

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**SAWGRASS SPRINGS MIDDLE SCHOOL**

**District Name: Broward**

**MSID Number: 3431**

**Date Meeting Held: 5/14/2024**

## Initial Information

**School Principal:** Melinda Frame-Wessinger

**School Type:** Middle/Junior

**FIN Trained Meeting Leader/Title:** LaCheryl Taylor, ESE Specialist

**Team Members Name/Title:**

L. Bruce Greenberg - Assistant Principal; Lizabeth Lourenco - Speech-Language Pathologist/ESE Department Chairperson; LaCheryl Taylor - ESE Specialist; Marie Guerrier - Behavior Tech; Theresa Pugliese - Media Specialist; Deanna Waters - ELL Liaison; Bridget Madero - 8th Grade Support Facilitator (Parent); Julie Levy - 6th Grade Support Facilitator; Nicole Ferayorni-Sotter - 8th Grade Support Facilitator - (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>	<p>Fully</p>	<p>Based on data from state, district and school assessments, alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), observations from classroom walk-throughs and progress toward individual educational plan (IEP) goals:</p> <ul style="list-style-type: none"> <li>* School analyzes data of all SWD to identify current barriers and practices for the provision of educational services in general education classes and natural contexts.</li> <li>* School increases the number of SWD who receive educational services in inclusive classrooms and natural contexts.</li> <li>* Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts.</li> <li>* Data meetings are held to identify barriers and plan for actions to increase inclusive opportunities for all students with disabilities.</li> <li>* Data chats are conducted with students to create strong accountability and high expectations.</li> </ul>

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

Based on goals related to short- and long-term improvement efforts, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation:

- \* The school has developed a plan indicating goals related to inclusive practices.
- \* 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.
- \* The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.
- \* All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school.
- \* 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.
- \* The school handbook or website includes information on the school's process of shared decision making.
- \* Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).

<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>* The "ESE Specialist" is the "key person" who oversees inclusive practices.</p> <p>* There are clearly identified roles and responsibilities for the "ESE Specialist" (e.g., ongoing communication, data analysis and progress monitoring of goals and action steps based on SBPIE assessment priority indicators).</p> <p>* The "ESE Specialist" is responsible for oversight and coordination of goals and action steps related to inclusive best practices.</p> <p>The "ESE Specialist" is identified in various school documents, such as:</p> <ul style="list-style-type: none"> <li>*** Staff roster</li> <li>*** Professional Learning Community (PLC) minutes</li> <li>*** Staff handbook</li> <li>*** School website</li> <li>*** Newsletters</li> </ul>
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<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>Based on documentation of school administrator requests for information (e.g., emails, memos) to the district office, roster of SWD in school zone who are not attending the school:</p> <ul style="list-style-type: none"> <li>* The principal contacts the district to obtain information about SWD who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school.</li> <li>* The principal requests services and supports to follow SWDs in the school.</li> <li>* Based on demographic reports, our school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities.</li> <li>* Our 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.</li> <li>* Our school is equipped to provide educational services to all students.</li> <li>* Based on results from the Customer Satisfactory Survey, families perceive our school as being able to address their child's needs, regardless of the type or severity of disability.</li> </ul>
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<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>Based on School-level least restrictive environment (LRE) data showing the percentage of time each SWD, disaggregated by exceptionality, spends in age- and grade-appropriate, heterogeneous, general education contexts:</p> <ul style="list-style-type: none"> <li>* 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 community.</li> <li>* SWD are not assigned to classrooms based on their exceptionality or supplementary aids and services needed.</li> <li>* All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts.</li> <li>* All SWD are involved in before- or after-school tutoring interventions provided for reading and math.</li> <li>* Support services personnel have caseloads that allow for inclusive scheduling of services to SWD in general education classes and other settings.</li> <li>* To the greatest extent possible, related services are scheduled and provided to SWD in general education and natural contexts, rather than in segregated settings.</li> </ul>
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<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>Based on results of self-assessments, questionnaires, interviews and teacher schedules:</p> <ul style="list-style-type: none"> <li>* Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:</li> <li>**** General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings.</li> <li>**** SWD are not the sole responsibility of special education personnel during academic and non-academic school activities.</li> <li>**** School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher).</li> <li>* All school personnel are trained and responsible for safety and evacuation procedures for SWD.</li> <li>* Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices.</li> <li>* Administrators survey staff to determine beliefs and attitudes about</li> </ul>

inclusive practices.

\* Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.

\* 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>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>Based on achievement data for all SWD, schedules of teacher planning time, and minutes from planning meetings with support personnel, coaches and/or administrators:</p> <ul style="list-style-type: none"> <li>* School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices.</li> <li>**** Time for instructional planning</li> <li>**** Allocation of personnel aligned with in-class support needs of students</li> <li>* An "ESE Support Facilitator" is assigned to each grade level: 6th, 7th 8th</li> <li>* Reading and mathematics materials ranging from remediation to enrichment are available in all classes.</li> <li>* Common planning times</li> <li>* "Push in" and "Pull Out" schedules</li> </ul>
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<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>Based on School Improvement Plan (SIP), newsletters, family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.</p> <ul style="list-style-type: none"> <li>* Administrators provide all school personnel with ongoing information and resources on person first language.</li> <li>* Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. (e.g., students with disabilities rather than disabled students or ESE students, student with intellectual disabilities).</li> <li>* Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label).</li> </ul>
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<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>Partially Almost</p>	<p>Based on interview questions used for various positions at the school, including front office staff, cafeteria staff, teachers, paraprofessionals, coaches, etc., include questions related to diverse learning needs, effective inclusive practices, as applicable to the position.</p> <ul style="list-style-type: none"> <li>* School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc.</li> <li>* School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices.</li> <li>* Interview protocols include questions related to a variety of learning needs for potential applicants.</li> </ul>
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<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>Based on bus schedules and rosters, school site map (including bus locations), field trip documentation; documentation of emails or other communication between school leaders and district transportation office requesting changes to bus schedules.</p> <p>* All bus arrivals and departures occur at the same time and location for students with and without disabilities.</p> <p>* There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.</p> <p>* The principal has made a formal request to the district for bus schedules to be changed.</p> <p>Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.</p> <p>* SWD do not arrive late and leave school 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>Based on student schedules, organizational rosters, list of adaptive equipment; observations of students with and without disabilities in non-academic contexts, e.g., recess, in between class and school social gatherings; surveys, focus groups or interviews of students with and without disabilities:</p>

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- \* Educators consider non-academic activities when identifying opportunities to develop essential skills such as using money, ordering food, reading, speaking and asking for assistance when needed in natural contexts, with non-disabled peers.
  - \* School-sponsored, non-academic activities also provide opportunities for students with the most significant cognitive disabilities to interact and develop relationships with same-age peers without disabilities.
  - \* 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 in the same activities as those students without disabilities.
  - \* Athletic coaches include students with disabilities in the same activities as those without disabilities.
  - \* Club sponsors show their commitment to include SWD in all club activities.
  - \* ESE Support Facilitators monitor the participation of SWD in non-academic activities.
  - \* All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities.
  - \* SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field
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trips are discouraged.

- \* 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).
- \* Ability awareness and diversity training is provided to all students in the school.
- \* Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities.
- \* SWD are eligible for and encouraged to run for student government.
- \* All SWD are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc.
- \* Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic 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>Guidelines for participation as noted in information (e.g., school handbook, flyers, newsletters, website) disseminated to teachers, students and families; list of honorees and award recipients student interview responses:</p> <ul style="list-style-type: none"> <li>* 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).</li> <li>* All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities: <ul style="list-style-type: none"> <li>***** Morning and/or Afternoon Announcements</li> <li>***** School Website</li> <li>***** Newsletter</li> <li>***** Awards Ceremonies</li> <li>***** Honor Roll celebrations</li> <li>***** End of Year ceremonies</li> <li>***** Perfect Attendance Recognition</li> </ul> </li> </ul>
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<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>Partially Beginning</p> <p>Based on needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities:</p> <ul style="list-style-type: none"> <li>* Administrators analyze student performance data, staff and family needs assessments/ surveys.</li> <li>* Administrators analyze data from classroom observations.</li> <li>* When appropriate, individual staff members include PL and TA goals related to inclusive practices in their individual professional learning plan.</li> <li>* Needs assessment data from school staff and family members is requested at the end of the school year.</li> <li>* Agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.</li> </ul>
<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>Based on School's professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school</p>

personnel:

- \* PD is provided through existing school structures, such as PLCs, faculty meetings, collaborative team planning, lesson study, peer coaching and critical friends groups.

- \* PD is provided to collaborative teams, to include the following topics:

- \*\*\*\* Curricular accommodations and modifications in general education classes and non-instructional activities
- \*\*\*\* Specially designed instruction
- \*\*\*\* Differentiated instruction (DI)
- \*\*\*\* Classroom management strategies

- \*\*\*\* Data collection and analysis

- \*\*\*\* Accessible instructional materials

- \*\*\*\* Assistive technology

- \*\*\*\* Visual supports

- \*\*\*\* Positive Behavior Intervention Strategies (PBIS)

- \*\*\*\* Formative assessment

- \*\*\*\* Inclusive scheduling

- \*\*\*\* Peer supports

- \*\*\*\* School-family communication /

- collaboration

- \* School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel.

<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>Based on schedule of technical assistance with topics, as well as data from various needs assessment instruments:</p> <ul style="list-style-type: none"> <li>* School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: <ul style="list-style-type: none"> <li>**** Development of professional learning communities</li> <li>**** Team problem solving</li> <li>**** Planning and implementing behavior support</li> <li>**** Planning and implementing visual supports</li> <li>**** Planning and application of curricular accommodations / modifications</li> <li>**** Planning instruction based on UDL and DI.</li> </ul> </li> </ul>
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<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>Partially Almost</p>	<p>Based on the master schedule, teachers' lesson plans, agendas and logs from collaborative planning sessions:</p> <ul style="list-style-type: none"> <li>* The school master schedule reflects collaborative planning time for collaborative teaching teams.</li> <li>* Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release)</li> <li>* Agendas and logs from collaborative planning sessions are available for administrative review.</li> <li>* Meeting logs show evidence that student data are reviewed, discussed, and used to guide all instructional decisions made by teams during collaborative planning time.</li> </ul>
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**Domain II: Instruction and Student Achievement**

<b>Indicator</b>	<b>Implementation Status</b>	<b>Data Sources/Supporting Evidence</b>
<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>Fully</p>	<p>Based on teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions:</p> <ul style="list-style-type: none"> <li>* An elective 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.</li> <li>* The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports.</li> <li>* The occupational therapist provides guidance to the computer science, engineering and robotics teachers on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs.</li> <li>* ESE teachers and support services personnel solicit feedback from elective teachers to determine the effectiveness of instructional accommodations or modifications.</li> <li>* ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.</li> </ul>

<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>Based on lesson plans or unit plans, curriculum maps, walk-through data, as well as data from ongoing progress-monitoring:</p> <ul style="list-style-type: none"> <li>* IEP goals and objectives for all SWD are aligned to the state standards.</li> <li>* 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.</li> <li>* The instructional goals and learning targets of students with the most significant cognitive disability are based on access points.</li> <li>* 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.</li> </ul>
<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>Partially Almost</p> <p>Based on PD/TA schedule and sign-in sheets, minutes of MTSS meetings, schoolwide PBIS plans, FBA documents:</p> <ul style="list-style-type: none"> <li>* School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.</li> <li>* There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework.</li> <li>* Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area</li> </ul>

<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>teams.</p> <ul style="list-style-type: none"> <li>* PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes.</li> <li>* 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.</li> <li>* The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities.</li> <li>* Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.</li> <li>* Administrators allocate resources to support schoolwide MTSS, Functional Behavior Assessments (FBA) and Positive Behavior Intervention Plan (PBIP)</li> <li>* An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.</li> </ul>
	<p>Partially Almost</p>	<p>Based on sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans:</p> <ul style="list-style-type: none"> <li>* General education teachers collaborate with special education teachers, and other related services</li> </ul>

personnel, to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural context to use a variety of data collection tools and to continuously assess progress of SWDs in general education classrooms and natural contexts, such as:

- \*\*\*\* Checklists
- \*\*\*\* FBA tools
- \*\*\*\* Performance assessments
- \*\*\*\* Reading assessment tools
- \*\*\*\* Scoring criteria/rubrics

\* All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts.

Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.

\* All SWDs have access to the same multi-tiered interventions as those without disabilities

<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>Based on MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans:</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in natural contexts, such as lunchroom, media center and school store.</li> </ul>
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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>	<p>Based on peer support roster, roster and syllabus of anti-bullying and character education programs:</p> <ul style="list-style-type: none"> <li>* The school has one or more school-wide programs in place that address the following:           <ul style="list-style-type: none"> <li>**** Formal, academic and social peer support</li> <li>**** Social and community inclusion</li> <li>**** Anti-bullying</li> <li>**** Conflict mediation</li> <li>**** Student problem solving</li> <li>**** Character education</li> <li>**** Self-determination and self-advocacy</li> <li>**** Community service projects</li> <li>**** Global cultural and disability awareness</li> </ul> </li> <li>* School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)</li> </ul>
<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>Based on classroom observation, lesson plans that reflect use of technology/DI and the principles of UDL:</p> <ul style="list-style-type: none"> <li>* Teachers plan instruction to allow multiple means of representation and engagement.</li> <li>* Lessons are presented in visual and oral formats.</li> <li>* Teachers differentiate instruction to allow multiple means of representation, expression, and engagement.</li> <li>* Appropriate response time is given for SWDs to participate.</li> </ul>

\* 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:

\*\*\*\* A visual schedule that includes items with Velcro for ease of manipulation on the schedule board

\*\*\*\* Choice boards or software programs for visual schedules and assignments

\*\*\*\* Pencil grips

\* Teachers allow students to respond orally on assessments.

\* Teachers tier assignments and/or assessments.

\* 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>Partially Almost</p>	<p>Based on school master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback:</p> <ul style="list-style-type: none"> <li>* Administrators and teachers can articulate different ways to deliver special education services in general education settings.</li> <li>* "Push in" scheduling is used to deliver special education services in general education settings.</li> <li>* Related services are provided, as appropriate, in general education classes and natural contexts: when appropriate, 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.</li> <li>* When developing the school's master schedule, SWD are scheduled first.</li> <li>* The school master schedule reflects a variety of service delivery models used across the school, including support facilitation and consultation.</li> </ul>
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<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>Based on paraprofessional interviews, job descriptions, and paraprofessional schedules:</p> <ul style="list-style-type: none"> <li>* Paraprofessionals are given opportunities for PD on topics relative to their work responsibilities.</li> <li>* The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</li> <li>* Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts.</li> <li>* Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD.</li> <li>* Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve.</li> </ul>
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### 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>Partially Beginning</p>	<p>Based on curriculum team rosters, curriculum team meeting schedules and notes:</p> <ul style="list-style-type: none"> <li>* Support Facilitators have opportunities to meet with their respective grade level team each grading period.</li> <li>* Support Facilitators and Special Education teachers working with General Education teachers to provide push in/pull out services and participate in general education activities.</li> </ul>
<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>Partially Beginning</p>	<p>Based on the master schedule, teacher lesson plans, classroom observations or walk-throughs, and teacher interviews:</p> <ul style="list-style-type: none"> <li>* Collaborative models of support, such as consultation and support facilitation</li> <li>* Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.</li> </ul>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>Based on decision-making group rosters and meeting notes:</p> <ul style="list-style-type: none"> <li>* School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council.</li> <li>* Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees.</li> <li>* Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</li> <li>* Family members of students with disabilities are included in all decision-making groups that include family members of students without disabilities, such as the Parent-Teacher Association (PTA)</li> </ul>
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<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Almost</p>	<p>Based on a list of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English:</p> <ul style="list-style-type: none"> <li>* Data are gathered from families via parent surveys and interviews:</li> <li>* Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.</li> <li>* Information and strategies are provided on topics, such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities.</li> <li>* Family members play an important role in facilitating their child's success in school when they are given complete and accurate information. It is important for families to understand ways to support their child's learning goals and objectives at home and in community settings.</li> </ul>
<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>Partially Almost</p>	<p>Based on correspondence with parents via email, text, phone calls, meeting notes, phone logs, and planning documents:</p> <ul style="list-style-type: none"> <li>* Teachers send a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and</li> </ul>

homework habits.

- \* Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individualized Functional Behavioral Assessment (FBA) and/or Positive Behavior Intervention Plan (PBIP).
- \* Families receive Daily Progress Reports, Weekly Progress Reports or point systems, to implement behavior support plans at home.
- \* 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).
- \* Educators and families share ongoing information about access, equity and progress of SWD.

<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>Based on annual summary report of BPIE priority indicators, resulting improvement efforts and outcomes:</p> <ul style="list-style-type: none"> <li>* At the beginning of the school year, the school invites all parents to "Open House".</li> <li>* The school administrator provides a report to families as part of school Open House activities, "Parent Night", as well as via flyers and the school's website.</li> <li>* The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year.</li> <li>* The school administrator provides a report to other school administrators during district meetings.</li> <li>* At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices.</li> </ul>
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<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Based on policies and procedures for transition, participant rosters, IEP goals and postschool outcomes data:</p> <ul style="list-style-type: none"> <li>* The input of all stakeholders, including family members and peers, is considered when determining the supports needed for SWD to achieve the most desirable outcome.</li> <li>* There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.</li> <li>* Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers.</li> <li>* SWDs have opportunities to learn and practice skills associated with self-determination.</li> </ul>
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<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>Based on teacher, family and administrator interviews, as well as district and school articulation/matriculation plans, procedures and policies:</p> <ul style="list-style-type: none"> <li>* Matriculation activities and transition ESE conferences for all 5th grade students entering middle school, as well as 8th graders entering high school.</li> <li>* Supports are in place and are passed seamlessly between sending and receiving parties.</li> <li>* Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students.</li> <li>* Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district.</li> <li>* In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures.</li> </ul>
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## School BPIE Assessment Priority Indicators

SAWGRASS SPRINGS MIDDLE 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 27. All special education teachers are full, collaborative members of a general education curriculum team.
- Indicator 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.