

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**RIVERLAND ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0151**

**Date Meeting Held: 10/7/2024**

# Initial Information

**School Principal:** OSLAY GIL

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Luciana Gentile, Assistant Principal

**Team Members Name/Title:**

Luciana Gentile - Assistant Principal

Oslay Gil - Principal

Leonora Chin Tai - Reading Coach

Anicee Lawrie - Resource Teacher

## Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost	MTSS, Collaborative Conversations, Student Conferences, and IEP Meetings.
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.	Partially Almost	Collaborative Conversations take place quarterly, Leadership Teams
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Partially Almost	Leadership Team, Identified in school website, school rosters, etc.
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Partially Almost	LEA Representative collaborates, ESE Fundings.
5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully	Students with a disability are in general education classrooms at a high percentage, this is based on their IEP. An ASD cluster started this school year. Conversations and collaboration about mainstreaming plans are taking place.

<p>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.</p> <p>*schools with Pre-K programs only</p>	Fully	Our Headstart program includes students with disabilities.
<p>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.</p>	Fully	All teachers, including special program teachers, participate in PLCs, training, and meetings with general education staff. Trainings for all staff on Science of Reading and strategies to support all learners. Students with disabilities are placed in general education classrooms with Tier 3 supports before considering a change in placement.
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	SIPPS, Reading Horizons, and Heggerty available to students. Reading coach and resource teachers support and push into classrooms to support students.
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	Parent and guardians' first language is used in newsletters, website, handouts, etc.
<p>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.</p>	Fully	Interview questions include scenarios addressing differentiated instruction and addressing the needs of different student populations.
<p>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.</p>	Fully	All students including ESE, ELL, and special program students participate in all school related activities including field trips, assemblies, interventions opportunities, tutoring, 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	This is reflected on Master Schedule and activities policy.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Announcements, i-Ready awards, fryers, announcements, etc.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Data on student performance including FAST and i-Ready are used to drive PLCs and Science of Reading teacher training opportunities.
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.	Fully	Job embedded professional development provided to all school based personal.
16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	PLCs and school based Micro Tech
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Teachers provided with a common planning time, weekly PLC that include ESE teachers.

## 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 Almost	ESE Teachers work closely with LEA and ESE Specialist to share need for accommodations for students as per their IEPs.
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.	Partially Almost	Schoolwide Instructional Focus Calendar is used across all classes, this includes standards based instruction in lesson planning, unit planning, ongoing progress monitoring.
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Partially Almost	MTSS Schedule shared with all instructional staff, team meetings.
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 Beginning	MTSS data, classroom data
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.	Partially Almost	PBIP Data

<p>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.</p>	<p>Partially Almost</p>	<p>Anti-bullying, Character education</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Almost</p>	<p>Lesson Plans</p>
<p>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.</p>	<p>Fully</p>	<p>Master Schedule, IEPs</p>
<p>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.</p>	<p>Fully</p>	<p>Para Schedule, Master Schedule</p>

### 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	PLCs and PD
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	PLC
29. Family members of SWD are contributing members of school decision-making groups.	Fully	IEP Meetings, Parent and SAC Meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Resources given in native languages
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	Planning Documents, Home Notes
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Shared in meetings
33. The school uses a person-centered planning process for SWD.	Partially Almost	IEP Goals and Matriculation Meetings
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).	Partially Almost	Open house dates shared with parents for middle school. Matriculation meetings for all leaving 5th grade.

# School BPIE Assessment Priority Indicators

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

- Indicator 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.
- Indicator 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.