

SBPIE Assessment

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

RIVERGLADES ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2891

Date Meeting Held: 5/21/2026

Initial Information

School Principal: JOANNE SELTZER

School Type: Elementary

FIN Trained Meeting Leader/Title: Kerry A Hovey, ESE Liaison

Team Members Name/Title:

Jo-Anne Seltzer (Principal)

Kerry Hovey (ASD Coach)

Katherine Palacios (Support Facilitator)

Michelle Civettini (MTSS Coordinator)

Kathleen Judd (Literacy Coach/ESE Parent)

Seromany Jawahir (School Counselor/ESE Parent)

Jennifer Brodsky (ESE Specialist)

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.</p>	Fully	<p>BEST Scores, I-Ready Data, Daily Intervention groups (Walk to Read/WIN- What I need.) School increases the number of SWD who receive educational services in general education and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts District ESE instructional reviews.</p>
<p>2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.</p>	Fully	<p>The school has developed a plan (e.g., school improvement plan, other school-based plan) indicating goals related to best practices for educating students with disabilities in general education and natural contexts. Following the completion of a School BPIE assessment, the school reports the results of all planned short- and long-term improvement efforts to the district.. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve best practices across the school. Input from families on implementation of best practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.) Data is monitored weekly through RTI meetings.</p>

<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.</p>	<p>Fully</p>	<p>Full time staff have 3 Support Facilitators, 3 SLP's, ASD Coach, ESE Specialist and a Zone Shared Curriculum Program Specialist to support ASD Special Programs, Intensive Pre-K and Specialized Pre-K students.</p>
<p>4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.</p>	<p>Fully</p>	<p>Principal contacts the district to obtain information about SWD's regularly, Administration participates in district trainings regarding best practices and protocols for SWD's. Administration uses funds to support ESE teachers with specialized training and for purchasing district recommended curriculum for intensive and specialized instruction.</p>
<p>5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.</p>	<p>Partially Almost</p>	<p>Special programs and self contained classes are less than 80% in general education, however we meet with students individually to meet their needs. In addition, needs drive each individual student's placement. The ESE team uses data and all stakeholder's input to develop the Annual IEP's to drive services.</p>

<p>6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. *Schools with early childhood (preschool) programs only.</p>	<p>Fully</p>	<p>We have an integrated class that includes SWD and their typical peers. We have two self-contained Pre-K classrooms. SLP, OT and PT push into the self-contained program. 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.</p>
<p>7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc. School personnel refer to special education teachers by name rather than exceptionality of students on their caseload. General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings.</p>

<p>8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>School administrators obtain and allocate resources (e.g., personnel and materials) to implement best practices for educating all students with disabilities in general education and natural contexts. Text sets with differentiated reading levels; Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); Assistive technologies, supports and services; Time for instructional planning; and</p>
<p>9. School administrators expect all staff to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>"Person First" language is supported by administration for all faculty members. (e.g. identifying classes by teacher's name instead of ASD classes).</p>
<p>10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.</p>	<p>Fully</p>	<p>Administration has a list of specific interview questions for applicants that are applying to work with ESE students. They are given "scenarios" and asked to explain how they would deal with it. They are questioned about previous experience.</p>

<p>11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.</p>	<p>Fully</p>	<p>All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. SWD do not arrive late and leave school early based upon the bus schedule.</p>
<p>12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.</p>	<p>Fully</p>	<p>All SWD have access to all school facilities and non-academic activities. Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWD can fully participate. School personnel model strategies and create opportunities for students without disabilities to socialize with SWD in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies). The school currently has 72 peer buddies (Gator Pals) from grades 3-5 who have an assigned day and time each week to pair up with their SWD's. These students had to apply to be a peer mentor, fill out an application and write an essay on why they would be a great "Gator Pal"</p>

<p>13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.</p>	<p>Fully</p>	<p>All Students with Disabilities participate in schoolwide initiatives to participate in an I-Ready Challenge. They are required to log in for a certain number of minutes per week in both Reading and Math.</p> <p>In addition, the school celebrates all students by recognizing them at a Green Party (Green means growth) twice throughout the year. They receive certificates and medals for growth.</p> <p>Each class has a football on a bulletin board in the cafeteria. Every student is enthusiastic to participate and monitor their class growth and minutes weekly. Classes set goals and are rewarded for their achievement.</p>
---	--------------	--

<p>14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.</p>	<p>Fully</p>	<p>Administrators analyze student performance data, staff and family needs assessments/ surveys.</p> <p>Administrators analyze data from classroom observations.</p> <p>Administrators obtain input from IEP teams to identify specific PL and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students.</p> <p>ESE district staff offer trainings and support to ESE and GE teachers.</p> <p>Administration and support staff review data and individual needs of students to identify and provide professional development that address the needs of students with disabilities.</p>
<p>15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.</p>	<p>Fully</p>	<p>Administrators provide ongoing support for new personnel who are hired after the beginning of the school year. Admin provides a tour of the school and they get offered a TIER mentor (if applicable). If the new personal is not new to teaching, they are invited to TIER meetings. Support staff provides additional support. Curricular accommodations and modifications in general education classes and non-instructional activities.</p>

<p>16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.</p>	<p>Fully</p>	<p>School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through TA and needs assessments, such as:</p> <ul style="list-style-type: none"> In-class coaching on collaborative teaching models; Development of professional learning communities; Classroom demonstration of instructional strategies; Team problem solving; Scheduling for student supports; Planning and implementing behavior supports (schoolwide, classroom wide and individual SWD) Planning and implementing visual supports; AAC and other instructional technologies; Planning and application of curricular accommodations/modifications; and Planning instruction reflecting embedded IEP goals.
--	--------------	---

<p>17. School administrators ensure collaborative planning time is included in staff schedules.</p>	<p>Fully</p>	<p>The school master schedule reflects collaborative planning time for collaborative teaching teams. Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release).</p> <p>Regular PL days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions.</p> <p>Agendas and logs from collaborative planning sessions are available for administrators to review.</p> <p>District and schoolwide initiative has been established for The Leader in Me. All students with and without disabilities.</p>
---	--------------	---

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.</p>	<p>Partially Almost</p>	<p>A music teacher has several SWD in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students.</p> <p>The occupational therapist provides guidance to the graphic design education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs.</p> <p>ESE teachers and support services personnel solicit feedback from specials.</p> <p>In addition, ESE staff are available to collaborate and provide feedback and materials to determine the effectiveness of instructional accommodations or modifications.</p>

<p>19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.</p>	<p>Fully</p>	<p>IEP goals and objectives for all SWD are aligned to the academic achievement standards. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standard. Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age- appropriate materials as those used by students without disabilities.</p>
---	--------------	--

<p>20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.</p>	<p>Fully</p>	<p>School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.</p> <p>There is a schoolwide plan to provide school personnel with ongoing PL and TA on the implementation of an MTSS framework.</p> <p>PL and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWD in general education classrooms and natural contexts.</p> <p>An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.</p> <p>School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.</p> <p>Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans.</p>
---	--------------	--

<p>21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.</p>	<p>Fully</p>	<p>The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD. 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, such as: Checklists; Profiles; FBA tools; Portfolios; Performance assessments; Reading assessment tools; and Scoring criteria/rubrics.</p>
--	--------------	---

<p>22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.</p>	<p>Fully</p>	<p>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>Teachers of students in separate classes and resource settings use formative assessment data to increase time SWD receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom.</p> <p>Teachers of students in separate classes and resource settings use formative assessment data to increase time SWD receive instruction in natural contexts, such as lunchroom, media center and school store.</p>
--	--------------	---

<p>23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>The school has one or more school-wide programs in place that address the following:</p> <p>Formal peer support programs Gator Pals is a peer buddy program at Riverglades. There are 72 buddies that are matched with SWD in Elementary and Pre-K.</p> <p>Meaningful social and community involvement (Pine Trails event for families with student's on the Autism Spectrum. Gator Pals prepare activities and facilitate the activities at our assigned spot. They socialize, facilitate make and take crafts and supervise sensory activities.</p> <p>Anti-bullying</p> <p>Student problem solving: "Leader in Me Student" Leadership Committee has direct input to school decisions and problem solving.</p> <p>Self-determination and self-advocacy</p> <p>Community service projects: Parkland Autism Event, Coordinating donations such as Halloween Costumes, Holiday Gifts and Thanksgiving Food donations to sister schools, donations to area charities for February 14th Day of Love and Service (e.g. Humane Society, Children's Home Society)</p>
---	--------------	--

<p>24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum (e.g. SMILE, Visualizing and Verbalizing, Touch Math, Reading Mastery and STAR program for students with autism, UFLI and Heggerty Bridge the Gap.</p>
<p>25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.</p>	<p>Fully</p>	<p>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: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. When developing the school's master schedule, SWD are scheduled first. When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. Collaborative teachers can explain why they selected a structure for a particular lesson. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</p>

<p>26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.</p>	<p>Fully</p>	<p>Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD.</p>
--	--------------	---

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.</p>	<p>Fully</p>	<p>Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.</p> <p>Special and general education teachers meet regularly to share information on curriculum and individual student support needs.</p> <p>Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences).</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>Fully</p>	<p>When planning, teachers consider the application of specially designed instruction and DI as part of every lesson.</p> <p>Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.</p> <p>Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students.</p>

<p>29. The school ensures that family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council.</p> <p>Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters).</p> <p>Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</p>
---	--------------	---

<p>30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.</p>	<p>Partially Almost</p>	<p>Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc.</p> <p>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>Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and placement, developing meaningful IEP goals and postsecondary school opportunities.</p> <p>Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc.</p> <p>Family learning opportunities include content and activities that are translated for families whose first language is not English.</p>
---	-------------------------	--

<p>31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.</p>	<p>Fully</p>	<p>Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBIS plan and FBA. Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). Structures are in place for educators and families to share ongoing information about access and progress of SWD.</p>
<p>32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.</p>	<p>Fully</p>	<p>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>There is an established protocol for facilitating a smooth progression for SWD from grade to grade and school to school. SWD have opportunities to learn and practice skills associated with self-determination and leadership roles.</p>

<p>34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.</p>	<p>Fully</p>	<p>Supports are in place and are passed seamlessly between sending and receiving parties. Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. Administrators proactively ensure that support follows all SWD as they move from grade to grade, school to school and district to district. In the spring, the school coordinates an orientation for students moving from elementary to middle school. ASD coach or staff members attend middle school orientation with students and parents. ESE Specialist at the middle school is available to answer parent questions and give a tour of their programs.</p>
---	--------------	---

School BPIE Assessment Priority Indicators

RIVERGLADES 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 5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.
- Indicator 18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.
- Indicator 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.