

School Best Practices for Inclusive Education (BPIE) Assessment

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

FOREST HILLS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2631

Date Meeting Held: 9/19/2024

Initial Information

School Principal: BARBARA ROTHMAN

School Type: Elementary

FIN Trained Meeting Leader/Title: Kelly Hickman, ESE Liaison

Team Members Name/Title:

Barbara Rothman

Derrick Huff

Kelly Hickman

Jodi Antonini

Gabriella Genov

Kimberly Eloy

Amanda Bitton

Katherine Rzczycki

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>	Fully	<p>Weekly RtI meetings for all students. Monthly grade level Data Chats. Grade level Power Planning twice per month to problem solve and share best practices for students.</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>	Fully	<p>1. 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. 2. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. 3. During power planning, data chats, and leadership team meetings, all stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. 4. 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. 5. The school handbook or website includes information on the school's process of shared decision making. 6. Family input on inclusive practices is gathered through surveys, sac/saf, interviews, principal coffee chats, autism coach chats and IEP meetings.</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>Forest Hills has a full time ESE Specialist that manages the caseload of ESE students and provides guidance for inclusive best practices. Forest Hills has a full time ASD Coach that assist in managing the caseload of ESE students and provides guidance for inclusive best practices.</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>Forest Hills Principal requests services and support to follow SWD in the school (paraprofessional support was increased to facilitate inclusion classes for SWD.) Full-time ESE Specialist to best serve student needs. Full-time ASD Coach to provide support for student needs. The school has a very diverse population and houses 8 special program classes on the Forest Hills campus.</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>	<ol style="list-style-type: none"> 1. All students are scheduled into general education classes 80% or more of their day. 2. Prior to matriculating to Kindergarten, Pre-K, SWD students begin to spend time in General Education Kindergarten to prepare for transition. 3. Eligible SWD are invited to attend tutoring after school. 4. All SWD 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.

<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	Pre-K students transitioning to Kindergarten spend time in a general education Kindergarten class prior to matriculation.
<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	Administration articulates the expectation that all students are "our kids" and we are responsible for all of them (K-5). ESE Teachers work along side with general education teachers and collaborate weekly.
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	<ol style="list-style-type: none"> 1. School Administration is constantly providing curriculum resources (both intervention and general) to all faculty and support staff. 2. Supplemental materials are provided for students and tutoring as well as additional instruction. 3. After school tutoring is available to all students. 4. Before school computer lab as well as summer learning computer lab is available. 5. Grade level power planning to design and implement curriculum best practices for all students are held twice per month to include the Instructional Coach and Leadership Team.
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	Person first language is used in electronic and printed (newsletter) communication.

<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>	<ol style="list-style-type: none"> 1. School administration asks specific questions about differentiation of curriculum. 2. School administration asks questions regarding collaborative planning and coteaching strategies. 3. Specific respondents on the survey indicated that they were asked questions regarding instructional design and support for students with disabilities.
<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>	<ol style="list-style-type: none"> 1. Administrators review bus arrival and departure procedures for all buses to ensure safety of students. The school has designated bus staff. 2. All bus arrivals and departures occur at the same time and location for students with and without disabilities. 3. Students with and without disabilities attend all field trips.
<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>	<ol style="list-style-type: none"> 1. All SWD have access to school facilities and non academic activities. 2. PE Teacher includes all students. 3. SWD participate in field trips with same age peers without disabilities. 4. Same age peers provide natural supports to SWD as appropriate to facilitate social interactions during school sponsored activities. 5. The ESE Specialist provides information to families regarding school sponsored activities.
<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>All students participate in Honor Roll, Student of the month and bringing up grades recognition ceremonies.</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>	<ol style="list-style-type: none"> 1. Student Learning data is part of the SIP. 2. Data chats are held monthly to discuss student progress and specific grade level needs with regard to curriculum and instruction. 3. Power planning with ESE teachers, general education teachers, leadership team, and administration are held monthly to discuss student progress in curriculum and behavior. 4. Administration reviews family surveys, interviews, and input in IEP meetings.
<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>	<ol style="list-style-type: none"> 1. The ESE specialist provides training on documentation toward IEP goals and individual teacher responsibilities. 2. Supports and services are available school wide, as well as accommodations and modifications. 3. PD is provided through existing school structures, such as PLCs,. 4. Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. 5. PD provided for access points for all academic areas. 6. IEP goals are embedded into the general education instructional activities and natural contexts.
<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>The school administrator provides professional development and "power planning" sessions regarding team problem solving, instructional strategies, professional learning communities.</p> <p>The school administrator provides TDA time for staff training.</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>	<ol style="list-style-type: none"> 1. School administration provides structure for release time for planning. 2. Monthly PD Days are designed for teams to plan and discuss grade level or subject area concerns related to curriculum and student intervention. 3. There is a schedule and record of PLC's related to the review of student work and instructional planning. 4. Meeting logs show evidence that student data are reviewed , discussed and used to guide all instructional decisions made by teams during collaborative planning time. (Power Planning, Team Lead, DATA Chat, Grade level team planning).
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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>Special area teachers meet weekly with grade level teachers including ESE teachers and discuss instructional accommodations and modifications needed. The physical therapist consults with PE teacher on modifications needed for SWD who have PT concerns/services. ESE Support Facilitator, ESE Specialist, and Autism Coach is available to observe during specials classes and provide supports as needed for SWD.</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>Fully</p>	<p>1. IEP goals are aligned to general education standards. 2. General Education Teachers are able to articulate what students need to know in relation to Florida 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>Fully</p>	<ol style="list-style-type: none"> 1. School wide MTSS supports in place using intervention curriculum in reading and math. All students are part of MTSS. Curriculum resources are provided in the general education class by the classroom teacher. School wide intervention support teachers provide small group instruction (using specific intervention materials from approved struggling reader and math charts). 2. The RTI team utilizes an FBA process to support students with behavior intervention where applicable. 3. The RTI committee meets weekly. 4. There is a school wide positive behavior plan and committee (who designed, monitors the plan).
<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>	<ol style="list-style-type: none"> 1. The school has staff at the team and school level to support data collection design (format) and process. 2. All teachers use formative assessment data (reviewed in data chats and power planning) to adjust instruction, revise behavior plans and determine individual student response to intervention. 3. All data and student progress is monitored and followed in weekly RtI meetings. (BASIS) 4. Teachers use a variety of data collection tools for all students including SWD as needed.

<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>Teachers of Pre K students use classroom data to identify student needs prior to matriculating to kindergarten, as students begin to spend time in the general education class.</p> <p>K-5 Special Program self-contained classroom teachers use formative assessment data to increase time SWDs receive instruction in natural contexts, such as the lunchroom.</p> <p>K-5 Special Program self-contained classroom teachers 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 setting.</p> <p>K-5 Special Program self-contained classroom 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>K-5 Special Program self-contained classroom teachers participate in monthly power planning and data chats with general education teachers and identify student needs, adjust instruction, and discuss opportunities for learning in the general education and natural context.</p>
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<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>	<ol style="list-style-type: none"> 1. Anti Bullying programs 2. Peer buddies 3. Peer counseling 5 Community service project/Garden and school beautification projects. 6. Safety patrol team includes SWD. 7. Drug and alcohol prevention programs include all students on campus. 8. Young students participate in SAFE Swim and Safety Town.
<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>	<ol style="list-style-type: none"> 1. Teachers differentiate instruction to allow multiple means of representation, expression and engagement. 2. Lessons are presented in visual and oral formats. 3. Pencil grips and low tech AT available. 4. Teachers tier assignments and assessments. 5. Students can respond orally rather than in writing where appropriate. 6. Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.
<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>	<ol style="list-style-type: none"> 1. The school schedule reflects a variety of service delivery models. 2. Related services are provided as appropriate in general education classes and natural contexts. 3. Collaborative teachers can explain why the selected the structure for a particular lesson.

<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>Partially Almost</p>	<ol style="list-style-type: none"> 1. The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved with student IEP meetings. 2. The principal sends paraprofessionals to training. 3. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education and classroom and natural contexts. 4. Autism Coach and ESE Specialist provide trainings throughout the year for paraprofessional relative to their work responsibilities.
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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	Special Education Teachers are included in weekly grade level planning and plan with specific grade level teachers. Special Education Teacher in Self-contained K-5 Special Program classes attend monthly power planning meetings with general education teachers, leadership team, and administration.
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	Collaborative planning occurs with K-5 Special Program and General Education teachers on a weekly basis. Special Program teachers collaborate during monthly power planning with general education teachers, leadership team, and administration.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	<ol style="list-style-type: none"> 1. School administrator actively recruits family members for decision making groups including the School Advisory Council. 2. Family members of SWD are active members event committees.

<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>	<ol style="list-style-type: none"> 1. Parent nights provided to go over topics of interest for parents including the IEP process and curriculum workshops. 2. Parent information regarding district based workshops provided in the newsletter. 3. School based workshops facilitated with an interpreter. 4. Resources provided to families by the ESE Specialist. 5. Learning needs survey conducted by the school to determine areas of need and interest.
<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>	<ol style="list-style-type: none"> 1. Grade level team letters regarding curriculum, classroom expectations, grades, homework, study skills. etc. 2. RTI team involves parents in intervention planning for behavior. (BASIS) 3. Teachers communicate via home notes (PreK, K), Planners (K-5), Classroom news letters, conferences, email, phone. 4. Frequent communication via conferencing by all teachers. (conference forms) 5. General Education teachers part of the IEP team and provide input and collaboration during meetings.(IEP) 6. Family provide input and collaboration during IEP meetings. 7. RTI involves parents for academic planning and intervention. (Basis)

<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 provides inclusive practices to families and the community through our monthly newsletter. Administration provides inclusive practices to families during open house. Administration provides a report to all school personnel as part of pre-school activities and throughout the year.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<ol style="list-style-type: none"> 1. Transition team in place for Pre K-K monitors progress and evaluations up to and including matriculation. 2. Matriculation meetings for all students moving from grade 5 to middle school. 3. Grade level transition planning occurs for all grades during the last month of school. All grade levels meet to discuss students that they will be receiving the next school year for collaborative planning. 4. Collaboration with matriculating middle school for our 5th graders in planning with families for a smooth transition. 5. Collaboration with matriculating elementary school for our pre-k students in planning with families for a smooth transition.

<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>	<ol style="list-style-type: none"> 1. School consults the district matriculation guide and plans matriculation activities. Takes action steps recommended for students moving on to k or middle school. 2. Grade level teams meet to review all students they will receive. Vertical planning during the last month of school. 3. Orientations for K held at our school. Middle school open house information shared with families. Many matriculating middle schools also visit the campus. 4. On going tours given for incoming Pre K and K students to our campus. 5. On going "round up" events for ALL incoming students. 6. Transportation coordinated for all students matriculating prior to leaving. 7. Receiving ESE Team invited to all IEP meetings(for matriculating students) to provide information regarding their campus as well as program supports and services. 8. Special Program Child Study Team meets with Pre-K program specialist to plan for students matriculating to kindergarten. 9. Tours are coordinated for parents who will be moving to special programs at the kindergarten level at the receiving schools.
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School BPIE Assessment Priority Indicators

FOREST HILLS 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 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 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 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.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.