School Best Practices for Inclusive Education (BPIE) Assessment

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

COOPER CITY HIGH SCHOOL

District Name: Broward

MSID Number: 1931

Date Meeting Held: 9/11/2024

Initial Information

School Principal: VERA PERKOVIC   **School Type:** Senior High

FIN Trained Meeting Leader/Title: Jennifer Martinez, ESE Liaison

Team Members Name/Title:

Jennifer Martinez ESE Specialist, Beatriz Dominguez Guidance Director, Jessica VanDusen ESE Assistant Principal, Nicole Hicks ESE Department Chair, Evelyn Lopez Reading Coach and General Education Teacher, Annamaria Alston parent, Sheri Rausseo Non-Instructional Staff member, Jacqueline Bell School Psychologist

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.	Fully	Data from state, district, and school assessments and alternate assessments, behavior data, LRE educational environment (percentage of time in general education), graduation rate, postschool outcomes, observations from classroom walk-throughs, and progress toward individual educational plan (IEP) goals.
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	SIP plan and goals, SBPIE plan and goals, and school-wide Positive Behavior Plan
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Jennifer Martinez ESE Specialist, is responsible for ensuring all students with disabilities receive their services and accommodations as stated in the IEP.
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.	Fully	Rosters of SWD including school choice students

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.	Partially Almost	Students in SVE setting have lunch and special area classes with their non-disabled peers, but special areas are not everyday which doesn't allow all of these students to reach the 80%.
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	No Pre-K	
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	Teacher schedules, PDs, ESE teachers involved in Team Tuesdays, collaborative planning, IEP information shared with all staff members that work with each student.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Achievement data for all SWD, teacher schedules with planning time in common when possible, digital resources, accessible instructional materials, and personnel aligned with in-class support needs of students (e.g., reading coaches, paraprofessionals, and therapists)
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost	Administration and ESE team models but no recent official professional development has specifically addressed this measure. However, the team did not see a specific incident of this not occurring.

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	Interview questions for all positions include scenario-based questions such as "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?"
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	Bus schedules and rosters, field trip and club rosters, school events information (prom, homecoming, etc.)
12. All SWD have the same opportunities 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.	Fully	Student schedules, organizational rosters, observations of students with and without disabilities in clubs, lunch, special areas, etc.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Award ceremonies, recognition in school and at graduation, posted on school website and in newsletters.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	Agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities, this was identified as an area to target for the next three years.

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 Almost	Curricular accommodations and modifications in general education classes and non-instructional activities, embedding IEP goals into the general education instructional activities and natural contexts, specially designed instruction, Universal design for learning (UDL), Differentiated instruction (DI), Classroom management strategies, PBIS, Inclusive scheduling, Peer supports, School-family communication/collaboration
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.	Partially Almost	Development of professional learning communities, Inclusive scheduling, Planning and implementing behavior supports, Planning instruction based on UDL and DI
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 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. (Team Tuesdays)

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.	Partially Beginning	The ESE teachers provide weekly/monthly updates with specific student information, instructional strategies and/or useful information 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. The instructional goals and learning targets of students with the most significant cognitive disability are based on access points.
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.	Fully	School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.

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	The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. All SWD have access to the same multi-tiered interventions as those without disabilities.
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. MTSS meeting data and information.
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	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, Teachers include team-building and class- building structures to create and support positive interactions among students with and without disabilities. School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)

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. Accommodations are provided to all students with disabilities based on their individual needs.
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.	Partially Almost	Administrators and teachers can articulate different ways to deliver special education services in general education settings. 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.	Fully	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). 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.	Partially Almost	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.
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.	Fully	Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	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	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.
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	Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Structures are in place for educators and families to share ongoing information about access and progress of SWD.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	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 all school personnel as part of pre-school activities and throughout the year.

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. Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade. Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWD.

School BPIE Assessment Priority Indicators

COOPER CITY HIGH 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

- Indicator 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.

- Indicator 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.