

School Best Practices for Inclusive Education (BPIE) Assessment

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

DR.MARTIN LUTHER KING, JR. MONTESSORI ACADEMY

District Name: Broward

MSID Number: 1611

Date Meeting Held: 10/23/2023

Initial Information

School Principal: MITSUCA PARENT

School Type: Not yet assigned

FIN Trained Meeting Leader/Title: Eva Guardascione, ESE Specialist

Team Members Name/Title:

Mrs. Mitschuca Parent- Principal
Mrs. Brianna Ashley - Assistant Principal
Mrs. Latoya Facyson - Reading Coach
Mrs. Alicia Wright- Math Coach
Mrs. Africa Horne- School Counselor
Ms. Monique Joseph- General Education Teacher
Mrs. Shronda Service- ESE Support Facilitator
Ms. Jeantara Harvard- Parent of a Student with a Disability

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	<p>Partially Almost</p>	<p>Leadership Team, Coaches, ESE Specialist analyzes beginning of the year progress monitoring data. Data meetings are held to identify barriers and plan for action to increase inclusive opportunities for all students with disabilities. Data charts are held with teachers, coaches, and support staff by grade level to collaborate and communicate effective best practices for inclusion of students with disabilities.</p>
<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	<p>Partially Beginning</p>	<p>Once every three years, the school completes a School BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district.</p> <p>The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. The school is working towards ensuring that all stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school.</p>
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Ms. Eva Guardascione- ESE Specialist/504 Liaison, MTSS/RTI Coordinator Mrs. Shronda Service- ESE Support Facilitator</p>

<p>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.</p>	<p>Fully</p>	<p>The principal contacts the district to obtain information about SWD who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. The principal requests services and supports to follow SWD in the school. The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive disabilities. The school is equipped to provide educational services to all students. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.</p>
<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>Fully</p>	<p>The principal contacts the district to obtain information about SWD who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. The principal requests services and supports to follow SWD in the school. The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive disabilities. The school is equipped to provide educational services to all students. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.</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. *schools with Pre-K programs only</p>	<p>Fully</p>	<p>General and special education teachers regularly collaborate to plan and implement weekly lessons based on the state standards for early childhood. Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions for all children that do not require additional resources, but do require collaborative planning. All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. Developmentally appropriate behavior supports are provided for students. The school regularly monitors (e.g., monthly) the number and progress of SWD, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.</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>Administration ensures that general education teachers and special education teachers and support staff share instructional and behavioral support responsibilities.</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>Each class and teacher are provided with both District approved materials, as well as supplemental resources and support programs for teacher and student use. There are supplemental materials for core subject areas related to all academic standards, text sets with differentiated reading levels, and accessible instructional materials for all students.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Beginning</p>	<p>All staff is required to complete "Person-First Language" Course in Canvas.</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>Administration interviews for different positions with a panel that includes, but is not limited to the Assistant Principal, ESE Specialist, Support Facilitator, Literacy and Math Coaches. Principal asks questions to determine applicants knowledge and beliefs pertaining to diversity and inclusive practices as they relate to the position being filled.</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>Designated personnel oversee transportation of student with and without disabilities. Both students with disabilities and their non-disabled peers attend field trips 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>All students are included in participating 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>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>Each student is given the opportunity to receive recognition for what they have worked for or earned.</p>
<p>14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Partially Almost</p>	<p>Administrators analyze student performance data, staff and family needs assessments/ surveys. Administrators analyze data from classroom observations. Most teachers sign up for PD's they are interested in. ESE Specialist emails updated calendars from BVU and BESS Professional Development information to inform all staff of courses to support Students with Disabilities.</p>
<p>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 SWD.</p>	<p>Partially Beginning</p>	<p>Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. Strategies for effective inclusion are provided and modeled in the classroom setting.</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>Partially Almost</p>	<p>There is evidence of in-class coaching, collaborative team planning, development of professional learning, team problem solving, planning and implementing positive behavior supports, Tier Coaches provide on-going support and feedback to teachers to support educator development.</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>Data meetings, teachers have common planning time, instructional planning after school with content area coaches and support staff. The school master schedule reflects collaborative planning time for collaborative teaching teams. Administrators provide structures for release time for 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>	<p>Partially Almost</p>	<p>ESE Support facilitator collaborates with Specials Area Teachers. Support Facilitator provides updates and consults with teachers.</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>	<p>Partially Beginning</p>	<p>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.</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>Partially Beginning</p>	<p>Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams.</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>Partially Almost</p>	<p>General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts. ESE Specialist and Support Facilitator provide all teachers with tools, strategies, and differentiated supports to assist with academic and behavioral needs of all students.</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>Not Yet</p>	<p>We currently do not have any self-contained classes. 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.</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>Partially Almost</p>	<p>Guidance Counselor, Social Worker, and Community Liaison are involved with many of the above referenced activities and programs.</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 Beginning</p>	<p>Teachers plan instruction to allow multiple means of representation, and engagement. Lessons are presented in visual and oral formats. The student responds using eye gaze, choices cards and/or gestures. Appropriate response time is given for SWD to participate. Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. Teachers and support personnel use assistive technology for students who need it.</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>Partially Almost</p>	<p>The master schedule is completed, then the support schedule is done around student core class schedule. 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.</p>
<p>26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Partially Beginning</p>	<p>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 SWD in general education classrooms and natural contexts. Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>The ESE Specialist and Support Facilitator are active members of grade-level team planning. 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. Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>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.</p>
<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>Parent of Student with Disabilities and parents of general education students are always recruited to be actively involved in school events, SAC Committee, or other community-wide initiatives.</p>

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Almost</p>	<p>Family learning opportunities include content and activities that are translated for families whose first language is not English. Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.</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>Partially Almost</p>	<p>Teachers maintain on-going communication with families to ensure support plans are consistent from home to school. All grade levels have Class Dojo to keep parents informed as well.</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>Administration informs parents, and other community stakeholders regarding progress towards implementing inclusive practices.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Beginning</p>	<p>The school is working towards implementing a protocol for facilitating a smooth transition for SWD from grade to grade and school to school.</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>Partially Almost</p>	<p>Matriculation meetings are held each year when a child is moving to middle school or Kindergarten. Usually the sending school invites the receiving school to a matriculation meeting to discuss pertinent information regarding students.</p>