

School Best Practices for Inclusive Education (BPIE) Assessment

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

NEW RIVER MIDDLE SCHOOL

District Name: Broward

MSID Number: 0881

Date Meeting Held: 9/20/2024

Initial Information

School Principal: LEZONDRA HARRIS

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Jamarra Henderson, ESE Liaison

Team Members Name/Title:

Lezondra Harris- Principal

Claudia Ruiz- Assistant Principal

Charlene Ambroise- Assistant Principal

Gerard Pericles- Assistant Principal

Sabine Taylor- Counselor

Ivonne Hidalgo- Counselor

Riley Cosgrave- Counselor

Stephanie Riley- Math Coach

Kimberly Coombs- Reading Coach

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Fully	FAST Data, Alternative Assessment data, Behavior data, Gen Ed Data, Classroom Walk- Throughs, Informal Observations IEP Goals. SIP, iReady, CFA's and Teacher made Assessments
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	Informal Observations IEP Goals, SIP Plan Goals, Website, front office data reports and Data cat schedule and meeting notes, Life Skills and Wellness (LSW) Trainings, Interim/Progress Reports
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Administrations, ESE Specialist, ESE Support Facilitators, School Counseling, Social Worker, School Psychologist and Administrators
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	Before and After Care, Magnet Program, Extra Curriculum Activities, Feild Trips and ELO Opportunities

<p>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.</p>	<p>Partially Almost</p>	<p>Master Schedule Student schedules Attendance reports Speech Schedules Counseling Support Services ELO Life Skills and Wellness (LSW) Lessons Brain Smart Start Elective Course Selection</p>
<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>	<p>No Pre-K</p>	
<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>	<p>Fully</p>	<p>Pre-Planning ESE Policy and Procedure Training Life Skills and Wellness Trainings School Wide PD's ESE Accommodations ESE Services IEP Meetings Procedural Meetings/ Visits PLP's</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Life Skills and Wellness Trainings Read 180 Decoding System 44 iReady Instructional Planning Assistive Technology Supports and Services Reading and Math Coaches</p>

<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Pre-Planning ESE Policy and Procedure Training School Improvement Plan School Newsletter Parentlink Messages Professional Development Professional Learning Communities (PLC's) Administration provides all staff with ongoing information and resources</p>
<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>	<p>Fully</p>	<p>Conduct teacher assistant interview and SVE teacher interviews 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. Give me an example of a time when you facilitated relationship-building between students with and without disabilities.</p>
<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>	<p>Fully</p>	<p>School Community Activities/ Field Trips all students are included. All bus arrivals and departures occur at the same time and location for students with and without disabilities. 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). Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.</p>

<p>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.</p>	<p>Fully</p>	<p>Student schedules Elective class rosters Parent Messages written in Agenda Books School Community Activities clubs and sports are open. All SWDs have access to all school facilities and non-academic activities. Athletic coaches include students with disabilities in the same activities as those without disabilities. All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities. 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).</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>Honor Roll awards Daily ICU incentives Shark of the month awards All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities. 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),</p>

<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Pre-Planning ESE Policy and Procedure Training Inservice District Training Parent Night Training Professional development school wide for ESE strategies accommodations and services. IEP Reviews Weekly PLC's Professional development Progress Reports PD and TA are differentiated for each staff member, as per their assessed needs. Regular review of student learning data is reflected in an effort to determine ongoing PD and TA needs.</p>
<p>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.</p>	<p>Fully</p>	<p>Professional development plan SAC/SAF School Improvement Plan Professional Learning Communities (PLC's) Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. Curricular accommodations and modifications in general education classes and non-instructional activities School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel.</p>

<p>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.</p>	<p>Fully</p>	<p>In-class coaching on collaborative teaching models professional learning communities Data Driven Scheduling Canvas Trainings FOCUS training Math and Reading Coaches Inclusive scheduling RTI Coordinator Department Chairs Team Collaboration</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>Weekly ESE Department Meeting Agenda Notes from teacher planning PLC meetings Master Schedule Collaborative Planning Meeting Minutes 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. There is a schedule and record of PLCs related to the review of student work and instructional planning</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Fully	<p>Elective and ESE Teacher schedules Teachers' lesson plans Data collection for all SWD students for the IEP process. ESE teachers and support services personnel solicit feedback from specials, and electives teachers to determine the effectiveness of instructional accommodations or modifications. The LATS team provides guidance and training on the use of assistive technology devices. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students.</p>
<p>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.</p>	Fully	<p>Lesson Plans IEP's iReady Walk-through data Progress monitoring</p>

<p>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.</p>	<p>Fully</p>	<p>RTI Weekly Meetings School wide PBS School Rules ICU's Life Skills and Wellness Lessons PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. 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.</p>
<p>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.</p>	<p>Fully</p>	<p>RTI MTSS Minutes PBIP and FBA Plans Data Collection for IEP's HMH Read 180 iReady DAR Toma 3 FSA Scores Attendance Grades Parent Input ABC Recording Frequency Data Observations Interest Inventor</p>

<p>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.</p>	<p>Fully</p>	<p>FSAA Information DAR Toma 3 Parent Input CMAT Parent Notes Support Information from Speech, OT,OP, VI Teachers Unique Curriculum</p>
<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>Fully</p>	<p>Anti Bully week Life Skills and Wellness Lessons Inclusion Week Hispanic Heritage Month Conflict Mediation Best Buddies Community Service Projects</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>UDL Lessons are presented in visual and oral formats Classroom observations Appropriate response time is given for SWDs to participate. Instructional technology Visual Schedules Teachers allow students to respond orally on assessments. Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum</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 IEP Meetings Classroom observations Student schedules Related services Physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. Consultation Support Facilitation</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>Paraprofessional interviews Professional development sign in sheets Paraprofessional schedules The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. 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</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.	Fully	Curriculum/Leadership Team schedule, agenda and notes A secondary school special education teacher is an active member of the social studies department. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team
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	Professional development calendar Master schedule Teacher lesson plans classroom walk-through schedule ESE Weekly Team Meetings and PLC meeting and lesson planning Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. When planning, teachers consider the application of UDL and DI as part of every lesson. 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.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC/SAF meeting notes Parent Nights IEP Meetings RTI Meetings Parent Teacher Conferences

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>SAC/ SAF and Curriculum night. SIP IEP's FBA/PBIP Plans Teacher Conferences RTI Information Website Family Learning Opportunities Guidance Counselors Social Worker</p>
<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>SAC/SAF meeting notes Parentlink messages Parent conferences and open house IEP's FBA/PBIP Plan Meetings</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>BPIE Open House Annual Customer Survey Pre-Planning Week The school administrator provides a report to other school administrators during district meetings.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>IEP's ESE Matriculation Best Buddies Club The school involves adult and community agencies and postsecondary education institutions in personcentered planning. Matriculation Meetings</p>

<p>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).</p>	<p>Fully</p>	<p>End of the Year Matriculation meetings Future Educational Planning Orientation The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another.</p>
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School BPIE Assessment Priority Indicators

NEW RIVER MIDDLE 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 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.
- 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.