

School Best Practices for Inclusive Education (BPIE) Assessment

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

CYPRESS RUN ALTERNATIVE/ESE

District Name: Broward

MSID Number: 2123

Date Meeting Held: 10/3/2019

Initial Information

School Principal: Janet Jackson

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title:

Team Members Name/Title:

Gastrid Harrigan - Principal
Janet Jackson - Assistant Principal
Olga Wilson - Literacy Coach
Margareta Swider - ESE Facilitator
Suzi Gluck - ESE Support
Kelli Lopez - Family Counselor
Fanya Jabouin - Family Counselor
Nordia Barber - Teacher
Khalil Murray - 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.	Fully	Sharing academic success Individual Contracts DAR TOMA
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	
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	
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	
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	

<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>Not Yet</p>	<p>NA</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>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>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>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.</p>	<p>Not Yet</p>	<p>NA</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>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>	

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	
14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	
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.	Fully	
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	
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	

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.	Not Yet	NA
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Fully	
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.	Fully	
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.	Not Yet	NA
23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	Fully	

<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>Fully</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>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 Almost</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	All teachers are part of a grade level collaborative 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	Teachers meet weekly with support staff
29. Family members of SWD are contributing members of school decision-making groups.	Fully	
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	
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	
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	
33. The school uses a person-centered planning process for SWD.	Fully	
34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).	Fully	

School BPIE Assessment Priority Indicators

CYPRESS RUN ALTERNATIVE/ESE 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 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.
- Indicator 3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.
- Indicator 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.
- 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 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.
- Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.
- Indicator 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.
- Indicator 13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.
- Indicator 14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 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.
- Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.
- Indicator 18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.
- Indicator 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.
- Indicator 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.
- 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 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.
- 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.
- Indicator 27. All special education teachers are full, collaborative members of a general education curriculum team.
- Indicator 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.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.
- Indicator 33. The school uses a person-centered planning process for SWD.
- Indicator 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).