Initial Information	
FIN Facilitator Contact Name	Bari Aronson
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School Type	Combo

Domain: Leadership and Decision Making						
		Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
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.	• School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. • Data chats are conducted with students to create strong accountability and high expectations.	☐	☐	☐	☑	Prospective SWDs Enrollment Data Tracking Form -Identify prospective SWDs. -Identify and review academic and behavior records and other pertinent data. -Determine LRE based on IEP needs (ESE Spec. report, Behavior Specialist report, and Guidance data). -Parent/guardian and SWD interview data. -Host data driven transition meeting for SWDs if necessary. -Orientation and enrollment in full inclusion credit recovery setting. -IEPs, data, and other pertinent information for SWDs distributed to all scheduled teachers. -Quarterly teacher/student academic and behavior data chats address academic progress, challenges, and or annual IEP goals.

Suggested Measures: Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, 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.

Test

Note: Aligns with District BPIE Indicator #1. Please see the Appendices: Glossary of Terms section for definitions of the terms found above: leadership team, low- and high-incidence disabilities and general education and natural contexts.

Comments:
Formalize enrollment process and create and share an SWDs enrollment FAQ or Checklist document with home schools (Middle and High) of prospective SWDs.

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially B	Partially A	Fully	
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 BPIE.	• 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(1)(f), F.S., with all staff and stakeholders. • Once every three years, the school completes a 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.).	☐	☐	☐	☑	The BPIE process has been developed but previous BPIE data is unavailable. (Select BPIE Team, create meeting norms, assign team roles, select and or review 1-2 indicators, create 2-3 goals, create action steps, assign point person for each action step, schedule quarterly meetings, advertise meeting data and outcomes to stakeholders, request stakeholder's and student input) Leadership provides "language of intent" to all staff and stakeholders during ESE PD/ Preplanning 100% documented on staff sign in sheet. (Action Step) (https://www.flsenate.gov/laws/statutes/2013/1003.57) Triannual BPIE assessment and plan document has been created for the 2021-22 and will be submitted to the district last week of May. Quarterly BPIE Plan meeting. Correlate BPIE Plan goals and outcomes with Prospective SWDs rate of intake and needs. (Action Step) Tri annual BPIE meeting held last week of May. Diverse collaborative BPIE Team established. (BPIE Team sign in sheet or Microsoft Teams attendance record) Not currently. BPIE indicators and related goals will be shared at the front desk, in central areas on campus, and on school website. (Action Step) Process of shared decision making model will be developed and shared on website and relevant documents. (Action Step) Family input contributions: phone conferences, SAF, SAC, interviews, parent conferences, and student and parent surveys)

Suggested Measures: Copy of goals related to short- and long-term improvement efforts, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation.

Note: Please see the Appendices: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57(1)(f), F.S. Schools that have specific goals related to the BPIE indicators currently identified in an improvement plan would rate themselves as Partially Implemented. Schools that have not included goals related to the BPIE indicators in their improvement plan would rate this indicator as Not Yet.

Comments:

Domain: Leadership and Decision Making

			Implementation Status			
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	• There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). • 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.	☐	☐	☐	☑	Roles ESE Specialist facilitates IEP meeting, interprets present level of academic performance for SWDs, and creates and updates individualized education plans. (Letter, email, IEP documents) ESE Specialist facilitates services for SWDs and coordinates related services. ESE Specialist serves as a liaison between prospective SWDs and their home school ESE Specialists. (Prospective Student with SWDs report) ESE Specialist communicates universal best practices and individualized accommodations to all stakeholders involved with SWDs (email, OneDrive, Microsoft Teams)

Suggested Measures: Name and job description, including the role and responsibility of key person. Schedule or communication log of activities/meetings of key person. Samples of documents including the name and contact information of the key person who oversees inclusive practices.

Note: Aligns with District BPIE Indicator #6. Progress monitoring toward attainment of BPIE goals will occur after the school's initial BPIE assessment and development of priority goals/action steps.

Comments:

	Domain: Leadership and Decision Making						

	Indicator	**Examples or Evidence of Practice**	Implementation Status				**Data Sources/Supporting Evidence**
			Not yet	**Partially**		**Fully**	
				B	**A**		
4.	School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	• The principal contacts the district to obtain information about SWDs 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 SWDs 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 significant 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.	☐	☐	☑	☐	School has limitations in area due to lack of ESE support in following: Facilitation of services, support facilitation, clerical support. Challenges have been communicated and requests by administration have been made. Student population of SWDs is diverse and reflects the neighborhood school zone, but does not include students with significant disabilities due to limitation of staff. School may not be least restrictive environment to provide educational services to all students. Families perceive the school as being able to address child's needs in the following: parent conferences, IEP meeting participation, parental contact via phone, and informal discussions.

Suggested Measures: Documentation of school administrator requests for information (e.g., emails, memos) to the district office, roster of SWDs in school's zone who are not attending the school.

Note: Aligns with District BPIE Indicator #3. This indicator addresses the practice of placing SWDs in schools based primarily on exceptionality, label or services needed, rather than identifying and allocating resources for all SWDs to receive educational services in their neighborhood school or school of choice. Students who are transported to attend other schools are at risk of disenfranchisement from the communities within which they live and lack opportunities to build natural relationships among the students in the assigned school. With the practice of placing SWDs at schools based on their exceptionality, unintended consequences include further isolation of students with significant disabilities and barriers to scheduling SWDs into heterogeneous classrooms that have natural proportions of students with and without disabilities. Please see the Appendices: Glossary of Terms section for definition of the above term natural proportions.

Comments:

Domain: Leadership and Decision Making						
Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
5. School data reflect that all SWDs, 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.	• All SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day. • All SWDs 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. 1003.574(F), F.S. • SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. • SWDs 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. • All SWDs are involved in before- or after-school tutoring interventions provided for reading and math. • Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings. • To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings, for example: - o A speech-language pathologist (SLP) in an elementary school engages in sma	☐	☐	☐	☑	100% of SWDs are scheduled in general education classes 80% or more of the day and is documented in all IEPS. 100% of SWDs are scheduled in general education classes with same age peers, and groups without exceptionalities and is documented in Pinnacle. All SWDs are scheduled in class based on the availability of enrollable seats. Guidance Report All teachers are introduced to SWDs and provided access to IEPs and meeting minutes via OneDrive. Teachers have been provided universal accommodations, best practices and opportunities to build positive rapport. (Mentor Teacher for SWDs Action Plan) All SWDS have been provided an opportunity to participate in after school tutoring interventions for reading and math for credit recovery and make up (School reach, application, teacher recommendations, IEP

Suggested Measures: School-level least restrictive environment (LRE) data showing the percentage of time each SWD, disaggregated by exceptionality, spends in age- and grade-appropriate, heterogeneous, general education contexts

Note: Aligns with District BPIE Indicator #12. Please see the Appendices: Glossary of Terms section for definitions of the above terms: related services, Individual educational plan (IEP), age-appropriate heterogeneous groups and supplementary aids and services.

Comments:

Domain: Leadership and Decision Making						
		Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
6. School data reflect that all SWDs, ages 3-5, receive special education and related services in the regular early childhood (Pre-K) with peers without disabilities. *Schools with Pre-K programs only (Note: As of July 01, 2020, the October FTE Survey 2 will include 5-year-old-students with disabilities in kindergarten under State Performance Plan (SPP) Indicator 5. Prior to this change, this SBPIE indicator included students who were the age of 5 in kindergarten receiving special education and related services in kindergarten).	• School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood and kindergarten classes. • The school has targets to increase the number of SWDs, ages 3 - 5, who receive special education and related services in inclusive classes with peers without disabilities. • General and special education teachers regularly collaborate to plan and implement weekly lessons based on academic 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 • 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 SWDs, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.	☐	☐	☐	☑	SWDs ages 3-5 are rostered in general education classes with non SWD peers and spend 100% of time with peers unless removed for services related to exceptionality. The school does not identify SWDs ages 3-5 prior to enrollment but enrolls students and evaluates based on Pre-K evaluation findings and parental consent to evaluate. Universal interventions are used prior to evaluating for disability: Pre-K assessments and batteries, RTI process, iReady, Read 180, and curriculum based assessments and pre tests. iReady, Reading Inventory, Read 180, and System 44 progress monitoring tools are used bi-weekly and monthly to monitor SWDs progress.

Suggested Measures: Schedules of SWDs, ages 3-5, indicating the location(s) where related services are provided to those students. Data showing the percentage of time each SWD, ages 3–5, spends with same-age peers without disabilities. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWDs in the general education, early childhood curriculum.

Note: Aligns with District BPIE Indicator #4. Please see the Appendices: Glossary of Terms for definition of the above term: curriculum adaptations. Partnerships with private providers may be necessary.

Comments:

Domain: Leadership and Decision Making						
Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	• 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 SWDs in each classroom and other school settings. • -- SWDs 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 SWDs. • Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices. • Administrators survey staff to determine beliefs and attitudes about inclusive practices. • Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. • Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.	☐	☐	☐	☑	ESE Specialist is in included on Agenda for all faculty meeting, SAC, SAF, PLCs . General Education teachers document differentiation for SWDs on lesson plans and share present level of performance for SWDs weekly for annual IEPs and reevaluations. All students are included and managed by staff during schoolwide events. Differentiated articles and strategies for learning have been provided for SWDs in conjunction with wall students. SWDs are rostered in all classes. All SWDs with extensive health issues are identified and safety procedures have been shared with staff.

Suggested Measures: Results of surveys, self-assessments, questionnaires, interviews and teacher schedules.

Note: School leaders are critical in setting and maintaining a vision for inclusive education with all personnel and across all school classrooms and settings. Creating a climate of shared responsibility for all students in the school is a cornerstone of inclusive education.

Comments:

Domain: Leadership and Decision Making						
		Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.	• 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).	☐	☐	☐	☑	-Annual curriculum update and check (Agenda) -Building Leadership Team: Monthly support and personnel staff data report (Agenda and PPT) -Curriculum for SWDs that reads and magnifies. -Technology training for staff: Canvas, PDF Escape, Near pod, Immersive reader training for staff. (Agenda) -Math coach trainings, workshops, and PDs (Agenda) -Reading coach trainings, workshops, and PDs (Agenda) -Behavior Specialist trainings, workshops, and PDs (Agenda) -ESE Specialist trainings, workshops, and PDs (Agenda) -Twilight credit recovery afterschool program, Mon-Thu. (Daily attendance sheet) -Tiger Camp academic enrichment program, Mon-Thu. (Daily attendance sheet) -Saturday school. ACT Saturday school camp (Microsoft Teams attendance report and daily attendance sheet)

Suggested Measures: Achievement data for all SWDs. Inventory lists available to all staff indicating supplemental materials available for use with all students across all content areas and grade levels; schedules of teacher planning time; and minutes from planning meetings with support personnel, coaches and/or administrators.

Note: Aligns with District BPIE Indicator #5. Within an MTSS, all educators should have access to a variety of resources that include concepts of universal design so that all students have access to and can make progress in the general education curriculum.

Comments:

Domain: Leadership and Decision Making						
		Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	• 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. • Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label).	☐	☐	☐	☑	-District emails and memorandums are emailed to school personnel daily/weekly. -First person language practices and standards have been communicated and established schoolwide (Email record and faculty agenda item) -Protocol for emails of SWDs practices and standards have been communicated and established schoolwide (Email record and faculty meeting agenda item)

Suggested Measures: School documents (e.g. improvement plan, newsletters), family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.

Note: Aligns with District BPIE Indicator #24. See Appendices: Glossary of Terms and Resources/Publications sections for information on supporting and using person first language. Language is a powerful tool: When we adopt new ways of thinking and talking about people with disabilities, we not only exert a positive influence on their lives, but on our society as a whole.

Comments:

Domain: Leadership and Decision Making						
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially B**	**Partially A**	**Fully**	**Data Sources/Supporting Evidence**
10. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.	• 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 significant disability inquires about enrolling their child at this school?" • School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: • -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school." • -- "Give me an example of a time when you facilitated relationship-building between students with and without disabilities."	☐	☐	☐	☑	-Interview questions are tailor-made based on the position being applied for. -Interviewees are asked questions related to past experiences in reference to instructional delivery as well as behavioral/academic supports.

Suggested Measures: Interview questions used for various positions at the school, including front office staff, cafeteria staff, teachers, paraprofessionals, coaches, etc., include questions related to diversity and effective inclusive practice, as applicable to the position.

Note: Aligns with District BPIE Indicator #11.

Comments:

	Domain: Leadership and Decision Making						

	Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
			Not yet	**Partially**		**Fully**	
				B	**A**		
11.	School administrators advocate for all SWDs 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.	• Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (e.g, physical access, health and safety measures, adequate supervision for all bus arrivals and departures) • 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. • SWDs do not arrive late and leave school early based upon the bus schedule.	☐	☐	☐	☑	-All students with disabilities are afforded the same opportunities as their counterparts for transportation needs. -Specific needs are communicated with District Transportation through our transportation coordinator.

Suggested Measures: Bus schedules and rosters, school site map (including bus locations), field trip documentation; documentation of emails or other communication between school leaders and district transportation office requesting changes to bus schedules.

Note: Aligns with District BPIE Indicator #9. Although school leaders may not have full control over district bus schedules, they can advocate for the district to make changes to schedules so that no students lose academic time on task as a result of scheduled bus service. School leaders can also make requests to the district through work orders that include the construction of curb cuts at school bus drop-off and pick-up locations designated for all buses.

Comments:

	Domain: Leadership and Decision Making					

			Implementation Status			
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
12.	All SWDs 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.	• All SWDs have access to all school facilities and non-academic activities. • Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs 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 are chosen because of their commitment to include SWDs in all club activities. • Case managers monitor the participation of SWDs in non-academic activities. • All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities. • SWDs 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 SWDs 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 SWDs, as appropriate, to facilitate social interactions during school-sponsored activities. • SWDs are eligible for and encouraged to run for student government. • All SWDs are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc. • Families of students with significant cognitive disabilities receive information about all school-sponsored, non-academic activities.	☐	☐	☐	☑	School facilities and non-academic activities are accessible to all students (elevator) ESE caseload does not include SWDs requiring adaptive equipment. (EDPlan) All students participate in physical activities unless notated by medical professionals or on 504 plan/IEP All clubs are represented by students of the SWD population: Crime Watch, GSA, Etiquette Club, and 5000 RMOE. (Group norms, minutes, and agendas) Club sponsors receive training and or PD in the areas of tolerance and inclusion from School Equity Liaison (Agenda) SWDs participate in all field trips with their same age or grade level peers. (Field trip packet)

Suggested Measures: Student schedules, organizational rosters, list of adaptive equipment; observations of students with and without disabilities in non-academic contexts, e.g., recess, in between class and school social gatherings; surveys, focus groups or interviews of students with and without disabilities

Note: Aligns with District BPIE Indicator #21. For many students with disabilities, especially those with more significant disabilities, learning purposeful skills in the context of meaningful and inclusive activities is critical to practicing, maintaining and generalizing what they learn across a range of natural settings and situations. Educators should consider non-academic activities when identifying opportunities to develop essential skills such as using money, ordering food, reading, speaking and asking for assistance when needed in natural contexts, with non-disabled peers. School-sponsored, non-academic activities also provide opportunities for students with significant disabilities to interact and develop relationships with same-age peers without disabilities.

Comments:

	Domain: Leadership and Decision Making						

Indicator	Examples or Evidence of Practice	Not yet	Partially B	Partially A	Fully	Data Sources/Supporting Evidence
13. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.	• All SWDs, 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 SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities.	☐	☐	☐	☑	All SWDs are represented in schoolwide, local, and district honors, awards, and scholarship programs. -Middle School Academy Academic Awards -DETC-West Honors Assembly -City of Coconut Creek Annual Student -Do the Right Thing Award -Student of Character Award -School based scholarships -Broward College Scholarships.

Suggested Measures: Guidelines for participation as noted in information (e.g., school handbook, flyers, newsletters, website) disseminated to teachers, students and families; list of honorees and award recipients; student interview responses.

Note: Aligns with District BPIE Indicator #23.

Comments:

Domain: Leadership and Decision Making						
		Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	• 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 PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. • PD and TA are differentiated for each staff member, as per their assessed needs. • When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan. • Regular review of student learning data is reflected in an effort to determine ongoing PD and TA needs. • Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers.	☐	☐	☐	☑	-iObservation data and pre and post observation discussions/reflections meetings with staff. (iObservation) -Administration serve as a contact for IEP Teams (EDPlan) -BOY PDs address teacher needs related to SWDs (Pre-planning agenda) -ESE resources and Tools PD: IEPs at-a-glance, accessing IEPs/EDPlan -BASIS training: Student demographics and data. (Agenda) -BASIS PD: RTI, Academics, and Behavior Dashboard (Agenda)

Suggested Measures: Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.

Note: Aligns with District BPIE Indicators #6 and #7. School administrators are encouraged to develop PD and TA that are differentiated based on individual educator and/or team needs and not as a one-size-fits-all approach.

Comments:

		Domain: Leadership and Decision Making					

	Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
				B	**A**		
15.	School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	• Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. • PD 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. • PD is provided to collaborative teams, to include the following topics. • -- Curricular accommodations and modifications in general education classes and non-instructional activities • -- Embedding IEP goals into the general education instructional activities and natural contexts • -- Access points for math, language arts, science and social studies • -- Universal design for learning (UDL) • -- Differentiated instruction (DI) • -- Classroom management strategies • -- Data collection and analysis • -- Accessible instructional materials • -- Assistive technology • -- Communication supports (AAC) • -- Visual supports • -- PBS • -- Alignment of modified curriculum to general education standards • -- Formative assessment • -- Collaborative planning and teaching models • -- Flexible scheduling • -- Peer supports • -- School-family communication/collaboration • School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices. • School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's Building Inclusive Schools) for all SWDs. • Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD. • School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. • Administrators provide ongoing support for new	☐	☐	☑	☐	-Professional development schedule consists of half-hour after school sessions. -Technology, school updates, ESE/SEL, departmental information is communicated during this time. -Professional development is held as large group meetings unless otherwise needed.

		personnel who are hired after the beginning of the school year.					

Suggested Measures: School's professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.

Note: Aligns with District BPIE Indicators #13–#17 and #19. Please see the Appendices: Glossary of Terms for definitions of the above terms: access points, collaborative teams and visual supports. It is recommended that school administrators maintain an active role in the provision of PD activities for their faculty and staff. This includes participation in PD activities and monitoring of progress toward meeting PD goals for individual teachers and/or teams.

Comments:

Domain: Leadership and Decision Making						
Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
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 SWDs.	• 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; • -- Flexible 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.	☐	☐	☑	☐	-Technical Assistance is provided to instructors as needed. -School administrators communicate with District personnell to coordniate virtual and in-person learning opportunities.

Suggested Measures: Schedule of TA with topics, data from various needs assessment instruments.

Note: Aligns with District BPIE Indicators #14–#17 and #19. It is recommended that school administrators maintain an active role in the provision of TA activities for their faculty and staff. This includes monitoring of progress toward meeting PD goals for individual teachers and/or teams.

Comments:

Domain: Leadership and Decision Making						
		Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	• 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. • There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. • There is a schedule and record of PLCs related to the review of student work and instructional planning. • Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.	☐	☐	☑	☐	School administrators spearhead pertinent professional development and monitor for participation as well as understanding. Staff is afforded individual as well as collaborative planning time.

Suggested Measures: Master schedule, teachers' lesson plans, agendas and logs from collaborative planning sessions, walk-through notes from teacher planning meetings.

Note: Aligns with District BPIE Indicator #15. School administrators are encouraged to provide support to teams during planning time, such as oversight of and support for team planning agendas and activities, assistance with team problem solving and provision of resources for planning time (e.g., release of regularly scheduled bus duty time for collaborative planning).

Comments:

Domain: Instruction and Student Achievement			

Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
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 SWDs in their classes.	• A music teacher has several SWDs in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these 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. • The LATS team provides guidance and training on the use of assistive technology devices.	☐	☐	☐	☑	Electives teachers are provided a copy of SWDs IEPs and IEPs at-a-glance that includes accommodations. (OneDrive) SWDs are represented in all elective course (Pinnacle) Electives teachers participate in IEP meetings and the provides suggestions for student accommodations. (Microsoft Teams) Weekly and monthly updates are added to SWDs IEPs and shared with electives teachers via OneDrive, email, and Excel. Instructional strategies and research-based articles are shared with and provided to teachers on a monthly basis by ESE teacher via email. Schoolwide ESE services Canvas page.

Suggested Measures: Teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions.

Note: -

Comments:

Domain: Instruction and Student Achievement						

Indicator	Examples or Evidence of Practice	Not yet	Partially B	Partially A	Fully	Data Sources/Supporting Evidence
19. General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.	• IEP goals and objectives for all SWDs 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 disabilities are based on access points. • Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using the same, or similar, age-appropriate materials as those used by students without disabilities.	☐	☐	☐	☑	All IEP goals and objectives (Math, Reading, and Writing) are aligned with Florida BEST Standards (Instructional lesson plans and IEPs) All teachers modify learning goals and instruction by using age appropriate material as those without disabilities (CK-12, Read 180, System 44, Newsela, Vocabulary.com, USATestprep, Textbook/curriculum)

Suggested Measures: Lesson or unit plans, curriculum maps, walk-through data, ongoing progress-monitoring data.

Note: For all SWDs, including those who are taking alternate assessment, educators should develop learning goals and assess progress toward meeting those goals based on the Florida Standards.

Comments:

Domain: Instruction and Student Achievement						
Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
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.	• School 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 SWDs in general education classrooms and natural contexts. • 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 PBS 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 PBS plan.	☐	☐	☐	☑	Monthly MTSS/RTI meetings (Agenda) PD and TA on implementation provided by (Wanda Wright) MTSS team members and roles have been identified (Microsoft Teams attendance and link, minutes, agenda, caseload, OneDrive) Administrators monitor BIP activity and updates. (EDPlan, BLT meeting minutes) Schoolwide PBS plan addresses school rules in top 3 locations: Restrooms, Hallways, and Bus Stop. (SWPBP) PD and TA opportunities match tiered supports with instructional support needs for students with SWDs (iReady, Read 180 and System 44)

Suggested Measures: PD/TA schedule and sign-in sheets, minutes of MTSS meetings, schoolwide PBS plans, FBA documents.

Note: For more information and resources on the MTSS and problem-solving process, please refer to the Appendices: Glossary and Resources/Publications sections.

Comments:
Students are generally enrolled at Dave Thomas West with a prior PBIP. Students with PBIPs as a result of a past FBA are monitored by Administration and ESE Specialist via EDPlan. Teachers and MTSS Team Members are provided update PBIPs on a monthly basis.

		Domain: Instruction and Student Achievement					

			Implementation Status				
Indicator		**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
				B	**A**		
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.	• 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 SWDs in general education classrooms and natural conte • to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts, such as: • -- Checklists • -- Profiles • -- FBA tools; • -- Ecological inventories; • -- 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 SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs to make progress in general education and natural contexts. • 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 SWDs have access to the same multi-tiered interventions as those without disabilities.	☐	☐	☐	☑	Behavior data is gathered from BASIS and is provided by Behavior Specialist. Behavior data is gathered via student/teacher interviews and student and or parent teacher conferences, Microsoft Teams, L-panel notes, conference minutes. Academic data is gathered via: Testing Coordinator: EOC scoring reports, ACT/SAT scoring reports, PERT results, Canvas page, emails, attendance, and daily updates. Math Coach: IReady math. Reading Coach: Read 180, System 44, Common Lit, and iReady. Teachers and staff: Curriculum pretest and post test, formal, informal, summative, and formative assessments, modified curriculum, progress reports and report cards, data chats.

Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

Note: -

Comments:

Domain: Instruction and Student Achievement						
Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
22. Teachers of SWDs 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 SWDs to make progress toward meeting IEP and learning goals.	• 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 classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the 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 classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and school store.	☐	☐	☑	☐	FSA data: Reading/Writing and Algebra I EOC Data: Biology, Geometry, US History, Geometry. Read 180 Reports: Reading Inventory Report for Lexile, and System 44 data reports. iReady progress monitoring and data reports. Schoolwide reading and mathematic goals. Instructional focus calendar. SAT/ACT score reports PERT Curriculum based Pre and post tests

Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

Note: This indicator refers to the use of formative assessment data to ensure SWDs served in self-contained and resource settings have opportunities to receive educational services in general education classes. Assessment data are used to determine interventions and supports that follow the student into general education classes, rather than providing educational supports and services in a pull-out model.

Comments:

Domain: Instruction and Student Achievement						

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially B	Partially A	Fully	
23. There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	• The school has one or more schoolwide 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 diversity 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 for anti-bullying, peer supports, etc.	☐	☐	☐	☑	Schoolwide Social Emotional Learning programs facilitated by support staff: School Social Worker, ESE Specialist, Behavior Specialist, Graduation Coach. -Tiger Paws SEL programs. (Canvas page, Microsoft Teams link) -Student of the Month Award. (Character education) -Student of Character Award student nominations. -Do the Right Thing Nominations. (COCC) -Citizenship awards and recognition. (Quarterly awards) -Community service projects: Food, blood, clothes, and voting registration drives. -SWPBP goals lessons implemented by teachers (SWPBP Canvas page) -Equity Liaison activities and initiatives (Day of Service and Love activities, Autism Week, Flag Day, Autism Awareness, Women's Week, Red Ribbon Week, etc.

Suggested Measures: Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects.

Note: Aligns with District BPIE Indicator #22. These programs can be formal or informal, but should involve the entire school.

Comments:

	Domain: Instruction and Student Achievement						
			Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**	
			B	**A**			
24. There is a schoolwide approach for planning and implementing UDL across all instructional and non-instructional school contexts.	• Teachers differentiate instruction to allow multiple means of representation, expression 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 SWDs 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, iPads™, Alpha-Smarts™ or 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 • -- An FM system is provided in class for a student who needs auditory support. • Teachers allow students to respond orally on assessments. • Teachers tier assignments/assessments. • Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.	☐	☐	☐	☑	Lesson plans reflect multiple means of representation for auditory, visual, tactile, and kinesthetic learners: Immersive Reader, video and graphics, writing, typing, speak to text, create and build tasks and projects Instructional approaches: independent, teacher direct instruction, small and large group and whole class activities, and academic games (Kahoot) Student Reponses range from gestures, oral and written responses, and response cards. Instructional technology: Smartboard/Promethean board, laptop carts. Near pod, Canvas Studio videos and embedded assessments, Poly polls, Canva Microsoft Office programs, Algebra Nation, Newsela, Brain Pop Vocabulary.com, Kahoot, iReady, CK-12, Read 180, and System 44. Instructional lesson plans reflect teachers use same instructional strategies and supports for SWDs and peers. Learning environment tools, resources, curriculum and setting is accessible to SWDs.	
Suggested Measures: Classroom observation, lesson plans reflect use of technology/DI and the principles of UDL.							
Note: Creating learning environments using the principals of UDL does not mean teachers water down the curriculum for SWDs. Students with IEPs are expected to know and understand the same concepts as those without disabilities (with varying levels of complexity), through multiple means of representation, action and expression and engagement.							

Comments:

Domain: Instruction and Student Achievement						

	Indicator	Examples or Evidence of Practice	Not yet	Partially B	Partially A	Fully	Data Sources/Supporting Evidence
25.	There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.	• 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 SWDs 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, SWDs 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. • Collaborative teachers can explain why they selected a structure for a particular lesson. • Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students. • Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.	☐	☐	☐	☑	Counseling service for SWDs are provided weekly. (ESE counselor log and weekly service update emails) Speech and language services are provided weekly. (SLP speech and language schedule and log) ESE Teacher provides weekly special education services (Consultation)

Suggested Measures: School master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback.

Note: Service delivery models used to serve students in inclusive classes include consultation, support facilitation and co-teaching. For more information, please see the Resources/Publications section: Course Code Directory and Instructional Personnel Assignments.

Comments:
High student mobility and frequent student enrollment as a result of recovering credits impacts ability to schedule special education services during general education classes in natural contexts. Services can be provided with fidelity but are impacted by high student mobility rates in credit recovery center. Student chronic attendance issue also impacts the delivery of services. Teletherapy versus face-to-face sessions impacts the delivery of services.

**Domain: Instruction and Student Achievement**

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<th rowspan="3">Indicator</th>
<th rowspan="3">Examples or Evidence of Practice</th>
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<th rowspan="2">Not yet</th>
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<td>**26.** All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.</td>
<td>

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 SWDs in general education classrooms and natural contexts.
Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs.
Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve.

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<td>Paraprofessionals participate in regular state trainings
to maintain certification</td>
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Suggested Measures: Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules.

Note: It is important that paraprofessionals understand how to support learning while using the least intrusive interventions for SWDs. Paraprofessionals should be included in professional learning opportunities and technical assistance relative to their assigned students and job responsibilities. Paraprofessionals' input on student learning (academic, behavioral and social) is critical to planning and implementing appropriate supports as part of the IEP and curriculum team planning processes.

Comments:

Domain: Communication and Collaboration						
Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
27. All special education teachers are full, collaborative members of a general education curriculum team.	• A secondary school special education teacher is an active member of the social studies department. • 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).	☐	☐	☐	☑	Special education teachers are active members of each core academic department: Participates in monthly PLC meetings to address SWDs academic, behavior, and or social emotional needs. (Agenda/minutes) Academic core department heads are members of the MTSS/RTI Team on which needs for SWDs are addressed monthly. (Agenda/minutes) Special education teachers participate in Staffing and service related meetings for all PK students. (Agenda/minutes)

Suggested Measures: Curriculum team rosters, curriculum team meeting schedules and notes.

Note: Although all special education teachers may not be available to meet with each curriculum team during every scheduled team meeting, they should flex their schedules to have opportunities to meet with each team throughout each grading period. For example, Mrs. Smith may meet with the third grade team during pre-school planning time on Monday, and the fifth grade team during pre-school planning the following Monday.

Comments:

Domain: Communication and Collaboration						
		Implementation Status				
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
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.	• Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. • When planning, teachers consider the application of 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. • Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. • Teachers reflect on and assess their effectiveness as collaborative teachers. • Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.	☐	☐	☐	☑	Teacher cross-curriculum planning, and co-planning opportunities are provided daily. Teachers provide academic, behavior, and independent functioning data to support the need of student accommodations. (Email, parent-teacher conferences, and IEP meetings) Teacher have consensus on grading procedures when accommodations and modifications are provided for individual students, specifically shortened assignments (Modified curriculum and assessments evidence in grade level meeting minutes/agendas and parent/teacher conference notes, and IEP meetings) Teacher reflections and assessment of processes are addressed monthly during PLC meetings or as needed. Administrators request district PDs and TAs to support collaborative teacher practices related to SWDs academic. (ESLS training: Accommodations for SWDs)

Suggested Measures: Master schedule, teacher lesson plans, classroom observation or walk-throughs, teacher interviews, coaching logs.

Note: Please see the Resources Section: DOE Course Code Directory; Please see the Appendices: Glossary of Terms section for definitions of the above terms: Collaborative models of support—consultation, support facilitation and co-teaching.

Comments:

		Domain: Communication and Collaboration					

	Indicator	Examples or Evidence of Practice	Not yet	Partially B	Partially A	Fully	Data Sources/Supporting Evidence
29.	Family members of SWDs are contributing members of school decision-making groups.	• School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council. • Family members of SWDs 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 SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.	☐	☐	☐	☑	Parents of SWDs are recruited and included in SAC and SAF meetings as active members and are included in decision-making processes that impact SWDs. (Agenda and minutes) Parent and guardians of SWDs served on Graduation Committee. (Agenda and minutes) Parent of SWDs participate and donate to school functions: -Thanksgiving and Christmas food drive -Clothes and shoes donation -Coat drive

Suggested Measures: Decision-making group rosters, meeting notes.

Note: In addition to the School Advisory Council, family members of students with disabilities should be included in all decision-making groups that include family members of students without disabilities, such as the PTA and school sub-committees.

Comments:

	Domain: Communication and Collaboration					

			Implementation Status			
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
30.	Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.	• 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.	☐	☐	☐	☑	Parents participate in the yearly school climate survey Parent data is collected during IEP process Ongoing learning opportunities: Tiger Camp, Saturday School, Twilight are communicated to parents of SWDS via school reach, website, Remind, Canvas, and School Reach. Schedules of opportunities and events are provided on school website. ELL/ESOL Saturday camp. IEP and other documents of SWDs are translated to native language.

Suggested Measures: List of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English.

Note: Family members play an important role in facilitating their child's success in school when they are given complete and accurate information. It is important for families to understand ways to support their child's learning goals and objectives at home and in community settings.

Comments:

	Domain: Communication and Collaboration						

	Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
			Not yet	Partially		Fully	
				B	A		
31.	When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem solving.	• 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. • Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. • Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). • Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs.	☐	☐	☐	☑	School Social Worker and Graduation Coach notes reflect parent input related to academic, attendance and behavior concerns of SWDs. Parent input is included in the IEP meetings to develop transitional IEPs and reevaluation plans of SWDs. Families receive support and resources such as attendance, academic, and behavior interventions and reflections forms to support SWDs at home. Teachers obtain family input on creating profiles with academic, attendance, and behavioral needs via email, parent communication logs, parent-teacher conference minutes, phone calls, and in person. Support staff request parent input for academic, attendance, and behavior concerns daily. (Behavior Specialist, Testing Coordinator, ESE Specialist, School Social worker, Attendance Clerk, and clerical staff.

Suggested Measures: Sample correspondence, meeting notes, phone logs, planning documents.

Note: Family members are experts about their child. Their input is invaluable in identifying and providing appropriate supports for success.

Comments:

Domain: Communication and Collaboration						
Indicator	**Examples or Evidence of Practice**	**Implementation Status**				**Data Sources/Supporting Evidence**
		Not yet	**Partially**		**Fully**	
			B	**A**		
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.	• 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. • The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. • The school administrator provides a report to other school administrators during district meetings.	☐	☐	☐	☑	Quarterly progress reports are distributed for parents/students to keep track of progress and course completion.

Suggested Measures: Annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.

Note: See indicator #2; BPIE results should be embedded as goals in a plan for short-term and long-term improvement.

Comments:

Domain: Communication and Collaboration					
		Implementation Status			
Indicator	**Examples or Evidence of Practice**	**Not yet**	**Partially**		**Fully**	**Data Sources/Supporting Evidence**
			B	**A**		
33. The school uses a person-centered planning process for SWDs.	• There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. • Personnel use the Circles of Friends activity to identify natural learning and social/friendship supports for SWDs in general education contexts. • Person-centered planning is used for SWDs to plan for independent living, postsecondary education and careers. • SWDs have opportunities to learn and practice skills associated with self-determination. • Personnel use the Students Transitioning to Adult Roles (STAR) process for SWDs transitioning from school to postsecondary education. • Personnel use the Planning Alternative Tomorrows with Hope (PATH) or McGill Action Planning System (MAPS) to determine person-centered planning goals for the future in general education and community contexts. • The school involves adult and community agencies and postsecondary education institutions in person-centered planning.	☐	☐	☐	☑	Weekly guidance meetings are initiated to facilitate a smooth transition of SWDs from course to course, grade to grade, and school to school. Weekly ESE Specialists meetings are conducted to facilitate a smooth transition of SWDs from course to course, grade to grade, and school to school. Transition meetings for SWDs are facilitated. Quarterly guidance and update meetings are initiated for SWDs and peers. Personnel address social emotional needs of SWDs as a result of student, teacher, parent, and staff requests and concerns. "Tiger Paws" SEL workshops and trainings. SWDs have opportunities to learn and practice self-determination by participating in the IEP process, determining independent functioning goals, facilitation of services, student-teacher conferences, completing "Path to my Career," student choice classroom activities, and engaging in schoolwide activities and initiatives. Broward College Prep Program is involved in person-centered planning and SWDs transition to postsecondary education. Transition Specialist and Vocational Rehabilitation Counselors are utilized for SWDs transitioning to post secondary settings and dual enrollment programs.

Suggested Measures: Policies and procedures for transition, STAR, PATH, MAPS, and Circles of Friends graphics and participant rosters, IEP goals, postschool outcomes data.

Note: The input of all stakeholders, including family members and peers, should be considered in determining the supports needed for SWDs to achieve the most desirable outcome. Please see the Appendices: Glossary of Terms for definitions of the terms person centered planning and self-determination. For more information on STAR, PATH, MAPS and Circles of Friends, please refer to the Appendices: Resource/Publications section.

Comments:

Domain: Communication and Collaboration	

Indicator	Examples or Evidence of Practice	Not yet	Partially B	Partially A	Fully	Data Sources/Supporting Evidence
34. School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school and district to district to ensure placement in the LRE.	• 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 SWDs 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 SWDs. • Schools identify and share individual needs of SWDs, through the flexible 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).	☐	☐	☐	☑	ESE Specialist, IMT, Transition Specialist and other transitional team member facilitate postsecondary transitional meetings for SWDs and communicates details to receiving schools and programs through the deferment process and dual enrollment programs. Individual needs of SWDs are shared and considered when enrolling and scheduling students. (IEP review of academic present level of performance, related services, special education services, attendance, academic history, assessments, and behavior history) SWDs IEPs are shared to al instructional staff, personnel, and support staff. School orientations are hosted monthly or as needed for SWDs. Campus tour and Handbook review. Administration, guidance, support staff, and prospective students and families. Transportation requests are made for all SWDs

Suggested Measures: Teacher, family and administrator interviews, district and school articulation plans, procedures and policies.

Note: Aligns with District BPIE Indicator #10.

Comments:

School Priority Indicators
35. Based on your team's final indicator ratings, please specify your school's priority indicators by selecting them on the list below. When you have selected your priority indicators, please click on the "Save" button in the toolbar above and email your completed BPIE to your ESE administrator. ***Please do not select ALL indicators**
☒ Indicator 1. School analyzes data to identify barriers and initiate improvement steps that increase the number of students in gen. ed.
☐ Indicator 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 BPIE.
☐ Indicator 3. School has a key person who coordinates and monitors the implementation of inclusive education.
☐ Indicator 4. School administrators advocate for all SWDs to have the same school choice options as typical peers.
☐ Indicator 5. School data reflect that all SWDs are educated in gen. ed. contexts 80% or more of the day.
☐ Indicator 6. School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes.
☐ Indicator 7. Administrators communicate expectations for all personnel to share responsibility for all students.
☐ Indicator 8. Administrators facilitate the use of resources to implement best practices for inclusive education.
☐ Indicator 9. Administrators communicate expectations for all personnel to use person first language.
☐ Indicator 10. Administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to inclusive practices.
☐ Indicator 11. Administrators advocate for all SWDs to be transported to and from school with typical peers attending the same school.
☐ Indicator 12. All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities.
☐ Indicator 13. All SWDs are given equal consideration for recognition through honors, awards, etc.
☐ Indicator 14. Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.
☐ Indicator 15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.
☐ Indicator 16. Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.
☐ Indicator 17. Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.
☐ Indicator 18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.
☐ Indicator 19. General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.
☐ Indicator 20. A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.
☐ Indicator 21. Instructional and related services personnel use formative assessment to analyze and evaluate data about effective instruction and behavior interventions for SWDs.
☐ Indicator 22. Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions.
☐ Indicator 23. There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.
☐ Indicator 24. There is a school wide approach for planning and implementing Universal Design for Learning.
☐ Indicator 25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services for SWDs in gen. ed.

☐	Indicator 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.
☐	Indicator 27. All special education teachers are collaborative members of a gen. ed. curriculum team.
☐	Indicator 28. General and special education teachers regularly plan instruction together.
☐	Indicator 29. Family members of SWDs are contributing members of school decision-making groups.
☐	Indicator 30. Learning opportunities and resources are provided to families of SWD.
☐	Indicator 31. All personnel consider family members as a resource and obtain their input in planning and problem-solving.
☐	Indicator 32. Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.
☐	Indicator 33. School uses a person-centered planning process for SWDs.
☐	Indicator 34. School uses a team decision-making process to ensure SWDs transition to and maintain placement in the least restrictive environment.

Name and Title of team members completing this BPIE Self Assessment

Perry M. Egelsky-Principal
Synithia Crawford-Intern Principal
Lynnette Drayton-Intern Principal
Kenneth D. Rolle, Jr.-Assistant Principal
Antonio Wright-ESE Specialist
Valerie Patterson-Behavior Specialist
Shayla McCloud-Guidance Director
Leslie Bazin Reading Coach
Princess Porter-Math Coach