

School Best Practices for Inclusive Education (BPIE) Assessment

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

RIVERSIDE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3031

Date Meeting Held: 6/6/2023

Initial Information

School Principal: SABRINA SHEIB

School Type: Elementary

FIN Trained Meeting Leader/Title: Natalie Brantley, ESE Specialist

Team Members Name/Title:

Sabrina Sheib - Principal

Jonathan White - Assistant Principal

Shanon Lindenbaum - Literacy Coach

Natalie Brantley - ESE Specialist

Kitti Magill - Guidance Counselor

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.	Partially Beginning	Data from state, district and school assessments and alternate assessments, classroom walkthroughs.
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	professional development with follow up tasks, on site trainings, meeting notes, grade level data chats, walkthroughs
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	handbooks, communication log of activities, scheduled meetings, PLC minutes
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	emails requesting additional support, zoned schedules, outside service requests to assist families.
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	Data shows students are receiving services in the least restrictive environments 80% more of the school day.

<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>Teacher schedules, block schedules (common reading - walk to read).</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>Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).</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 Almost</p>	<p>Written and electronic communication.</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>School interview team members include job interview questions for non - instructional staff(e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices.</p> <p>Interview team asks questions specific "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?"</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>All bus arrivals and departures occur at the same time and location for students with and without disabilities. Children are all included in same field trip bus for transportation.</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 personnel advocate for the inclusion and full participation of SWD in school-sponsored 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>All SWD, 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), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs).</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>Fully</p>	<p>Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students.</p> <p>Regular review of student learning data is documented in an effort to determine ongoing PD and TA needs.</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.</p> <p>Strategies for effective inclusion are provided and modeled in the classroom setting.</p> <p>PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups (Beginning)</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>School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: In-class coaching on collaborative teaching models; Development of professional learning communities; Classroom demonstration of instructional strategies; Team problem solving; Inclusive scheduling; Planning and implementing behavior supports</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>There is a schedule and record of PLCs related to the review of student work and instructional planning. The school master schedule reflects collaborative planning time for collaborative teaching teams.</p>

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.	Partially Almost	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.
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	IEP goals and objectives for all SWD are aligned to the state 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 standards.

<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>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 PD and TA on the implementation of an MTSS framework. Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. PD 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. The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities.</p> <p>Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. (Basis Notes, MDTR reports, Notice of proposal refusal, sign in sheets, regularly scheduled data chats, RTI, and grade level data chats)</p>
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<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>The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. All SWD have access to the same multi-tiered interventions as those without disabilities. MTSS meeting minutes, documents adjusting behavior plans as needed through tiered RTI-B levels of support systems. Use of suite 360</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>Teachers of students in self-contained 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. Classroom data and behavior management systems and academic assessment tools.</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>School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)</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>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>Partially Almost</p>	<p>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.</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>	<p>Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality)</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	Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. PLC's and team meeting minutes.
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.	Partially Almost	Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. (Master schedule for grouping profiles, lesson plans, classroom walk-throughs)
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council. Group rosters and meeting notes.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Almost	Structures are in place for educators and families to share ongoing information about access and progress of SWD. Meeting notes, schedules, conferences.

<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. School based team continuously working towards priority indicators to best meet student needs.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. IEP's and matriculation meetings are planned to assist with a smooth transition based on student progress and data.</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>Supports are in place and are passed seamlessly between sending and receiving parties. Matriculation processes and procedures are in place.</p>

School BPIE Assessment Priority Indicators

RIVERSIDE 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 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 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.