School Best Practices for Inclusive Education (BPIE) Assessment

as required by section 1003.57, Florida Statutes (F.S.).

TROPICAL ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0731

Date Meeting Held: 10/1/2024

Initial Information

School Principal: ROBERT SCHNEIDER

School Type: Elementary

FIN Trained Meeting Leader/Title: Deborah Brown, Assistant Principal

Team Members Name/Title:
Ronnie Leff- ESE Specialist
Yvonne Strum- Guidance Counselor
Cheryl Hernandez-Reading Intervntion-SAC Chair

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost	Data chats are held with all teachers. Some teachers hold data chats with students but not all.

2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	The school has developed a plan indicating goals related to inclusive practices. The leadership team reviews and shares the language and intent of s. 1003.57, F.S., with all staff and stakeholders. Once every three years, the school completes a School BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. The school provides access to goals related to short- and long-term improvement efforts on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).

3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of goals and action steps based on SBPIE assessment priority indicators). The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. The key person is identified in various school documents, such as: Staff roster; Professional Learning Community (PLC) minutes; Team planning logs; Staff handbook; School website; and Newsletters.
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Partially Almost	The principal contacts the district to obtain information about SWD who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. The principal requests services and supports to follow SWD in the school. The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive disabilities. The school is equipped to provide educational services to all students. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.

5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully	All SWD, including those with the most significant cognitive disabilities, are scheduled into general education classes 80% or more of the day. All SWD receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.57, F.S. SWD are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. SWD are not assigned to classrooms based on a perceived lack of resources at the school. All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts.

6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities. *schools with Pre-K programs only	Partially Almost	General and special education teachers regularly collaborate to plan and implement weekly lessons based on the state standards for early childhood. Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions for all children that do not require additional resources, but do require collaborative planning. All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. Developmentally appropriate behavior supports are provided for students. The school regularly monitors (e.g., monthly) the number and progress of SWD, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.

| 7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first. | Fully | Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.: General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings. SWD are not the sole responsibility of special education personnel during academic and non-academic school activities. School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher). All school personnel are trained and responsible for safety and evacuation procedures for SWD. |

8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. School administrators provide and monitor the use of resources across all school teams, such as: Supplemental materials for core subject areas related to all academic standards; Text sets with differentiated reading levels; Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); Assistive technologies, supports and services; Time for instructional planning; and Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost	Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. (e.g., students with disabilities rather than disabled students or ESE students, student with intellectual disabilities).

10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.	Fully	School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices, such as: "Please describe your role in a co-taught classroom." "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?" "Tell me how you would respond if a parent of a student with a most significant cognitive disability inquires about the process of student enrollment?"
11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.	Fully	All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. The principal has made a formal request to the district for bus schedules to be changed. Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. SWD do not arrive late and leave school early based upon the bus schedule.
12. All SWD have the same opportunities as students without	Fully	All SWD have the same opportunities

disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.

as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.

Examples of Evidence for Practice 12

All SWD have access to all school facilities and non-academic activities.

Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWD can fully participate in the same activities as those students without disabilities.

Athletic coaches include students with disabilities in the same activities as those without disabilities.

Club sponsors show their commitment to include SWD in all club activities.

Case managers monitor the participation of SWD in non-academic activities.

All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities.

SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged.

School personnel model strategies and create opportunities for students without disabilities to socialize with SWD in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies).

Ability awareness and diversity training is provided to all students in the school.

Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities.

SWD are eligible for and encouraged to run for student government.

		All SWD are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc. Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic activities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All SWD, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.

14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Administrators analyze student performance data, staff and family needs assessments/ surveys. Administrators analyze data from classroom observations. Administrators obtain input from IEP teams to identify specific PL and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. PL and TA are differentiated for each staff member, as per their assessed needs. When appropriate, individual staff members include PL and TA goals related to inclusive practices in their individual professional learning plan. Regular review of student learning data is documented in an effort to determine ongoing PL and TA needs. Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PL and TA needs of teachers.
15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Partially Beginning	Administrators identify collaborative teams, including general and special education staff, to participate in all PL related to effective inclusive practices. PL is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. Strategies for effective inclusion are provided and modeled in the classroom setting.

16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: In-class coaching on collaborative teaching models; Development of professional learning communities; Classroom demonstration of instructional strategies; Team problem solving; Inclusive scheduling; Planning and implementing behavior supports; Planning and implementing visual supports; AAC and other instructional technologies; Planning and application of curricular accommodations/modifications; and Planning instruction based on UDL and DI. Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams. Outside resources, such as FIN, FDLRS and CARD, are procured for the provision of TA.

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	The school master schedule reflects collaborative planning time for collaborative teaching teams. Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common. Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. Agendas and logs from collaborative planning sessions are available for administrators to review.

Domain II: Instruction and Student Achievement		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Fully	A music teacher has several SWD in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students. The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.

19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	IEP goals and objectives for all SWD are aligned to the state standards. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards. The instructional goals and learning targets of students with the most significant cognitive disability are based on access points. Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities.

| 20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. | Partially Almost | chool personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.
There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework.
Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams.
PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes.
PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWD in general education classrooms and natural contexts.
The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities.
Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. |

21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Almost	General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts, such as: Checklists; Profiles; FBA tools; Task analysis; Portfolios; Performance assessments; Reading assessment tools; and Scoring criteria/rubrics. All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.

22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Fully	Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in natural contexts, such as lunchroom, media center and school store.
23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	Fully	The school has one or more school-wide programs in place that address the following: Formal, academic and social peer support Social and community inclusion Anti-bullying Conflict mediation Student problem solving Character education Self-determination and self-advocacy Community service projects Global cultural and disability awareness

24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	Teachers plan instruction to allow multiple means of representation, and engagement. Lessons are presented in visual and oral formats. The student responds using eye gaze, choices cards and/or gestures. Appropriate response time is given for SWD to participate. Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as: Book pages equipped with foam tabs for Pre-K students to easily turn pages; A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; Wide classroom aisles to accommodate students with limited mobility; Table heights adjusted to accommodate a wheelchair, a stander or students of short stature; Choice boards or software programs for visual schedules and assignments; Pencil grips; Wood blocks to raise the desk level; Specialized computer software, digital text, FM systems to ensure meaningful participation in instructional activities; A student with scoliosis is provided with a lab stool with a back so that he can participate fully in instructional activities; and

| 25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts. | Fully | Administrators and teachers can articulate different ways to deliver special education services in general education settings.
Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities.
When developing the school's master schedule, SWD are scheduled first.
The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation.
When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. |

26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.	Partially Almost	Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality). Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD. Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve.

Domain III: Communication and Collaboration		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	An elementary school special education teacher is an active member of the third grade team. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support needs. All team members receive minutes of team meetings and have input into decisions when not available to attend in person. Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences).

28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost	Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. When planning, teachers consider the application of specially designed instruction, UDL and DI as part of every lesson. Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council. Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc. Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Family learning opportunities include content and activities that are translated for families whose first language is not English.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	A fifth grade co-teaching team sends a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and homework habits, etc. Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. The school administrator provides a report to families as part of school open house activities.
33. The school uses a person-centered planning process for SWD.	Fully	There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers. SWD have opportunities to learn and practice skills associated with self-determination. Personnel use the Students Transitioning to Adult Roles (STAR) Person-Centered Planning (PCP) process for SWD transitioning from school to postsecondary education. The school involves adult and community agencies and postsecondary education institutions in person-centered planning.

| 34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE). | Fully | Supports are in place and are passed seamlessly between sending and receiving parties. Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWD. Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade. In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures. The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another, to spend time in the receiving school's classrooms for a week, with appropriate support (e.g., paraprofessional, visual schedule, social supports). |

School BPIE Assessment Priority Indicators

TROPICAL ELEMENTARY SCHOOL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.