

School Best Practices for Inclusive Education (BPIE) Assessment

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

SANDPIPER ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3061

Date Meeting Held: 10/22/2024

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evid
<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>Fully</p>	<p>School analyzes data of all SWD to identify current barriers and practical for the provision of educational services in general education classes and natural contexts. School increases the number of SV who receive educational services in inclusive classrooms and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts. Data meetings are held to identify barriers and plan for actions to include inclusive opportunities for all students with disabilities. Data chats are conducted with students to create strong accountability and expectations.</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>Fully</p>	<p>The school provides access to goal related to short- and long-term improvement efforts on the school website and on request in the front office.</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.</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>There are clearly identified roles and responsibilities for the key person ongoing communication, data analysis and progress monitoring of goals: action steps based on SBPIE assessment priority indicator(s).</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 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.</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>All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. All SWD are involved in before- or after-school tutoring interventions provided for reading and math.</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>Partially Almost</p>	<p>The school has targets to increase number of SWD, ages 3–5, who receive special education and related services in inclusive classes with peers without disabilities. General and special education teachers regularly collaborate to plan and implement weekly lessons based on state standards for early childhood</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>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc. General and special education teachers are expected to share instructional responsibilities for SWD in each classroom and other school settings.</p> <p>SWD are not the sole responsibility of special education personnel during academic and non-academic school activities.</p> <p>School personnel refer to special education teachers by name rather than exceptionalities of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher).</p> <p>All school personnel are trained and responsible for safety and evacuation procedures for SWD.</p> <p>Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.</p> <p>Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.</p>
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<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>School administrators obtain and allocate resources (e.g., personnel materials) to implement effective inclusive practices. School administrators provide and monitor the use of resources across school teams, such as: Supplemental materials for core subject areas related to all academic standards Text sets with differentiated reading levels; Accessible instructional materials, textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print Assistive technologies, supports and services; Time for instructional planning; Allocation of personnel aligned with 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>Fully</p>	<p>Administrators provide all school personnel with ongoing information and resources on person first language Administrators provide guidelines the use of person first language in written, electronic and verbal communication. (e.g., students will disabilities rather than disabled students or ESE students, student intellectual disabilities). Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., refer to students by name rather than any label).</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 at applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. School interview team members in job interview questions for instructional staff that assess knowledge and be of inclusive</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>The principal has made a formal request to the district for bus schedule to be changed. 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 early based upon the bus schedule</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 SWD have access to all school facilities and non-academic activities. Club sponsors show their commitment to include SWD in all club activities. 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, included in honors and awards programs (e.g., honor roll, citizen awards, academic awards, science and attendance awards), except the honors and awards based solely on requirements of the standard curriculum (e.g., class standing for academic scholarships, honor social and International Baccalaureate programs). All SWD are recognized for honors awards in the same manner and at same time as those without disabilities.</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>	<p>Administrators analyze data from classroom observations.</p>
<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>	<p>Strategies for effective inclusion are provided and modeled in the class setting. Administrators identify collaborative teams, including general and special education staff, to participate in all related to effective inclusive practices.</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>Fully</p>	<p>Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and team. Outside resources, such as FIN, FT and CARD, are procured for the provision of TA.</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>Administrators provide structures for release time for planning (e.g., flo substitute teachers, duty release). Monthly PD 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>
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Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evid
<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>A music teacher has several SWD i classes. A special education teacher available to observe students during class and discuss accommodations modifications or other appropriate supports for students. The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports.</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>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. The instructional goals and learning targets of students with the most significant cognitive disability are listed on access points. 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. 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 behavioral interventions. There is a schoolwide plan to provide support to school personnel with ongoing PD on the implementation of an MTSS framework. Members of the school MTSS team are assigned to provide support to subject-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 support with the instructional support needs of individual students in general education classrooms and natural contexts. The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PD plans. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.</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>Fully</p>	<p>General education teachers collaborate with special education teachers, and other related services personnel, to a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts, such as:</p> <ul style="list-style-type: none"> Checklists; Profiles; FBA tools; Task analysis; Portfolios; Performance assessments; Reading assessment tools; and Scoring criteria/rubrics.
<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>Special education teachers use formative assessment to identify student needs, adjust instruction, and behavior plans and identify opportunities for learning in general education and natural contexts. Teachers of students in self-contained and resource settings use formative assessment data to increase time to receive instruction in general education classes, such as observational data identify effective behavior supports learning in the general education classroom.</p> <p>Teachers of students in self-contained and resource settings use formative assessment data to increase time to receive instruction in natural contexts such as lunchroom, media center, school store.</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>Fully</p>	<p>The school has one or more school wide programs in place that address the following: Formal, academic and social peer support Social and community inclusion Anti-bullying Conflict mediation Student problem solving Character education Self-determination and self-advocacy Community service projects Global cultural and disability awareness 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>Fully</p>	<p>Teachers plan instruction to allow multiple means of representation, engagement. Lessons are presented in visual and audio formats. The student responds using eye gaze, hand choices cards and/or gestures. Appropriate response time is given for all students 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, including low-tech strategies and high-tech communication systems and software, such as: Book pages equipped with foam tabs for Pre-K students to easily turn pages Teachers plan instruction to allow multiple means of representation, engagement.</p>

		<p>Lessons are presented in visual and formats.</p> <p>The student responds using eye gestures, choices cards and/or gestures.</p> <p>Appropriate response time is given SWD to participate.</p> <p>Instructional technology, matched the needs of individual students, is effectively used for instruction in a classroom.</p> <p>Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as:</p> <ul style="list-style-type: none"> Book pages equipped with foam tabs for Pre-K students to easily turn pages A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; Wide classroom aisles to accommodate students with limited mobility; Table heights adjusted to accommodate a wheelchair, a stander or student with short stature; Choice boards or software programs for visual schedules and assignments Pencil grips; Wood blocks to raise the desk level Specialized computer software, digital text,
<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>When developing the school's master schedule, SWD are scheduled first.</p>

<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>Fully</p>	<p>Paraprofessionals receive ongoing training on topics relative to their responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication physical, social and academic support, health, safety and hygiene needs; confidentiality). Outside resources, such as FIN, FT 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.</p>
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Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evid
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>An elementary school special education teacher is an active member of the grade team. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.</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>	<ul style="list-style-type: none"> • Teachers identify and discuss the various roles (e.g., collaborative teaching structures) during the lesson planning process. • When planning, teachers consider application of specially designed instruction, UDL and DI as part of lesson. • Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.

<p>29. 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. 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). Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</p>
<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>	<p>Learning opportunities and resources are identified and provided to families based on family surveys or interview school climate surveys, IEP goals, student data. Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc.</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>Fully</p>	<p>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).</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>At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices.</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 transition for students 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>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 supports follow all SWD as they transition from grade to grade, school to school and district to district. Structures are in place for the educational and transition teams to communicate and plan post-school opportunities for SWD. Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.</p>

School BPIE Assessment Priority Indicators

SANDPIPER 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 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.
- 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.