

School Best Practices for Inclusive Education (BPIE) Assessment

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

HAWKES BLUFF ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3131

Date Meeting Held: 8/27/2024

Initial Information

School Principal: MELINDA CUNNINGHAM

School Type: Elementary

FIN Trained Meeting Leader/Title: Cathleen Gonzalez, ESE Liaison

Team Members Name/Title:

Melinda Cunningham - Principal

Cathleen Gonzalez - ESE Specialist

Robin Noye - Speech Language Pathologist

Kristina Bonfield - Speech Language Pathologist

Shelby Gortler - Support Facilitator

Mallory Marcus - General Education Teacher

Jeanette Ferrari - Teacher - Autism

Jeanne Gray - Parent

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>Hawkes Bluff Elementary School analyzes data of all SWDs to increase time in the general education setting. Data is discussed and analyzed during IEP meetings, at Data Chats, and at bimonthly Rti meetings and is based on FAST test results, academic achievement within the classroom, and behavior data. Additionally, Hawkes Bluff's mission is to incorporate students from our Special Programs to participate in general education academic opportunities based on their strengths.</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>	Partially Almost	<p>Hawkes Bluff Elementary achieves this through the School Improvement Plan, BPIE every three years with an annual review, SAC monthly meetings with ESE representation, and team leader 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>	Fully	<p>The ESE Specialist is the Inclusion Champion for Hawkes Bluff Elementary school. She oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</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 administration at Hawkes Bluff continues to advocate for students with disabilities in our neighborhood by providing a variety of educational settings that fit the diverse needs of our neighborhood population. We have three levels of preschool available for Intensive, Specialized, and Integrated students. We also have three Special Program classrooms for students with autism spectrum disorder. Parents share that the culture of Hawkes Bluff supports their children's diverse needs.</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>Partially Almost</p>	<p>All Hawkes Bluff teachers welcome every student to achieve their personal potential in the general education setting. There are ESE endorsed teachers on every grade level. ESE support facilitators have caseloads with push in classroom services. SLPs include students from Special Program into speech and language sessions with same-aged general education peers. SWDs, including those with the most significant cognitive disabilities (with the exception of Special Program students), are scheduled into general education classes 80% or more of the day.</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.</p> <p>*schools with Pre-K programs only</p>	<p>Partially Almost</p>	<p>General and special education PreK teachers regularly collaborate to plan and implement weekly lessons based on the state standards for early childhood. All PreK teachers attend Professional Learning Committee Meetings with general education Kindergarten teachers.</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>The administrative team at Hawkes Bluff Elementary School views all students with disabilities as general education students. Staff members refer to these students by name rather than by their exceptionalities. The school has trained personnel in safety and evacuation procedures specifically for students with disabilities. The administrative team regularly reviews staff and student schedules to ensure that students with disabilities have opportunities to receive support in the general education environment. Medical information and training are shared continuously to support this initiative.</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>The administrative team at Hawkes Bluff Elementary supports school staff in utilizing resources to implement effective inclusive educational practices through providing additional opportunities for grade-level planning, including support from literacy coaches, math curriculum specialists, an autism coach, and supplemental reading and math programs, as well as small group instruction. Grade level teachers share the same planning time to allow for collaboration regarding instructional planning, differentiated teaching techniques, and sharing of resources to maintain consistency.</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>Hawkes Bluff school administrators communicate regularly with all staff the expectations for the use of person first language. Posters are posted in staff common areas and emailed to staff yearly.</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 (ie. front office workers) that assess knowledge and beliefs of inclusive educational practices. For example, "How would you respond if a parent of a SWD asks about enrolling their child at this school?" For instructional staff, questions may include, "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>Arrival and dismissal procedures are the same for all students. All SWDs are invited to participate in all school-wide activities, including field trips. There is a designated bus monitor that oversees bus procedures and assists with SWDs riding the bus. Wheelchair/Safety Vest/Seatbelts are requested as needed based on individual needs.</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 SWDs have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities. Some examples are student government, safety patrol, morning announcements, Robotics, Chorus Club, Drama Club, Fall Festival, Book Fair, Graduation, Field Trips, and HBE Clean Up Day.</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 students and families are invited to participate in Reading Across Broward, Family Science, Smiley Math. All activities are posted on the Hawkes Bluff Elementary school website. Families are encouraged to work together. At the end of the year, all participants earn special recognition at an awards assembly through award, trophy, or medal. Every classroom at Hawkes Bluff, including Special Programs, nominates a monthly Kid of Character to celebrate their accomplishments over the morning announcements with parents invited to attend. All SWD are recognized for honors and awards in the same manner and at the 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>Hawkes Bluff Elementary administrative team analyzes student performance data to identify professional development needs related to inclusive practices. Data is shared through faculty meetings, Team Leader meetings, and Data Chats. Staff trainings are planned in advance and participants sign that they were in attendance. Administration also analyzes data from classroom observations using the iObservation format.</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>Partially Almost</p>	<p>School leaders provide on-going support for new personnel and identify collaborative teams to participate in Professional Development related to effective inclusive practices (ie. CHAMPS). For example, a team is participating in the Access Points training this October. We also provide in-house trainings for a variety of academic and behavioral topics (ie. All classroom teachers recently participated in an all-day writing training (Core Connections). These trainings are presented by staff from HBE with specific strengths and/or outside expert sources.</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>HBE has assigned a key person at the school who coordinates activities related to needs assessments and TA for individual staff and collaborative teams. Inclusive scheduling takes place every year with careful placement for SWDs. Every member of the instructional staff is engaged in a PLC. School personnel have access to program specialists who can provide assistance on best practices for inclusive education for all SWD.</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>HBE now provides weekly collaborative planning time between general education teachers and ESE teachers. There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. Every instructional staff member participates in a PLC. Administrators provide structures for release time for planning when applicable.</p>
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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	Medical information and trainings are provided to Specials teachers on an on-going basis. When a new FBA/BIP is generated, the ESE specialist meets with all Specials teachers to review the plan and answer questions to generate understanding. The Autism Coach and Specials teachers meet to problem-solve inclusion challenges. ESE teachers and support services personnel solicit feedback from special teachers to determine the effectiveness of instructional accommodations and/or behavioral supports.
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/objectives are aligned to the State Standards. Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using similar materials as those used by students without disabilities (ie. Access Points instruction using CPALMs). All teachers follow curriculum maps and share data during team meetings to instruct and remediate 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>HBE holds bi-monthly MTSS/RtI/CPST meetings to discuss student progress with parent participation. Families are provided verbal and written information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Staff members provide intervention to Tier 2 and Tier 3 students. A schoolwide PBIS plan is followed and rules are posted in every classroom and key areas (ie. Cafeteria, Media Center, Playground). An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.</p>
<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>HBE uses a variety of data collection tools such as: Rubrics, Checklists, ABC data forms, task analysis, performance assessments, etc. All SWDs have access to the same multi-tiered interventions as those without disabilities. Instructional personnel consider SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs to make progress in general education and natural contexts.</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>ESE teachers collaborate with the Autism Coach and use formative assessment to identify student needs, adjust instruction, revise behavior plans, and identify opportunities for learning in general education. All students in Special Programs have the opportunity to engage in natural contexts with general education peers.</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>HBE has a variety of schoolwide programs to facilitate positive, interdependent relationships and social responsibility among all students. Some examples are: Special Olympics, CHAMPS, Kids of Character, Peace Week, Anti-Bullying Week, Autism Awareness, Red Ribbon Week, Student Council Service projects, Literacy Week, and National Speech/Language/Hearing month. The Sensory room's location was changed to make it more accessible to all students. A Calming room in the office was renovated and is now used regularly for conflict mediation and problem-solving.</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>Instructional technology (ie. iReady) is matched to the needs of individual students and is effectively used for instruction in all classrooms. An FM system is provided for students who need auditory support which benefits all learners. Choice Boards are offered, and visual schedules are posted in every classroom. Wide classroom aisles are created to accommodate students with limited mobility. Sensory items were provided to every teacher to be utilized in their classrooms. Teachers use a variety of modalities during instruction.</p>

<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Fully</p>	<p>ESE teachers now collaborate weekly with general education teachers to plan and share instructional resources. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system. When developing the school's master schedule, SWDs are scheduled first. When providing in-class supports, teachers select and use various approaches based on the needs of the individual student. The school master schedule reflects a variety of service delivery models used across the school, including collaboration, support facilitation and consultation.</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>Partially Almost</p>	<p>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administration. There is dedicated time for some paraprofessionals to consult with teachers. Paraprofessionals receive ongoing training on topics relative to their work responsibilities (ie. Behavior Strategies Training). 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. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>All special education teachers at Hawkes Bluff Elementary School are full, collaborative members of a general education grade level team. All staff members are also part of a curriculum team (Reading, Writing, Math, Science) with regular meetings. Special education teachers collaborate weekly with general education teachers to share and implement instructional decisions made by the team. All team members receive minutes of team meetings and have input into decisions when not available to attend in person.</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>General and special education teachers collaborate to use the Elementary Learning Canvas Course to plan effective instruction and assessment for all students. Teachers determine appropriate accommodations and other supports for individual students based on their IEPs. Teachers reflect on and assess their effectiveness as collaborative teachers. Administrators provide feedback based on classroom observations and walk-throughs.</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>Support staff actively recruits family members of all students, including SWDs, to participate in school decision-making groups. Family members of SWDs are contributing members of school decision-making groups including PTA, SAC, Parent Survey, and BPIE.</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>The IEP team develops meaningful IEP goals and provides resources/strategies to parents based on individual student need. Information regarding specialized reading programs is provided to parents with on-going support. A schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, and Parent Link. Family learning opportunities include content and activities that are translated for families whose first language is not English when possible.</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>Throughout the year, and especially during IEP meetings, parent input is a valued resource when developing individualized goals and service plans. Other parties, such as RBTs, advocates, tutors, etc. are always welcome to the meetings. HBE has an open-door policy (ie. conferences as needed, return phone call or email within 24 hours) which allows for open communication between families and other members of the team. Teachers use a variety of methods to communicate with families as needed (ie. ClassDojo, email, WhatsApp, etc.). Surveys are also used to obtain family input.</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>Inclusive practices at Hawkes Bluff are available to families through the school website via the BPIE found in the School Improvement Plan. The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. The school provides a report to the district that includes progress toward implementing and improving inclusive practices. The school inclusion champion shares inclusive practices with staff and family members.</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 SWDs from grade to grade and school to school. This protocol uses a person-centered planning process. SWDs have opportunities to learn and practice skills associated with self-determination and self-advocacy as documented in their IEPs.</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>HBE invites staff from matriculating schools to IEP meetings to ensure placement in the Least Restrictive Environment (LRE). In the spring, the school coordinates a field trip for students moving from elementary to middle school. Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students.</p>

School BPIE Assessment Priority Indicators

HAWKES BLUFF 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 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.
- Indicator 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.