers and governmental agencies.</p> <p>5. Business Systems - Improve operational efficiencies through a focus on improve systems by strengthening processes to reduce manual data entry and by conducting needs assessment (where needed) of existing central office data systems, including finance and human resources information systems beginning with systems for the management of employee time and attendance by:</p> <p>a. Identifying and implementing an online payment system for student activity accounts, BECC tuition, etc.</p> <p>b. Identifying and implementing an online system for time sheets and leave (time-off) requests for support staff, teachers, and administrators.</p> <p>c. Activating and implementing substitute teacher management module designed to permit teachers to create an absence request, allow substitutes to accept open jobs, provide administrators the ability to view requests in progress, and provide information to HR and the Business Office to run payroll reports to pay substitutes and track substitutes expenses.</p>	<p>1. MUNIS - BPS utilizes a stream-lined software/applications to support its education and business operations.</p> <p>2. Financial Reporting – (a) Monthly financial reports are prepared and presented to the School Committee monthly for their review.</p> <p>3. 10-Year Capital Plan – The Capital Plan is updated annually to articulate the needs of the district.</p> <p>4. Grants Management - The 1.0 FTE Grants Management position is funded and hired for the SY 2022-2023 to help ensure all financial reporting requirements, deadlines, disbursements, and submissions set by state and federal regulatory agencies are monitored and meet compliance.</p> <p>5. Business Systems – Operation efficiencies are implemented and reduce in-person time dedicated to tasks that can be conducted online through specialized software applications.</p> <p>a. An online payment system for student activity account, BECC tuition, etc. is implemented by the end of 2025.</p> <p>b. An online management system for recording time sheets and leave forms (personal, sick, vacation, compensatory) is implemented by the end of 2025.</p> <p>c. The substitute teacher management module is implemented and fully operatable by the end of 2023-2024 school year.</p>

Appendix B - Burlington Public Schools – Plan for Success – 2022-2025 – Business Office

<p align="center">Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives & Strategies <i>How will we achieve the Strategic Objectives?</i></p>	<p align="center">Outcome <i>How will we know we achieved the Strategic Objective Evidence/Product?</i></p>
<p>Finance – continued <i>Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success of all learners and adults.</i></p>	<p>6. Personnel Rules and Regs- Develop and implement a written Personnel Rules & Regulations which will include the rules and regulations regarding, but not limited to, general personnel policies, vacation language, accrual caps, etc.</p> <p>7. School Committee Policy Review – Assist the BPS School Committee, in its collaboration with the MA Association of School Committees (MASC) with its review and update of its policy manual.</p> <p>8. Meritorious Budget Award (MBA) Application Submission - (Source: Association of School Business Officials International, Ashton, VA) Using the criteria set forth to each the Meritorious Budget Award (MBA), incorporate elements from the MBA checklist into the BPS budget document to continue to incrementally work towards an MBS-worthy budget document.</p>	<p>6. Personnel Rules & Regs– The handbook is completed and distributed to employees for implementation during the SY 2023-2024.</p> <p>7. School Committee Policy Review – The policy review results in a web-based policy manual with updated or new policies, systems, and practices which reflect the district’s commitment to equity, access, diversity, and inclusion.</p> <p>8. Meritorious Budget Award (MBA) Application Submission - Elements of the Association of School Business Officials International Meritorious Budget Award are worked into the BPS annual budget document.</p>
<p>Finance - Possible Metrics to Consider:</p> <ol style="list-style-type: none"> 1. BPS meets audit standards as evidenced by “clean” audit reports from the external auditors. 2. Business office personnel develop, implement, and refine financial reporting processes and procedures that continue to drive confidence in the school district’s transparency and clarity. 3. Operational efficiencies are implemented and reduce in-person time dedicated to operations that can be conducted online through specialized software applications 		

Appendix C - Burlington Public Schools – Plan for Success – 2022-2025 – Mental Health Social Emotional Learning

Overarching Objective: BPS offers a comprehensive school mental health system that provides an array of supports and services which promote a positive school climate, social and emotional learning, and mental health and well-being while reducing the prevalence and severity of mental illness.

Strategic Objective What will we do to realize the BPS Mission + Vision + Theory of Action?	Initiatives How will we achieve the Strategic Objectives?	Outcomes How will we know we achieved the Strategic Objective Evidence/Product?
<p>Learning</p> <p><i>Empower all students through a rigorous, dynamic, and relevant curriculum designed to include academic, social, emotional, and psychological supports to ensure student growth and achievement.</i></p>	<p>1. Mental Health Promotion Services and Supports (Tier 1)</p> <p>a. Implement evidence-based school-wide SEL practices to promote positive social emotional well-being and behaviors in grades K-12.</p> <ul style="list-style-type: none"> i. Responsive Classroom (K-5) ii. PBIS (K-5) iii. Advisory Curriculum (6-8, 9-12) <p>b. Counseling staff PreK through 12 will conduct consistent and equitable classroom-based or large group SEL/Mental Health lessons throughout the academic year.</p> <p>c. Universal SEL and Mental Health screening will be available to all students; grades K-12, within the next three years.</p> <ul style="list-style-type: none"> i. YRBS (MSMS & BHS) ii. DESSA (K-6, 9-12) iii. SBIRT (6-8; 9-12) iv. Universal Mental Health Screening (*varies by age/grade (Anxiety, Depression, School Climate, Life Satisfaction/Quality, Global Functioning, etc. 	<p>1. Mental Health Promotion Services and Supports (Tier 1) - An integrated framework of educational, social, emotional, and behavioral health support for all BPS students (MTSS Framework) is established and implemented in the areas of:</p> <ul style="list-style-type: none"> - Evidence-based school-wide SEL practices to promote positive social emotional well-being and behaviors in grades K-12 are implemented in every school by the end of 2025. - PreK-12 counseling staff provide consistent and equitable classroom-based or large group SEL/Mental Health lessons throughout each academic year. - Universal SEL and Mental Health screening are available to all students; grades K-12 by the end of 2025. - Using the DESSA, students demonstrate incremental growth within the SEL competencies from pre-test to post-test.
	<p>2. Early Intervention Services and Supports (Tier 2)</p> <p>a. Identified students in grades PreK through grade 12 will have access to small-group evidence-based interventions. Interventions will be conducted by counseling department staff.</p> <p>b. Identified PreK through grade 12 students will have access to brief individualized mental health interventions (e.g., motivational interviewing, problem-solving, solution-focused, CBT, etc).</p>	<p>2. Early Intervention Services and Supports (Tier 2)- An integrated framework of educational, social, emotional, and behavioral health support for all BPS students (MTSS Framework) is established and implemented.</p> <ul style="list-style-type: none"> a. Identified PreK-12 students have access to small group evidence-based interventions. b. Identified PreK-12 students have access to individualized mental health interventions.
	<p>3. Treatment Services and Supports (Tier 3)</p> <p>a. Identified students in grades K-12 will have access to comprehensive SEL/mental health programming to ensure consistency of services and skills coaching.</p> <p>b. Programs will be staffed appropriately, including access to licensed school psychologists and/or licensed social workers/school adjustment counselors.</p> <p>c. Enhancement of summer programming for elementary and middle school students to include SEL/Mental Health support, including groups and individual therapeutic sessions.</p>	<p>3. Treatment Services and Supports (Tier 3) - An integrated framework of educational, social, emotional, and behavioral health support for all BPS students (MTSS Framework) is established and implemented.</p> <ul style="list-style-type: none"> a. Comprehensive SEL/mental health programming is implemented to ensure consistent services and skills coaching. b. Program staffing is hired to ensure there are an appropriate number of licensed psychologists, social workers, and or school adjustment counselors available to provide consistent services and coaching to students. c. Summer programming for identified elementary and middle school students includes SEL/Mental Health support with group and individual therapeutic sessions.

Appendix C - Burlington Public Schools – Plan for Success – 2022-2025 – Mental Health Social Emotional Learning

Overarching Objective: *BPS offers a comprehensive school mental health system that provides an array of supports and services which promote a positive school climate, social and emotional learning, and mental health and well-being while reducing the prevalence and severity of mental illness.*

Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Theory of Action?</i>	Initiatives <i>How will we achieve the Strategic Objectives?</i>	Outcomes <i>How will we know we achieved the Strategic Objective Evidence/Product?</i>
<p>Equity</p> <p><i>Educate and allow all learners to be their authentic selves so they attain high academic standards and outcomes by creating challenging learning environments where they feel they truly belong because they see representations of themselves in their curricula and in their teachers and support staff.</i></p>	<ol style="list-style-type: none"> 1.a. All K-8 students will participate in ongoing social emotional learning through structured curriculum by 2025. 1.b. Develop (2022-2023) and implement (2023-2024) a comprehensive SEL curriculum for grades 9-12. 2. Universal social emotional and mental health screening will be available to all BPS students to identify emerging needs and provide proactive programming/support. 3. Student voice for all students will be promoted using school climate surveys, targeted focus groups, and small group and individual counseling services. 4. The Social Emotional and Mental Health curriculum provide the means for students to feel connected to their school and community. 	<ol style="list-style-type: none"> 1-4. All BPS students have access to an equitable and consistent social emotional curriculum and mental health programming and services by the 2024-2025 school year. 4. The annual percentage of students who are able to articulate feeling connected to their schools and the Burlington Community as determined through targeted group discussions, individual interviews, and surveys increases incrementally from year to year from the baseline percentage established in SY 2022-2023.

Appendix C - Burlington Public Schools – Plan for Success – 2022-2025 – Mental Health Social Emotional Learning

Overarching Objective: *BPS offers a comprehensive school mental health system that provides an array of supports and services which promote a positive school climate, social and emotional learning, and mental health and well-being while reducing the prevalence and severity of mental illness.*

Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Theory of Action?</i>	Initiatives <i>How will we achieve the Strategic Objectives?</i>	Outcomes <i>How will we know we achieved the Strategic Objective Evidence/Product?</i>
<p>Thriving</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<p>1. Targeted SEL/Mental Health Professional Development is provided for all BPS Educators.</p> <p>a. MSMS and BHS staff will complete Mental Health Literacy Training (Mental Health First Aid) by 2025.</p> <p>b. BPS staff will participate in training through Aperture Education to grow and develop capacity in social emotional domains and programming by 2025.</p> <p>c. BPS staff will have the option to participate in evidence-based educator wellness groups which will be offered to all BPS staff through 2025.</p> <p>d. Continue to provide targeted and ongoing professional development for staff to build their capacity to address social emotional and mental health issues for all students, including identified special populations.</p> <p>e. MSMS and BHS counseling staff will participate in the McLean consultation programming which includes needs assessment meetings/10 consultations per year/2 professional development opportunities/3 administrative team meetings.</p>	<p>1. Targeted SEL/Mental Health Professional Development is provided for all BPS Educators.</p> <p>1.a. MSMS and BHS staff complete Mental Health Literacy Training by 2025 and apply their learning to their practice as evidenced by teacher observations and student outcomes.</p> <p>1.b. BPS staff complete training through Aperture Education by 2025 with their learning evidenced in their practice.</p> <p>1.c. Increase staff participation and the number of educator wellness groups for educators from 3 to 9 by 2025.</p> <p>1.d. Targeted professional development is both a district priority and ongoing for all staff, so staff develops the capacity to address social emotional, and mental health issues of all students, including special populations.</p> <p>1.e. MSMS and BHS counseling staff participate in consultation programming to improve their practice and work with students.</p>
	<p>2. Staffing Needs are assessed annually to meet the needs of students.</p> <p>a. 2022-2023 School Year - MSMS 1.0 FTE Adjustment/Social Worker</p> <p>b. 2023-2024 School Year - Elementary – 4.0 FTE Adjustment/Social Workers</p> <p>c. In collaboration with the Director of English Learner Education recruit and hire culturally responsive, multilingual counselors to meet the needs of identified students in special populations.</p> <p>d. 2023-2025 School Years - Assess staffing needs annually to strengthen tiered programming based upon student needs for mental health program development. Submit staffing requests to the Superintendent for review and inclusion in the final school budget for the fiscal year.</p> <p>e. The Director of Mental Health and the Director of English Learner Education collaborate to research and identify an agency with the capacity to provide clinical services (Tier 3) to identified student in special populations.</p>	<p>2. Staffing Needs are assessed annually to meet the needs of students.</p> <p>a. 2022-2023 School Year – Positions Hired - MSMS - 1.0 FTE - Certified Adjustment/Social Worker hired</p> <p>b. 2023-2024 School Year - Elementary - 4.0 FTE - Certified Social Worker/Adjustment hired</p> <p>c. Culturally responsive, multilingual counselors are hired and available to students K-12 by 2025.</p> <p>d. 2023-2025 School Years - Staff are funded and hired based upon identified student needs.</p> <p>e. An agency is identified and contracted to provide clinical services to identified students in special populations beginning in the SY 2023-2024.</p>

Appendix C - Burlington Public Schools – Plan for Success – 2022-2025 – Mental Health Social Emotional Learning

Overarching Objective: *BPS offers a comprehensive school mental health system that provides an array of supports and services which promote a positive school climate, social and emotional learning, and mental health and well-being while reducing the prevalence and severity of mental illness.*

Strategic Objective <i>What will we do to realize the BPS Mission + Vision + Theory of Action?</i>	Initiatives <i>How will we achieve the Strategic Objectives?</i>	Outcomes <i>How will we know we achieved the Strategic Objective Evidence/Product?</i>
<p>Thriving - continued</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<p>3. Partnerships with the Community are promoted and deepened.</p> <p>a. BYFS (Burlington Youth and Family Services), INTERFACE referral line by Williams James College, Lahey Behavioral Health, and FCA (Family Counseling Associates) partnerships will continue to provide direct mental health services.</p> <p>b. Burlington Police and Fire Department partnerships will continue to provide consistency in response to emergencies and/or threats.</p> <p>c. A representative from the school will continue to participate in the town-wide Community Response Team to ensure consistency in response and services provided.</p> <p>d. A parent/guardian SEL/Mental Health Advisory Council will be established to ensure feedback and perspectives regarding the district’s SEL/Mental Health programming.</p>	<p>3. Partnerships with the Community are promoted and deepened.</p> <p>3.a-c. Community partnerships for mental health and social emotional learning supports are strengthened and play an integral role in the education of BPS students.</p> <p>3-d. The SEL/Mental Health Advisory Council is established and meets quarterly to support the district’s SEL/Mental Health programming.</p>
	<p>3. Data Systems are implemented to collect data relative to students and staff which will be utilized to promote growth and change opportunities.</p> <p>a. BPS counseling staff will complete data tracking on student outcomes including: 51A reports, student risk assessments, threat assessments, bullying incidents, NSSI (Non-Suicidal Self-Injury), and counseling sessions on an ongoing basis.</p> <p>b. School climate surveys will be conducted on an annual basis for MSMS and BHS staff and students.</p> <p>c. Universal SEL and mental health screening will be available to all Burlington Public Schools students within the next 3yrs.</p>	<p>3. Data Systems are implemented to collect data relative to students and staff which will be utilized to promote growth and change opportunities.</p> <p>3. The system-wide data system is implemented with funds to maintain it. Additionally, a component to track counseling sessions is implemented/integrated as part of the district-wide data system by 2025.</p> <p>3.a. As a result of BPS’s comprehensive mental health programming, there will be an increased annual incremental decrease in students requiring risk and threat assessments, bullying incidents, and NSSI assessments by 2025.</p> <p>3.b. Data relative to students are utilized to promote growth and change opportunities for both individuals and groups.</p> <p>3.b. Individual students and groups evidence social emotional growth annually based on the data collection.</p> <p>3.c. Program development evolves to continually meet the needs of the students.</p> <p>3.c. The number of students able to access screening increases by 75% by 2025.</p>

Appendix D – Burlington Public Schools - Plan for Success – 2022-2025 – Department of Special Education

Overarching Objective: All BPS special educators can provide for the specialized learning needs of BPS students.

<p align="center">Strategic Objective What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</p>	<p align="center">Initiatives How will we achieve the Strategic Objective?</p>	<p align="center">Outcome How will we know we achieved the Strategic Objective Evidence/Product?</p>
<p>Learning</p> <p><i>Empower all students through a rigorous, dynamic, and relevant curriculum designed to include academic, social, emotional, and psychological supports to ensure student growth and achievement.</i></p>	<p>1. Programming – Life Skills and Vocational Training</p> <ul style="list-style-type: none"> a. Flexible scheduling to allocate time to the instruction of life skills curriculum, pre-vocational and vocational training, and opportunities to learn and practice community access skills. b. Provide staffing to support individualized student schedules. c. Implement a formal life skills curriculum for middle school students and high school students. d. Reevaluate the spaces utilized for programs with consideration of the resources available. e. Planning for the development of a comprehensive substantially separate program to meet the needs of students with ASD transitioning to the middle and high school levels and the resources needed to support the students and classrooms. f. BHS - Increase consultation time from BHS and MSMS LABB Transition Counselor for the Connections classroom to support expanded life skills instruction. g. Middle School – Continuation of identified social/emotional SEL programs K-12. Extend support to middle school classrooms so students begin to build prerequisite skills needed to matriculate to high school. h. Structure and increase opportunities for collaboration and communication amongst teachers working with substantially separate groups of students across school levels to strengthen the continuity of services and common goals across classrooms. i. Implement a method for evaluating the age-appropriateness of curriculum and instructional materials, particularly for the middle school and high school levels in substantially separate classes. 	<ul style="list-style-type: none"> 1. a-f - A comprehensive life skills program for middle and high school students is implemented. 1.g-i. – A comprehensive substantially separate program (i.e., Foundation, Autism Spectrum Disorder) is implemented at MSMS and BHS. <p>Spaces and materials lend themselves to students building and practicing life skills (e.g. kitchen space, laundry facilities, pre-vocational/vocational areas) as well as spaces to continue to build academic repertoires are recommended.)</p>

Appendix D – Burlington Public Schools - Plan for Success – 2022-2025 – Department of Special Education

Overarching Objective: All BPS special educators can provide for the specialized learning needs of BPS students.

<p align="center">Strategic Objective What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</p>	<p align="center">Initiatives How will we achieve the Strategic Objective?</p>	<p align="center">Outcome How will we know we achieved the Strategic Objective Evidence/Product?</p>
<p>Learning - continued</p> <p><i>Empower all students through a rigorous, dynamic, and relevant curriculum designed to include academic, social, emotional, and psychological supports to ensure student growth and achievement.</i></p>	<p>2. Educational Programming</p> <p>a. Elementary School: Implement a remedial math curriculum to support students who are not progressing with modified instruction within the general education curriculum.</p> <p>b. Middle School: Allocate resources to develop/implement a standard curriculum for middle school students in substantially separate math and ELA classes.</p> <p>c. Focused professional development programs targeted to both special education teachers and general education teachers at all three levels (elementary, middle, and high school).</p> <p>1. PD for Special Education Teachers: - Orton-Gillingham, Lindamood Bell, and other reading programs</p> <p>2. PD for All Teachers (special education and general education): - Reading instruction, accommodating, modifying curriculum - Project-based learning - Disability Awareness - Not to just grade but look at standard completion</p> <p>d. Beginning the 2022-2023 school year, implement the consulting model utilized at the middle school for identified language-based students at the high school.</p> <p>e. BHS: Continue utilizing consults for language-based programming through partnerships with outside agencies specializing in language-based pedagogy.</p> <p>f. Expand ASD programming to Middle School with the incoming 6th grade students and continue the program expansion through 8th grade.</p>	<p>2.a. Elementary students evidence academic growth as the result of participating in the remedial math curriculum.</p> <p>2.b. Middle school students, in substantially separate math and ELA courses, have an established ELA and/or math curriculum which enables them to meet or exceed grade level learning objectives.</p> <p>2.c. Focused professional development programs are provided for general education and special education teachers whose learnings are evidenced in their classroom practice, teaching methodology, and student growth.</p> <p>2.d-e. The MSMS consulting model for identified language-based students is extended to BHS.</p> <p>2 f. The ASD program is extended at MSMS through the 8th grade to accommodate students by 2025.</p>
	<p>3. Extended Year Services (EYS):</p> <p>a. Collect and analyze data (entry/exit criteria) for students being referred for summer services to answer the questions: Who is being referred for EYS and why? What is the best program design to meet the needs of those referred?</p> <p>b. Utilize the data gathered to develop programming to address the needs of those students who require extended year services.</p>	<p>3.a.b. The Extended Year Service Referral Process and program design reflect the needs of those students who require extended year services.</p>

Appendix D - Burlington Public Schools – Plan for Success – 2022-2025 - Department of Special Education

Overarching Objective: All BPS special educators can provide for the specialized learning needs of BPS students.

<p align="center">Strategic Objective</p> <p><i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives</p> <p><i>How will we achieve the Strategic Objective?</i></p>	<p align="center">Outcome</p> <p><i>How will we know we achieved the Strategic Objective Evidence/Product?</i></p>
<p>Equity</p> <p><i>Educate and allow all learners to be their authentic selves so they attain high academic standards and outcomes by creating challenging learning environments where they feel they truly belong because they see representations of themselves in their curricula and in their teachers and support staff.</i></p>	<ol style="list-style-type: none"> 1. Provide collaboration time for special educators within and across schools. 2. Increase the number of co-taught programs at the elementary level. 3. Provide professional development programs to special educators and instructional assistants to build their capacity to meet the needs of students with more significant needs who have not been historically placed in special education program classrooms. 4. Restructure the Evening Academy (Simons Youth Academy) to include more flexibly timed classes to provide an option for access to all (special and ELL) students. 5. Collaborate with the Director of English Learner Education to access and provide bilingual evaluators to evaluate EL students in their home language when concerns around a disability present. 	<ol style="list-style-type: none"> 1.-3. The needs of all learners are met through focused instruction. 4. The Evening Academy restructuring provides greater access and programming for all students. 5. Bilingual evaluators are available for ELL students who need an evaluation in their home language.

Appendix D - Burlington Public Schools – Plan for Success – 2022-2025 - Department of Special Education

Overarching Objective: All BPS special educators can provide for the specialized learning needs of BPS students.

<p align="center">Strategic Objective What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</p>	<p align="center">Initiatives How will we achieve the Strategic Objective?</p>	<p align="center">Outcome How will we know we achieved the Strategic Objective Evidence/Product?</p>
<p>Thriving</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<ol style="list-style-type: none"> 1. Develop written descriptions of all BPS special education programs which include the supports the program provides and clarifies the student placement criteria for each classroom/program for dissemination within and across district schools. 2. Include exit/discharge criteria, or “nonexamples” of student profiles to help program staff (a) determine when a student is ready to fade or transition out of special education program supports, and (b) determine when to refer a student to a program in special education program descriptions. 3. Provide focused professional development on disability awareness to every BPS educator to increase educator awareness and understanding of existing programs or programs being developed, sharing information about the target student population and program design would benefit both educators and students. 4. Provide focused professional development offerings and/or supports for the curriculum needs o special education program classroom teachers in the areas of: <ol style="list-style-type: none"> a. Supports for the curriculum needs of special education students: <ul style="list-style-type: none"> - Implementing special education curricula available in the district. - Identifying the special education curricula best matched to student needs. - Training surrounding general education curricula that is accessed by or modified for special education students. b. Understanding and supporting a range of student needs that may occur comorbidly with other diagnoses (anxiety, apraxia, sensory needs, etc.) c. Interventions for students who engage in challenging behavior and classroom management strategies and supports. d. Permit special educators to utilize building or district-level professional development time at their discretion when the topics offered are unrelated to the students they serve. e. Increase scheduled/structured opportunities for special education teacher collaboration for staff working with similar student populations or similar program models where there is only one classroom of its type at a school level (e.g. MSMS and BHS Connections; Bridge programs at the MSMS and BHS). 5. Elementary Schools: Research the feasibility of concentrating a specific program (i.e. autism, intellectual, social emotional) in each elementary school to optimize learning and resources for students. 	<ol style="list-style-type: none"> 1.-2. Program descriptions are disseminated to general education and special education staff and programs throughout the district for use in consultation when making student referrals or placement recommendations. 3. BPS staff have a greater understanding regarding disabilities, the needs of these students, the supports in place for them, and how the school community can support them will result in better student referral and student support. 4. a-c. education educators, including special education students regarding successful inclusion strategies and grading. 4.d &e. Professional development program scheduling provides opportunities for teachers/staff working within similar program models at the same school or from across school levels to collaborate for training and program development purposes. 5. A “Summary of Findings and Recommendations” is presented to the Superintendent for review and consideration regarding the feasibility of concentrating a specific program (i.e. autism, intellectual, social emotional) in each elementary school to optimize learning and resources for students.

Appendix D - Burlington Public Schools – Plan for Success – 2022-2025 - Department of Special Education

Overarching Objective: All BPS special educators can provide for the specialized learning needs of BPS students.

<p align="center">Strategic Objective</p> <p align="center"><i>What will we do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives</p> <p align="center"><i>How will we achieve the Strategic Objective?</i></p>	<p align="center">Outcome</p> <p align="center"><i>How will we know we achieved the Strategic Objective Evidence/Product?</i></p>
<p>Thriving - continued</p> <p><i>Strengthen BPS culture through relationships between and amongst students, staff, families, and the Burlington community to ensure the health, safety, security, and happiness of all learners and adults.</i></p>	<p>6. Staffing – Specialized Elementary and MSMS Programming: Hire a 1.0 FTE “Director of Programming” to lead and manage program development and implementation as specialized programs expand from one level to another.</p>	<p>6. A 1.0 FTE Director of Programming is approved, funded, and hired.</p>

Appendix D - Burlington Public Schools – Plan for Success – 2022-2025 - Department of Special Education

Special Education - Overarching Objective: All BPS special educators can provide for the specialized learning needs of BPS students.

<p align="center">Strategic Objective</p> <p align="center"><i>What we will do to realize the BPS Mission + Vision + Equity Statement + Theory of Action?</i></p>	<p align="center">Initiatives</p> <p align="center"><i>How we will achieve the Strategic Objectives?</i></p>	<p align="center">Outcome</p> <p align="center"><i>How we will know we achieved the Strategic Objective Evidence/Product?</i></p>
<p>Facilities/Finance</p> <p><i>Ensure fiscal responsibility, transparency, and the long-term stability of the district by utilizing resources effectively and providing facilities that are safe and well maintained to support the success of all learners and adults.</i></p>	<p>1. Build out new spaces to provide for expanded special educational programming as needed. - 2022 – Middle School - ADA Bathroom and OT/PT Room</p> <p>2. Work with the Director of Operations Management to determine how to provide transportation to students who need to get to places of work as part of their transition skills programs.</p>	<p>1. Middle School – 2022 – ADA Bathroom and OT/PT Room constructed for the 2022-2023 school year.</p> <p>2. Specialized vans are purchased to transport students in transitional skills programs to their places of work or their programs.</p>

Appendix E | BPS Plan for Success (Pfs) | Glossary of Acronyms & Terms

ACCESS for ELLs– Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. The ACCESS for ELLs test is the annual assessment required by NCLB.

Advanced Placement (AP) – A nationally recognized program run by The College Board consisting of college-level work that students can access while still in high school through AP exams; through this program, students can earn college credit.

Alternative pathways to course credit – Opportunities to earn credit for a class through nontraditional means: for example, through work or volunteering with an organization.

ASPEN – Student information management system - The Aspen platform provides students and families with convenient access to grades, attendance, and additional information about student progress.

ASD – Autism Spectrum Disorder

BECC - The Burlington Early Childhood Center is located at Burlington High School and is an integrated public preschool for children ages 3-5. BECC supports children of all abilities in both general education and special education setting.

BPS – Burlington Public Schools

BHS – Burlington High School

BYFS – Burlington Youth and Family Services

Capital Projects – Multi-year projects meant to expand, maintain, replace, or improve upon a significant piece of physical property; a capital project is distinct from other BOS projects as it is large in scale, high in cost, and requires considerable planning (example: new construction, renovations, and maintenance; school bus/van replacements; and technology replacement).

Core Values – The fundamental beliefs of BPS. These guiding principles dictate behavior and can help people make decisions for the district.

Culturally responsive teaching – Instruction that draws on cultural knowledge prior experiences, and frames of reference to teach to background and experiences of all students; instruction that understand diverse student learning styles.

CRIOP – Culturally Responsive Instruction Observation Protocol - A classroom observation tool to measure teachers' use of culturally responsive literacy practices. The *Culturally Responsive Instruction Observation Protocol* measures teachers' instruction along eight key pillars: assessment practices, teacher dispositions, classroom climate, planned curriculum activities, instructional discourse, family collaboration and involvement, instructional strategies/pedagogy, and sociocultural perspectives.

Digital citizenship – Having knowledge and skills to effectively use digital technologies in order to communicate with others, participate in society and create and consume digital content, leaving a positive digital footprint.

DEI - Diversity, Equity, and Inclusion

Dual enrollment – Course taught in high schools that earn a student college credit in conjunction with a local community college.

DLLs - Dual language learners. Children under the age of five who have at least one parent or guardian who speaks a language other than English at home and are mastering their native language proficiency while learning English simultaneously.

Devereaux Students Strength Assessment (DESSA) – Standardized, norm-referenced behavior rating scale that assesses social emotional competencies in students.

E or Elem – Elementary School(s)

ELA – English Language Arts

BPS Plan for Success (PFS) / Glossary of Acronyms & Terms – continued

EL - English Learner. An EL is a student who uses another language in addition to or other than English.

ELL - English Language Learner. An ELL is a student who uses another language in addition to or other than English.

ELP - English Language Proficiency. ELP is the degree to which a student is able to use standard American English as the language of instruction.

ELPAC – English Learner Parent Advisory Council

ESL - English as a second language; a program model that delivers specialized instruction to students who are learning English as a new language.

Environmental Sustainability – Behaviors that ensure future generations have the natural resources available to live an equal, if not better, way of life as current generations.

Equity – The provision of personalized resources needed to all individuals to reach common goals.

EYS – Extended Year Services. An individualized instructional program for eligible students with and without disabilities that is provided beyond the regular school year.

Field Experiences – A learning experience that happens outside of the school (example: trip to a museum or a live theater experience).

FTE - Full-time equivalent. FTE is the unit of measurement that measures the ratio that represents the hours worked by an individual employee within a week, generally from Monday to Friday.

Infrastructure – The resources necessary to operate a school district (examples, buildings, transportation, technology software and hardware).

Growth Mindset – Dr. Carol Dweck (2007) invented the terms “fixed mindset” and “growth mindset” to explain the beliefs people have about their ability to learn and grow. Students and educators with a growth mindset believe that they can improve through hard work, thrive on challenge, and see failure as an opportunity to do better. Learners and educators with a growth mindset embrace curiosity to experience new ideas; to possess the desire to learn, unlearn, and relearn; to develop positive attitudes and attitudes and beliefs about learning; to believe that learning is growing, and doesn’t always happen sequential, linearly, and/or predictably.

HS – High School

LABBB - LABBB (Lexington, Arlington, Burlington, Bedford, Belmont) is an educational collaborative that provides educational programming and support services for over 350 special needs students from over 65 districts. LABBB serves students with a variety of special needs including students on the autism spectrum, students with multi-handicaps, pervasive development disorders, developmental delays, language deficits and social/emotional challenges. The LABBB Collaborative Programs are all located in public school buildings.

LEP – Limited English Proficient. LEP is an acronym used at the federal level to describe English language learners who participate in ESL programs.

LTEL - Long-term English learner. A formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

MA DESE – Massachusetts Department of Elementary and Secondary Education

MS - Middle School

Mission – A brief description of BPS’ fundamental purpose both for those in the school district and for the public, It answers the question, “Why do we exist?”

MSMS – Marshall Simonds Middle School

BPS Plan for Success (PFS) / Glossary of Acronyms & Terms – continued

Opportunity Gap – Closely related to achievement gap and learning gap, the term opportunity gap refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

Outcomes – The expected results: what they will be, how they will be measured, when they will occur. (MA DESE)

Planning for Success (PFS) – The MA DESE strategic planning and continuous improvement process for school districts. PFS is an inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support. (MA DESE)

Portrait of a Learner – The competencies identified by the BPS community through a collaborative process to define a vision for student success. This requires input from district administrators, building administrators, teachers, students, families, community leaders, and business leaders.

Project-Based Learning (PBL) – Teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Racial Equity – When race does not determine quality of life, opportunities, and outcomes.

Restorative Practices - Restorative practices encompass a variety of structures, activities, systems, and practices aimed at building community & belonging, supporting social & emotional development, and helping students understand their role as community members. Educators with a restorative mindset place students at the center of their practice.

PBIS - Positive Behavior Intervention and Support programs are a way to impact school learning environments by establishing and reinforcing clear behavioral expectations to support high student performance and to reduce behavioral problems.

PD - Professional Development. The term refers to skills and knowledge attained for both personal development and career advancement such as continuous courses, workshops, activities and learning objectives aimed at helping professional educators and staff members improve their skills in their fields.

Responsive Classroom - *Responsive Classroom* is a high-quality, evidence-based, well-designed classroom program that systematically promotes students' social and emotional competence, provides opportunities for practice, and offers multi-year programming.

SBIRT - Screening, Brief Intervention, and Referral to Treatment. SBIRT is an approach to the delivery of early intervention and treatment to people with substance use disorders and those at risk of developing these disorders. SBIRT Screening quickly assesses the severity of substance use and identifies the appropriate level of treatment.

SLIFE - Students with Limited or Interrupted Formal Education (SLIFE) "are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances." (DeCapua & Marshall, 2010)

Social-Emotional Learning (SEL) – Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, 2020)

SSP – Student Success Plans. A personalized student driven plan that will be created to address every learner's needs and interests to help them stay engaged in school and to achieve post-secondary educational and career goals. (MA DESE)

SPED – Special Education

Strategic Initiatives - The projects and programs that support and will achieve the strategic objectives (the "how"). (MA DESE)

Strategic Objectives - The coherent group of overarching goals and key levers for improvement that will achieve the vision (the “what” and “why”). (MA DESE)

Theory of Action –The fundamental belief about what will lead to the great improvement of student outcomes and eliminate opportunity and achievement gaps. The theory of action ensures the district achieves its vision, executes its mission, and upholds its core values. Framed as an “if...then” statement. (City, 2009; MA DESE)

Warm Demander – The phrase “warm demander” is as an equity approach, built on the belief that educators will be far more successful when showing their students that they matter to them and that you refuse to give up on them. (Judith Kleinfeld, 1975)

WIDA - The WIDA Consortium is an educational consortium of state departments of education that supports academic language development for students who are English Learners. The WIDA suite of assessments are what Massachusetts uses to assess and monitor English language proficiency.

Work-based learning –coordinated with local employers that give students exposure to the world of work.

YRBS - The Youth Risk Behavior Survey focuses on the major risk behaviors that threaten the health and safety of young people. This anonymous survey includes questions about tobacco use, alcohol and other drug use, sexual behaviors that might lead to unintended pregnancy or sexually transmitted disease, dietary behaviors, physical activity, and behaviors associated with intentional or unintentional injuries.

The YRBS was developed by the Centers for Disease Control and Prevention to monitor priority health risk behaviors that contribute to the leading causes of death, disease, injury, and social problems among youth. The Massachusetts Department of Elementary and Secondary Education, in collaboration with the Centers for Disease Control and Prevention (CDC) and the Massachusetts Department of Public Health (DPH), conducts the Youth Risk Behavior Survey (YRBS) in randomly selected public high schools in every odd-numbered years. Since 2007, the MYRBS has been conducted jointly with the Massachusetts Youth Health Survey (MYHS) developed by DPH.

Vision – A clear statement that describes what BPS is trying to achieve in the future.

District Leadership Team | 2022-2023

Central Office

Eric Conti	Superintendent of Schools
Nichole Coscia	Business Manager
Raymond Porch	Director of Diversity, Equity, and Inclusion
Christina Cicolini	Director of Special Education
Robert Cuhna	Director of Operations
Barbara Conley	Nurse Leader
Joanne Faust	Human Resources Director

High School

Mark Sullivan	Principal, Burlington High School
Heather Northrop	Associate Principal, Burlington High School
Rick Sheehan	Associate Principal, Burlington High School
Shaun Hart	Associate Principal, Burlington High School
Joseph Attubato	Director of Guidance, Burlington High School
Shannon Janovitz	English Department Head, Burlington High School
Kathleen Whitcomb	Mathematics Department Head, Burlington High School
Holly Potters	Science Department Head, Burlington High School
Todd Whitten	Social Studies Department Head, Burlington High School
George Ratkevich	Visual Arts Department Head, Burlington High School
John Middleton	Performing Arts Department Head, Burlington High School
Bonnie Nichols	Team Chair/Special Education Department Head

Middle School

Cari Perchase	Principal, Marshall Simonds Middle School
Cheryl Mantia	Assistant Principal, Marshall Simonds Middle School
Panagiota Athinelis	Assistant Principal, Marshall Simonds Middle School

Elementary Schools

Patricia English-Sand	Principal, Memorial Elementary School
John Lyons	Principal, Pine Glen Elementary School
Nicole McDonald	Principal, Francis Wyman Elementary School
David Rosenblatt	Principal, Fox Hill Elementary School

Burlington Early Childhood Center

Deborah Clark	Director, Early Childhood Center
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Afterschool Program

Donna Sullivan	Director, Child Care
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Special Education

Alice Bhukhmohan	Team Chair, Special Education
Andrea Hayes	Team Chair, Special Education
Nicole Mattos	Team Chair, Special Education
Jaclyn Vigneau	Team Chair, Special Education
Steven Eastridge	Team Chair, Special Education
Marissa Bellio	Team Chair, Special Education
Deanna Goggin	Team Chair, Special Education
Kristen DeMarco	Team Chair, Special Education
Bonnie Nichols	Team Chair/Special Education Department Head

District Leadership Team / 2022-2023 - continued

District Curriculum Team

Robyn Miliano	Director of Student Information
Renee Sacco	Director of Literacy
Carrie Fortunato	Mathematics Coach
Sean Musselman	Social Studies/Science Coach
Christine Conceison	Director of Mental Health
Wendy Pavlicek	Director of the Science Center
George Ratkevich	Visual Arts Department Head, Burlington High School
John Middleton	Performing Arts Department Head, Burlington High School
Matt Jackling	Health/Physical Education Coordinator
Dennis Villano	Director of Instructional Technology
Kerri Lamprey	Director of English Language Learners
Jennifer Knight	Director of Family and Community Engagement

Burlington Educator Association

Sean Musselman	Union President
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BURLINGTON PUBLIC SCHOOLS
District Curriculum Accommodations Plan
(DCAP)

A Resource Guide for Teachers, Principals, Student Support Services Personnel, and Parents to Meet the Needs of All Learners of the Burlington School District

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools and avoid unnecessary referrals to special education.

Massachusetts General Laws, Chapter 71, Section 38Q1/2 “A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

DCAP Overview:

The role of the Burlington Public Schools has evolved over the years from one of essentially developing and implementing specific support programs and services for students to one of collaboration with Principals, classroom teachers, and curriculum coordinators and department heads. This collaboration in planning and implementation enables the District to provide specifically defined programs and services to continue to meet the needs of the students.

The formulation of new programs and service initiatives are a result of the broader representation of opinions through District Leadership Teams and individual School Based Teams. The Burlington Public Schools in consultation with these Teams has facilitated the establishment of programs and services to more effectively and efficiently meet the needs of the students.

The Burlington Public Schools is dedicated to working collaboratively with educators, parents, support professionals and the community to ensure that all students receive their appropriate services and supports in the least restrictive environment/setting, conducive to facilitating their maximum emotional, social and academic growth. The focus of this collaborative approach is to prepare students for productive lives as full members of our society. The Burlington Public Schools DCAP was developed and refined through several meetings with district administrators

and was shared with each School Leadership Team. Additionally, the DCAP was be disseminated and explained to all staff at the elementary, middle and high school grade levels. The Burlington Public Schools DCAP addresses various strategies that will help to achieve this objective, including:

Systems of Tiered Instruction (RTI) - A system used to screen, assess, identify, plan for, and provide interventions to any student at- risk of school failure due to academic or behavior needs. This approach referred to as Response to Intervention (RTI), is a process that provides immediate intervention to struggling students at the first indication of a failure to learn.

Special Education Services - These would include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning. A description of the District's Special Education programs and services is appended to this DCAP.

Title I - Memorial, Francis Wyman, Pine Glen

Reading Services - This means the direct and systematic instruction in reading for all students.

Mentoring and Collaboration - This set of strategies includes those that encourage teacher mentoring and collaboration.

Parental Involvement - This effort includes workshops/presentations and strategies that encourage parental involvement in their children's education.

While not required by the Department of Elementary and Secondary Education (DESE), this DCAP seeks to identify strategies in several other areas including:

School Organization - Included here are such things as changes to the school schedule (such as additional instructional time or block scheduling), review of school policies and discipline codes, Rtl and pre-referral activities before students are evaluated to determine eligibility for special education, after-school options (such as homework assistance and peer coaching.) and behavioral interventions including Bullying Programs/Bullying Curriculum.

Curriculum Alignment- These strategies provide for a review of local curriculum in relation to state learning standards.

Additional Support Services - Services that provide additional staffing or consultation on behavioral issues and on literacy development are included in this category.

Psychologists: School Psychologists perform evaluations and screenings, provide consultation to classrooms, and provide direct services to children both in the classroom and individually to address academic, social/emotional, and/or behavioral needs.

Guidance Counselor: The guidance counselors at the secondary level support the academic, career and personal/social-emotional development of all students. They participate in disciplinary meetings as well as Special Education and 504 Team meetings. They assist students and parents with the college application process or other post secondary goals. At the elementary level, the guidance counselors support the social/emotional development of all students. They provide social skills instruction within the classroom and within small groups. The elementary guidance counselors coordinate and oversee students' 504 Accommodation Plans. The guidance counselors also provide support to teachers and parents.

Reading and Math Curriculum Coaches: Coaches facilitate curriculum work and alignment through Curriculum Councils and are the liaisons between the councils and the district leadership teams; they provide professional development to all staff in the district and also support teachers through modeling lessons and providing resources; coaches also manage student data and progress monitoring through the RtI model

Speech and Language Pathologist: SLP's perform evaluations and screenings, provide consultation to classrooms, and provide direct services to children both in the classroom and in the therapy room to address communication skills including the following: receptive and expressive language, social communication, articulation, fluency, voice, and hearing.

Occupational Therapist: OT's perform evaluations and screenings, provide consultation to classrooms and provide direct services to children both in the classroom and in the therapy room to address fine motor and perceptual motor skills as well as address sensory integration skills.

Physical Therapist: PT's perform evaluations and screenings, provide consultation to classrooms and provide direct services to children both in the general education setting and in the therapy room to address gross motor skills

Behaviorist: The behaviorist provides consultation and support to classroom throughout the district as well as direct services to students in district programs. The behaviorist conducts systematic behavioral assessments, provides interpretations of the results, and develops and supervises behavior intervention plans.

Vision Specialist: The vision specialist conducts assessments and provides consultative services to classroom teachers as well as direct instruction to students with visual impairments.

Assistive Technology: Products, devices, or equipment (whether acquired commercially, modified or customized) that are used to maintain, increase, or improve the functional capabilities of individuals with disabilities.

Strategies	Description
<p>Assistance to general education classroom teachers to help them analyze and accommodate various students for learning needs and to manage students' behaviors.</p>	<ul style="list-style-type: none"> ● Weekly preschool therapist meetings to provide consultation to classroom teachers at the preschool ● New teacher meetings and new teacher mentor program. ● Grade level, department, and staff meetings. ● Curriculum Leaders, Department Heads, Literacy, Math, and Science Specialists from K-12 assist classroom teachers in problem-solving and analyzing instructional practice and student results. ● Building-based teacher support teams in each building convene regularly to provide instructional and behavioral intervention suggestions to teachers ● Middle School teams meet regularly to discuss student needs and behavioral and instructional strategies ● High School teams meet regularly to discuss at risk students needs and behavioral and instructional strategies ● Curriculum Leaders K-8 provide consultation for classroom teachers ● Library/Media Specialists and Technology Integration Specialists provide resources for curriculum and instructional and collaborate with classroom teachers around instruction ● Guidance counselors and school psychologists at elementary level provide whole class, small group, and individual counseling and social skill groups. ● Guidance staff, school psychologist, and school adjustment counselor at the high school provide individual and small group social skills and issue-specific groups (divorce, new to town, sibling issues, etc) ● Grade level, department, and faculty meetings ● Curriculum councils and Task Forces
Strategies	Description
<p>Support services that are available to students through the general education, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Preschool:</p> <ul style="list-style-type: none"> ● Social-Emotional Programs in the Classroom: <ul style="list-style-type: none"> ○ Preschool Life Skills Curriculum ○ Social Thinking Preschool Curriculum ● Behavior support through a behaviorist ● Summer program for students at risk for significant regression ● RTI groups for communication and motor skills <p>Elementary:</p> <ul style="list-style-type: none"> ● Social-Emotional Programs in the Classroom: <ul style="list-style-type: none"> ○ Social Thinking Curriculum ○ Responsive Classroom

	<ul style="list-style-type: none"> ○ Classroom-wide system of behavior management ● Behavior support through BCBA ● Social skills and social pragmatics groups conducted by the school guidance counselor or school psychologist ● Reading Specialist and tutors work with individual/small groups of students for reading instruction ● Reading Specialists help teachers administer assessments, interpret results and design instruction to meet student needs ● Literacy and Math Coach provides teacher consultation for curriculum development, screening, data analysis, informal and formal assessments, demonstration teaching, and co-taught classes. ● iReady used as universal screening tool for reading and math ● Foundations phonics instruction in K-3. Frequent assessments lead to “double dose’ of instruction in the classroom as needed ● Kindergarten teachers administer DIBELS benchmark assessments and form RTI groups based on assessment data. Kindergarten teachers use the DIBELS to regularly progress monitor students in intervention groups. ● ESL staff provides language learning instruction and support for students in academic classes. ● Literacy tutors and Math tutors provide targeted reading and math support in eligible schools. ● Summer programs provide literacy and math instruction for grades K-5. ● Homework Club ● RTI group in the areas of academics, communication, fine/gross motor, and behavior ● Technology resources-iPads, ST Math, Symphony, Reflex, iReady, various reading and math programs <p>Middle School</p> <ul style="list-style-type: none"> ● Tutoring support services ● At risk meetings are held weekly at MSMS to exchange information on students who are in the court system in an attempt to help support them ● Pragmatic groups to support social learning and positive peer relations ● Executive functioning groups to support organization and planning across the curriculum ● Group and individual counseling to support emotional development ● After school teacher availability ● School Adjustment Counselor ● Reading Specialist ● CBJ meetings are held monthly to exchange information on students who are in the court system in an attempt to help support them <p>High School Support Services:</p> <ul style="list-style-type: none"> ● The Bridge Program
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	<ul style="list-style-type: none"> ● MCAS mastery tutoring offered in Math and Science ● Tutoring support services ● CBJ meetings are held monthly at BHS to exchange information on students who are in the court system in an attempt to help support them ● At Risk meetings are held bi-monthly at BHS to exchange information on students who are struggling academically and behaviorally in an attempt to help support them ● After-school teacher availability
Strategies	Description
Professional Development opportunities provided to increase instructional skills for all teachers	<p>District Wide Professional Development:</p> <ul style="list-style-type: none"> ● Training for all staff in implementing Preschool Life Skills Curriculum. ● Training for all teachers in classroom problem behavior and intervention ● Three day professional development conference for all Burlington staff prior to start of school ● Graduate level courses available in literacy and math ● SEI course available for all teachers ● Concepts in Standards Based Teaching available for all teachers ● “How Do I Do That?” series provides professional development in technology for all staff ● Three day professional development conference for all Burlington staff prior to start of school ● Targeted professional development opportunities in licensed content area ● Training for staff on executive functioning and transition skills
Direct Instruction	<ul style="list-style-type: none"> ● Each elementary student has a daily, 90 minute literacy block where teachers provide direct instruction in reading and writing. ● Each elementary student has 75 minutes of direct instruction in math ● Literacy specialists assist elementary school teachers with the implementation of literacy assessments and programming ● Elementary literacy, science, and math curriculum coaches provide model lessons for classroom teachers ● Integration of test-taking skills instruction in classes. ● Use of MCAS test format in classroom assessments. ● Use of MCAS vocabulary in classroom instruction and assessment in individual classrooms.

Teacher mentoring and collaboration	<ul style="list-style-type: none"> • The Burlington Public Schools follows all DESE regulations around non-professional status teachers and mentoring programs
Changes to the school schedule, such as additional instructional time or block scheduling	<ul style="list-style-type: none"> • The elementary schools have 90 minutes of direct literacy instruction and 75 minutes of direct math instruction daily • The elementary schools have a designated a designated 30 minute extension/intervention block for individual/small group instruction in targeted areas of need • The high school has a rotating schedule that includes one long block each day
Review of local curriculum in relation to state learning standards	<ul style="list-style-type: none"> • Each year's MCAS results are analyzed and compared to the previous year's results • Curriculum is aligned to state standards; units are monitored and updated regularly
Strategies	Description
Additional staffing or consultation on academic and behavioral issues	<ul style="list-style-type: none"> • All schools have at least one nurse on staff. • All schools have Speech-Language Pathologists, Occupational Therapists, and Physical Therapists that provide teacher consultation, perform classroom observations, provide direct services, and conduct screenings and evaluations. • School Psychologists, guidance counselors and special education liaisons are specialists in behavior observation, consultation and program development and can provide support to classroom and specialist teachers as needed • School Adjustment counselor at the middle school and high school can provide support for behavioral interventions and planning • Each building has a trained team of teachers who can safely de-escalate student behavior and, if necessary, restrain a student • Psychologists provide regular and ongoing consultation to staff at all levels, including completion of Functional Behavior Assessments, when needed to support a student • The high school has one licensed social worker employed as a guidance counselor who can support students, parents and teachers

<p>Communication with parents and opportunities for parent involvement in the schools</p>	<p>Preschool:</p> <ul style="list-style-type: none"> ● Director, Classroom, and Therapist blogs. ● BECC website. ● Progress reports three times a year; report cards two times a year. ● Parent conferences two times a year. ● Open House for parents and students in September. ● In August, parents receive letters from their child's teacher. <p>Elementary:</p> <ul style="list-style-type: none"> ● School based websites ● Principal's blog and individual classroom blogs ● Opportunities for parent volunteers within the schools ● Back to School nights held at all elementary schools at the start of the school year ● Standards-based report cards sent home three times per year ● At least one parent-teacher conference per year ● Parent Teacher Organization (PTO) at all elementary schools <p>Middle School</p> <ul style="list-style-type: none"> ● Classroom and teacher blogs, websites, and other learning management systems. ● Progress reports are sent during the middle of each term ● Parent teacher conferences and opportunities to schedule team meetings with content area teachers ● Back to school night <p>High School:</p> <ul style="list-style-type: none"> ● Classroom and principal's blogs, websites, and twitter accounts ● Interim reports are sent during the middle of each term ● students receive course verifications in the Spring ● Any senior in danger of not graduating receives a letter in the Spring ● Parent teacher conferences are held in the fall and in the Spring ● Parent Portal-Parent access to student progress <p>All Schools preK-high school hold Back-to-School nights.</p>
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WHAT ARE ACCOMMODATIONS?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It

is very important for educators to become familiar with state policies regarding accommodations during assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Presentation Accommodations: Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

- Present content in multi-modal approaches
- Break down long term assignments
- Use transition cues
- Use technology assisted instruction
- Additional small group/1:1 instruction (even before or after school)
- Pair student with peer instructors/tutoring
- Paper to peer to provide notes (grades 6-12)
- Provide handouts
- Present demonstration model/exemplars
- Utilize manipulatives (across curriculum)
- Pre-teach vocabulary
- Make/use vocabulary files
- Repeat clarify directions
- Break-down directions/tasks into smaller steps
- Arrangement of materials on page/Reduced amount of visual information on the page
- Highlight test/study guides
- Use supplementary materials
- Marker to guide reading
- Large graph paper format
- Graphic organizers
- Assignment notebooks
- Use of manipulatives
- Use of 1:1 to technology to support instruction

Setting Accommodations:Change the location in which a test or assignment is given or the conditions of the assessment setting.

- Strategic seating
- Change student's location within the classroom

Timing and Scheduling Accommodations:Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

- Extended time

- Allow breaks
- Provide after or before school help regularly
- Use of daily schedules

Response Accommodations: Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

- Reduce assignments requiring copying
- Use rubrics
- Provide homework logs and journals for homework follow-up
- **Accommodations for Testing Adaptations:**
- Alternate type of tests
- Preview language of test questions
- Administer in short periods
- Change format visually
- **Accommodations for Classroom Assignments:**
- Reduce paper and pencil tasks
- Use pictorial directions
- Give extra cues and prompts
- Allow student to record or type assignments
- Buddy system
- Daily checklists of tasks

- **Behavioral Strategies:**
- Develop self monitoring systems
- Change seating
- Increase student-teacher interaction
- Develop behavior plan with motivating incentives
- Adjust classroom management techniques
- Parent communication and shared incentives
- Define clear and consistent expectations-student-class
- Consult with school guidance or psychologist
- Use charts and graphs to monitor expectations
- Warnings for transitions
- Use of daily/individual schedule

Motivation and Reinforcement:

- Increase positive reinforcement
- Increase concrete reinforcement
- Offer choice
- Use student's strengths/interests
- Reinforce student's initiative in their own learning
- Promote self-determination skills