School Best Practices for Inclusive Education (BPIE) Assessment

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

EAGLE RIDGE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3441

Date Meeting Held: 10/14/2024

Initial Information

School Principal: Lindsey Sierra

School Type: Elementary

FIN Trained Meeting Leader/Title: Katheryne deLage, Teacher Leader

Team Members Name/Title:
Lindsey Sierra, Principal
Veronda Grace, 4th Grade Teacher
Lori Engasser, ASD Coach
Elaine DeSantana, ASD teacher
Julie Gull, ESE specialist
Katey Delage, ESE support Facilitator
Andrea Fleming, Kindergarten Teacher
Tami Brauner, Guidance Support
Amanda Caplan, Parent of ESE child
Chantel Jeesup, Parent of ESE child
Brian Jessup, Parent of ESE child
Diana Cherkiss, Parent of ESE child

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.	Fully	Inclusive scheduling. We don't attempt to fit students into a program; rather, we assess their needs and place them in the most suitable program even before the school year starts. After placing students, we continue to monitor our students with disabilities (SWD) diligently and more frequently. We utilize FAST progress monitoring and depend on progress monitoring data to make placement decisions and determine programs for all students, including SWD. We hold data discussions with all teachers, both general education and ESE teachers, to pinpoint each student's strengths and areas for improvement. Over the past five years, our ESE proficiency trend has surpassed the 41% threshold.
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.	Fully	The school has developed a comprehensive plan outlining goals related to inclusive practices, ensuring that all students, including those with disabilities, receive equitable access to high-quality education. This plan includes the implementation of evidence-based interventions and accommodations tailored to diverse learner needs. Assessments such as the Florida Alternative Assessment (FAA), Florida Assessment of Student Thinking (FAST), and i-Ready are used to track student progress and inform instructional decisions. The leadership team actively reviews and disseminates

information regarding s. 1003.57, F.S., which mandates exceptional student education (ESE) services, ensuring compliance and awareness among staff, families, and stakeholders.

Every three years, the school conducts a School BPIE (Best Practices for Inclusive Education) assessment, evaluating strengths and areas for growth in inclusive practices. The findings and subsequent action plans are reported to the district, outlining short- and long-term improvement strategies. The leadership team meets quarterly to analyze assessment data from FAA, FAST, and i-Ready to ensure continuous progress, identify trends, set new goals, and make data-driven decisions to enhance inclusive practices.

Inclusive decision-making is a collaborative process, incorporating input from teachers, ESE specialists, administrators, support staff, families, and community members. Stakeholder groups engage in IEP (Individualized Education Program) meetings, MTSS (Multi-Tiered System of Supports) discussions, and school improvement committees to contribute perspectives on improving accessibility and instructional strategies. The school ensures transparency by making its goals and progress reports publicly accessible on the school website and available upon request in the front office. Additionally, the school handbook and website detail the shared decision-making process, helping families understand their role in shaping inclusive education.

To foster engagement, the school

		gathers family input through surveys, interviews, and focus groups, providing parents and guardians with opportunities to share feedback on instructional practices, accommodations, and overall school inclusivity. These insights are incorporated into action plans to enhance educational experiences for all students. Through a structured and collaborative approach, the school continuously refines its inclusive practices, ensuring alignment with state mandates and the diverse needs of its student population.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	At Eagle Ridge Elementary (ERE), the roles and responsibilities of key personnel overseeing inclusive education initiatives are clearly defined to ensure effective communication, data analysis, and progress monitoring based on the School BPIE (Best Practices for Inclusive Education) assessment priority indicators. The ESE Specialist, Literacy Coach, and ASD Coach are responsible for ongoing communication with staff, parents, and stakeholders regarding inclusive practices. This includes updating student progress, accommodations, and instructional strategies tailored to meet individual needs. The ESE Specialist, Literacy Coach, and/or ASD Coach also lead data analysis and progress monitoring by reviewing assessment data from the Florida Alternative Assessment (FAA), Florida Assessment of Student Thinking (FAST), and i-Ready, ensuring that instructional strategies are adjusted to align with student needs. They oversee

and coordinate the implementation of action steps related to inclusive best practices, ensuring compliance with state mandates such as s. 1003.57, F.S., and promoting equity in education. This involves collaborating with the leadership team, classroom teachers, and support staff to develop professional development opportunities focused on differentiation, Universal Design for Learning (UDL), and Multi-Tiered System of Supports (MTSS).

To maintain transparency and accountability, the key individuals are identified in multiple school documents, including:

Staff Roster – Lists the ESE Specialist, Literacy Coach, and ASD Coach as the leaders for inclusive practices based on the needs of the students.

Teacher and Leadership data chat minutes – Records discussions on inclusive practices, data reviews, and strategies for supporting diverse learners. These documents capture collaborative efforts between general education and ESE teachers to ensure inclusive instruction.

Staff Handbook – Outlines roles, responsibilities, and protocols for implementing inclusive best practices. School Website – Provides information on inclusive education initiatives, key contacts, and resources for families. Newsletters – Communicates updates on inclusive practices, highlights success stories, and offers guidance for families on supporting students with diverse learning needs.
By designating a key individual and

			integrating their role into various school systems and documents, ERE ensures a structured and effective approach to monitoring, improving, and sustaining inclusive practices throughout the school community.
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		The principal actively requests services and supports to ensure that students with disabilities (SWD) receive the necessary resources to thrive within the school community. The school serves a diverse student population, reflecting the full range of learners within the neighborhood school zone, including those with the most significant cognitive disabilities.

Equipped to provide high-quality educational services for all students, the school is widely recognized by families as a place that meets the needs of their children, regardless of the type or severity of disability. Over the years, surveys completed by ESE parents have consistently indicated that the school successfully supports their children's educational and developmental needs.

The school offers specialized programs tailored to support SWD, including an IND cluster, four K-5 ASD cluster classrooms that incorporate inclusion time in general education settings, two intensive pre-kindergarten (Pre-K) programs, and one specialized Pre-K program. The student body includes children from both the neighborhood zone and those who have been reassigned through school choice.

To meet the diverse needs of SWD, the school maintains a robust support staff, which includes: |

		2 on-site behavior technicians
		13 paraprofessionals
		2 speech specialists
		3 ESE support facilitators
		1 ASD coach
		1 ESE specialist
		At this school, ESE students are regarded as general education students first. They are exposed to grade-level standards and curriculum with appropriate supports, accommodations, and modifications in place, as outlined in their Individualized Education Programs (IEPs). This inclusive approach ensures that every student has access to a meaningful and equitable education.

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.	Partially Almost	The BPIE committee identified that Eagle Ridge Elementary is partially almost meeting the implementation of Indicator 5. While the majority of students with disabilities (SWD) at ERE are scheduled to receive instruction in general education settings for 80% or more of the day, a small population of students are not yet included in general education for 80% of the school day. For those students who are included, their placement reflects natural proportions and age-appropriate, heterogeneous groupings in both core academic and special area classes. Teachers across the school work to ensure all students feel welcomed and supported to reach their full potential within general education and other natural learning environments. Additionally, SWD can participate in before- and after-school tutoring and academic interventions in reading and math alongside their peers. The BPIE committee recommends that ERE continue working toward more inclusive scheduling practices by ensuring support service providers have manageable caseloads, allowing related services to be delivered within general education and other natural settings rather than in separate or segregated environments.
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	No Pre-K	
7. School administrators communicate expectations for all	Fully	Administrators consistently

school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.

communicate clear expectations for all school personnel through faculty meetings, School Advisory Committee meetings, Professional Learning Communities (PLCs), staff newsletters, and other platforms. These expectations emphasize a shared responsibility for supporting students with disabilities (SWD) across all academic and non-academic settings.

Key expectations include:

Shared Responsibility: General education and special education teachers collaboratively provide instructional and behavioral support for SWD in all classroom and school environments. SWD are not solely the responsibility of special education personnel.
Respectful Terminology: School personnel refer to special education teachers by name rather than by the exceptionality of the students they serve (e.g., "Mrs. Smith" instead of "the Autistic Teacher").
Comprehensive Training: All staff members receive training on safety and evacuation procedures, ensuring preparedness for the unique needs of SWD.
Equitable Staffing and Scheduling: Staff schedules are regularly reviewed to ensure that all personnel have opportunities to support both students with and without disabilities, promoting an inclusive school environment.
Health and Safety Oversight: Administrators ensure that all personnel understand and are responsible for implementing health and safety procedures, particularly for students requiring extensive support.

		By maintaining these expectations, administrators foster a collaborative, inclusive, and supportive educational environment where all students receive equitable access to learning opportunities.

| 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD. | Fully | School administrators play a critical role in securing and distributing resources to ensure the successful implementation of inclusive practices. They actively obtain and allocate personnel, materials, and support to meet the diverse needs of all students, including those with disabilities.

Administrators also oversee and monitor the effective use of resources across all school teams, ensuring that staff have access to:

Supplemental materials aligned with core subject areas and academic standards include:
- Text sets with varied reading levels.
- Accessible instructional materials, such as:
- Additional textbook sets for homework.
- Alternative-format textbooks (audio/electronic, large print).
- Assistive technologies, support, and services to improve student learning and accessibility.
- Dedicated time for instructional planning, enabling teachers and support staff to collaborate on inclusive strategies.
Strategic personnel allocation to provide in-class support based on student needs, including reading and math coaches, paraprofessionals, and counselors.

By prioritizing these resources, administrators create an equitable learning environment where all students, regardless of ability, have the tools and support necessary to succeed. |

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	School administrators ensure that all personnel receive ongoing information and resources on using person-first language to promote respect and inclusivity in all forms of communication. They provide clear guidelines for using person-first language in all written, electronic, and verbal communication, ensuring that students are recognized as individuals rather than defined by their disabilities. For example, staff are encouraged to say "students with disabilities" rather than "disabled students" or "ESE students" and "student with an intellectual disability" rather than "intellectually disabled student." To reinforce these expectations, they implement strategies to eliminate the use of disability-related labels by encouraging school personnel to refer to students by name rather than by their exceptionality. By prioritizing person-first language, administrators foster a school culture that upholds dignity, respect, and inclusivity for all students, ensuring that every child is valued as an individual first.
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.	Fully	The school interview team actively assesses applicants' responses to ensure a commitment to implementing inclusive educational practices. Candidates for instructional positions are evaluated on their willingness and ability to engage in collaborative planning and teaching, differentiate instruction, and support diverse learning needs. To gauge their understanding and beliefs about inclusive education, interviewers

		incorporate specific questions such as:
		"Please describe your role in a co-taught classroom." "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?" Non-instructional staff, including paraprofessionals, front office personnel, and custodial staff, also play a crucial role in fostering an inclusive school environment. To assess their knowledge and attitudes toward inclusion, interview questions for these positions include: "Describe a time when you supported a student with disabilities in a general education setting. How did you ensure they were included and engaged in the lesson?" "How would you handle a situation where a student with disabilities is struggling to follow directions or participate in an activity? What strategies would you use to support them?" By embedding questions that address various learning needs, the school's interview protocols ensure that all potential hires—regardless of role—are aligned with the school's commitment to inclusivity. This structured approach helps build a school culture where all students are valued and supported and where equitable learning opportunities are provided.

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.	Fully	Bus arrivals and departures occur at the same time and location for all students, ensuring an inclusive and equitable transportation process for students with and without disabilities. Designated bus monitors are assigned to oversee bus procedures and address any potential concerns, promoting a safe and efficient system. Additionally, students with and without disabilities participate together in field trips, community-based career or vocational instruction, and other school-sponsored trips, fostering shared learning experiences and meaningful peer interactions. The administration works diligently to ensure access to all students regardless of their needs.
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.	Fully	At Eagle Ridge Elementary (ERE), students with disabilities (SWD) are fully included in all aspects of school life, ensuring they have the same opportunities as their peers without disabilities. Events such as Field Day, field trips, the Halloween Parade, and other school activities exemplify the inclusive environment where all students participate together. SWD have equal access to all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, school plays, and community service projects.

The school provides necessary accommodations such as adaptive equipment and communication devices to support full participation. Athletic coaches ensure that SWD engage in the same activities as their peers, while club sponsors actively promote |

| | | inclusivity in all club events. Additionally, school personnel foster social inclusion by modeling strategies and creating opportunities for SWD to interact with their peers during recess, lunch, specials, and other non-academic settings. Same-age peers also serve as natural supports, facilitating social interactions and friendships in various school-sponsored activities.

SWD participate in class field trips alongside their same-age peers, reinforcing shared learning experiences and community engagement. Furthermore, they are eligible and encouraged to run for student government, promoting leadership opportunities for all students. Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic activities, ensuring they are aware of opportunities available for their children. Through these inclusive practices, ERE continues to cultivate a welcoming, supportive, and equitable environment for all students. |
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13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	At Eagle Ridge Elementary, all students, including those with disabilities (SWD) and those on a modified curriculum, are fully included in honors and awards programs. Recognition opportunities such as Kids of Character, Class Compliment Charts, Honor Roll, Just Do It Awards, and the Science Fair celebrate the achievements of all students, ensuring that SWD are acknowledged for their accomplishments alongside their peers. SWD receive honors and awards in the same manner and at the same time as students without disabilities, reinforcing an inclusive and equitable school culture. By providing equal access to recognition programs, the school affirms the value and contributions of every student, fostering a supportive environment where all learners feel celebrated and encouraged to succeed.

| 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices. | Fully | School administrators actively analyze student performance data, as well as staff and family needs assessments and surveys, to inform decision-making and improve instructional practices. Data from classroom observations are regularly reviewed and documented to identify ongoing professional development needs. To ensure continuous growth, administrators facilitate regularly scheduled data chats across school teams, allowing educators to collaboratively examine student learning trends and determine areas for instructional improvement.

Professional Learning Communities (PLCs) play a vital role in this process by focusing on curriculum differentiation for all students, with particular attention to those who require additional support in accessing the curriculum meaningfully. Post-observation conferences with administrators provide teachers with constructive feedback on their professional practices, fostering reflection and growth to enhance classroom effectiveness. Through these structured processes, the school maintains a commitment to data-driven instruction, professional development, and continuous improvement to better meet the needs of all students. |
| 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. | Fully | Eagle Ridge Elementary is committed to fostering a culture of continuous learning and collaboration through a comprehensive professional development (PD) framework that supports inclusive education. New teachers benefit from peer coaching |

and mentorship programs, where they receive guidance from administrators, ESE support facilitators, literacy coach and experienced classroom teachers. Professional Learning Communities (PLCs) serve as a foundation for ongoing training, discussion, and shared instructional strategies.

School leaders actively participate in professional learning activities alongside teachers and staff to reinforce a shared commitment to inclusive education. A key school-wide initiative includes a six-part Science of Reading training for all staff members, ensuring consistency in literacy instruction. Additionally, team leaders receive professional development in Universal Design for Learning (UDL) to disseminate best practices to their teams. Administrators actively identify and form collaborative general and special education staff teams to participate in PD focused on effective inclusive practices. These training opportunities are embedded within existing school structures, including PLCs, collaborative team planning, lesson studies, coaching cycles, and data-driven discussions. Furthermore, strategies for effective inclusion are modeled in classroom settings to provide hands-on learning experiences.

Professional development topics for collaborative teams include:

- Curricular accommodations and modifications in both general education classrooms and non-instructional activities.
- Access points for mathematics, language arts, science, and social

studies.
- Universal Design for Learning (UDL).
- Differentiated Instruction (DI).
- Classroom management strategies.
- Data collection and analysis.
- Accessible instructional materials and assistive technology.
- Visual supports.
- Positive Behavioral Interventions and Supports (PBIS).
- Alignment of modified curriculum with general education standards.
- Formative assessment practices.

To ensure accessibility, a published schedule of professional learning opportunities is made available to all school personnel throughout the year. Administrators also provide ongoing support and training for new personnel who join after the start of the school year, ensuring they receive the necessary resources and guidance to implement inclusive practices effectively. Through these initiatives, the school fosters a collaborative, well-trained staff dedicated to supporting the diverse needs of all students.

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.	Fully		School leaders at Eagle Ridge Elementary actively facilitate job-embedded professional development and technical assistance to ensure that all school-based personnel receive appropriate training in best practices for inclusive education. The following examples demonstrate how ongoing support is provided across various roles: Peer Coaching for New Teachers: New teachers are paired with experienced educators who provide guidance,

model best practices, and offer real-time feedback on inclusive instructional strategies.

Professional Learning Communities (PLCs): Regularly scheduled PLC meetings focus on differentiated instruction, accommodations, and modifications to support all students, particularly those with disabilities (SWD).

Mentorship Programs: Administration, ESE support facilitators, and classroom teachers engage in mentorship programs to provide ongoing professional guidance on inclusive teaching strategies.

Collaboration with Support Specialists: The ASD coach, ESE specialist, and ESE facilitator work directly with classroom teachers to develop and implement evidence-based supports, such as:

Social stories to assist students in understanding social expectations and routines.

Visual supports to aid comprehension and communication.

Token boards and behavior charts to reinforce positive behaviors and engagement in learning.

Inclusive Scheduling and Problem-Solving Teams

To further support inclusive practices, school leaders facilitate an Inclusive Scheduling Team that works collaboratively to ensure SWD have equitable access to general education settings while receiving the necessary supports. This team:

Reviews student IEPs and instructional needs to create schedules that maximize inclusive learning opportunities while providing appropriate support services.

			Engages in problem-solving discussions to address challenges related to inclusion, such as scheduling conflicts, classroom placements, and ensuring adequate staffing for in-class support. Provides technical assistance and coaching to general and special education teachers, ensuring they are effectively implementing accommodations and modifications within their classrooms. By embedding professional development within daily teaching practices, incorporating an inclusive scheduling team, and providing role-specific technical assistance, school leaders ensure that all personnel are equipped with the knowledge and skills needed to create an inclusive and supportive learning environment for SWD.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully		Eagle Ridge Elementary demonstrates a strong commitment to collaborative planning by providing structured time and resources for general and special education staff to plan and make data-driven instructional decisions together. Agendas and logs from collaborative planning sessions are maintained and available for administrators to review, ensuring accountability and productivity during planning meetings. Lesson plans reflect differentiation and inclusive practices to support all students, including those with disabilities (SWD). A schedule and record of Professional Learning Communities (PLCs) documents ongoing discussions related to the review of student work and instructional planning. Meeting logs provide clear evidence that student data

are regularly analyzed and used to inform instructional decisions, ensuring that teaching strategies and interventions are responsive to student needs. Administrators facilitate this process by ensuring that teacher duty assignments are distributed equitably, allowing collaborative teaching teams dedicated time for planning.

To further support collaborative planning, school administrators provide structured release time by utilizing floating substitute teachers and duty release, ensuring that teachers can engage in meaningful instructional planning without disrupting classroom responsibilities. The school master schedule explicitly reflects designated collaborative planning time for grade-level teams, reinforcing the importance of professional collaboration in fostering inclusive and effective instructional practices. Through these efforts, the school ensures that collaborative planning is intentionally productive and directly impacts student learning outcomes.

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.	Fully	Teacher schedules, lesson plans, and collaborative teaching session notes demonstrate a well-organized approach to inclusive instruction. Special teachers have opportunities to consult with special education teachers and related service providers, ensuring they can implement strategies that support the learning of all students with disabilities (SWD) in their classes. Additionally, administrators work to coordinate and align schedules across grade levels to ensure consistency and maximize collaboration time. This cohesive scheduling approach allows for efficient planning, shared instructional responsibilities, and the seamless integration of inclusive practices throughout the school.

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	At Eagle Ridge Elementary, general and special education teachers use state standards as the foundation for instruction for students with disabilities (SWD). IEP goals and objectives for SWD are aligned with state standards, ensuring that instruction remains rigorous and meaningful. Teachers can clearly articulate what students need to know, understand, and be able to do in relation to these standards, demonstrating a commitment to equitable access to learning. For students with the most significant cognitive disabilities, instructional goals and learning targets are based on access points, meeting individual learning needs. Educators at ERE consistently use grade-appropriate materials and tailor instruction based on students' individual needs. As evidenced by teacher lesson plans, instructional focus calendars, classroom walk-through data, and ongoing progress-monitoring data. Through this approach, ERE maintains a strong commitment to inclusive education and academic success for all students.
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.	Fully	Eagle Ridge Elementary (ERE) implements a Multi-Tiered System of Supports (MTSS) and a structured problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grade levels and settings. This process is used to identify and implement appropriate instructional and behavioral interventions, ensuring that every student receives the support they need

to succeed.

To maintain consistency and effectiveness, ERE has a schoolwide professional development plan that provides ongoing training for school personnel on implementing the MTSS framework. A dedicated 30-minute daily intervention and enrichment block is embedded into the school schedule, allowing for targeted support based on student needs. Students are placed into MTSS intervention groups based on evaluation criteria, and interventionists systematically document their implementation efforts, including assessment measures to track student progress, ensuring that even the most cognitively disabled students receive appropriate interventions. Families are also provided with information and opportunities to understand the MTSS process and how tiered interventions relate to their child's academic and behavioral development.

Administrators allocate resources to support the implementation of MTSS, as well as Functional Behavior Assessments (FBA) and Positive Behavioral Interventions and Supports (PBIS). As part of the schoolwide PBIS plan, students are recognized weekly on the announcements as "Regal Eagles" for demonstrating positive behavior. The FBA process is used to identify behavioral triggers and develop replacement behaviors for students requiring additional behavioral support. School rules are explicitly translated into specific expectations for classrooms, hallways, and other school areas to promote consistency and reinforce positive behavior across

		campus.

Regular Response to Intervention (RTI) meetings are conducted to review student progress and adjust interventions as needed. These meetings bring together a collaborative team that includes the school psychologist, classroom teacher, parent(s), social worker, ESE specialist, administration, literacy coach, speech-language pathologists (SLPs), and guidance counselors. Through this structured, data-driven approach, ERE ensures that all students receive the academic and behavioral support necessary for success. |
| 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. | Fully | At Eagle Ridge Elementary, general education teachers collaborate with special education teachers and related service providers to continuously assess the progress of students with disabilities (SWD) in both general education classrooms and natural learning environments. A variety of data collection tools and processes are utilized, including:

-Checklists and student profiles for tracking progress and strengths.
-Functional Behavior Assessment (FBA) tools to analyze behavior patterns.
-Task analysis breaks down complex skills into manageable steps.
-Portfolios and performance assessments document student growth.
-Reading assessment tools monitor literacy development.

Teachers use formative assessment data to guide instruction, revise behavior plans, and determine how individual students respond to |

interventions. Students with disabilities are considered general education students first, and instructional decisions are driven by data to identify the supports necessary for their success in academic and natural learning contexts.

The school has designated personnel with data collection and analysis expertise who provide ongoing support in implementing formative assessment processes. Additionally, SWD have equal access to multi-tiered interventions alongside their peers without disabilities, ensuring they receive appropriate academic and behavioral support.

Evidence of these practices is documented through progress monitoring assessments, MTSS meeting minutes, classroom data, and data chat minutes. Through this structured, data-driven approach, ERE ensures that all students receive the individualized support they need to thrive.

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.	Fully	Formative assessment to align instruction with gen-ed classes to collaborate with general education teachers to increase time with gen-ed peers by using data to identify opportunities for SWDs to spend time with their typical peers.

| 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. | Fully | Eagle Ridge Elementary implements a schoolwide approach to promote positive, interdependent relationships and social responsibility among all students, both with and without disabilities, across general education and natural learning environments. Programs such as Playpals and Safe Promise encourage peer connections, inclusivity, and mutual support.

Life Skills and Well-being (LSW) is embedded into daily instruction and routines, ensuring that students develop essential social-emotional skills. School guidance counselors actively support this initiative by providing classroom-based lessons that reinforce LSW principles, fostering a supportive and respectful learning environment.

All teachers play a vital role in this process by integrating resiliency lessons, anti-bullying education, and character development into their instruction. Through these combined efforts, the school cultivates a culture of empathy, respect, and social responsibility, empowering students to build meaningful relationships and contribute positively to their school community. |

| 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts. | Fully | Eagle Ridge Elementary has adopted a schoolwide approach to planning and implementing Universal Design for Learning (UDL) across all instructional and non-instructional settings. Classroom observations and lesson plans consistently reflect the use of technology to enhance learning and accessibility for all students. Teachers design instruction incorporating multiple means of representation and engagement, ensuring that lessons are presented in visual and oral formats to accommodate diverse learning needs. Additionally, students with disabilities (SWD) are provided with appropriate response time to fully participate in classroom discussions and activities.

Instructional technology matches individual student needs and effectively integrates into all classrooms. Teachers and support personnel utilize assistive technology for students requiring additional support, employing both low-tech and high-tech solutions, such as:

-Foam tabs on book pages for Pre-K students to facilitate page-turning.
-Visual schedules with Velcro attachments for easier manipulation on schedule boards.
-Choice boards and software programs to support visual scheduling and assignment management.
-Pencil grips to assist students with fine motor challenges.
-Oral response options for students during assessments to ensure equitable participation. |
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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.	Partially Almost	Eagle Ridge Elementary has established a well-organized system for delivering related services, ensuring that students with disabilities (SWD) receive the necessary support in a structured and effective manner. The school's master schedule prioritizes SWD, allowing for flexible scheduling of services such as occupational therapy (OT), physical therapy (PT), speech-language pathology (SLP), and behavior therapy (RBTs). Teachers demonstrate flexibility in coordinating services, and the Assistant Principal (AP) plays a key role in ensuring that the schedule accommodates SWD first. This structure has been invaluable in facilitating positive relationships and consistent support across service providers.

The master schedule reflects a variety of service delivery models, including support facilitation and consultation, ensuring that SWD receive appropriate interventions in the least restrictive environment. While ERE has strong systems in place for related services, there is a need to further develop the co-teaching model to enhance inclusive instructional practices. Classroom walk-throughs and teacher interviews indicate that effective co-teaching practices are not consistently implemented at Eagle Ridge Elementary. While in-class supports are provided, the structured use of co-teaching models remains inconsistent. However, collaborative teachers are not consistently selecting or implementing the most effective co-teaching structures to meet student needs and instructional goals. Additionally, there is limited evidence of shared

| | | | accountability for co-planning, co-teaching, and co-assessing all students.

To address these gaps, ERE must take deliberate steps to strengthen its co-teaching model by providing targeted professional development, refining collaborative planning practices, and ensuring accountability in co-teaching implementation. Strengthening these practices will support inclusive education and improve student learning outcomes. |
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| 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. | Fully | | All staff share resources for ongoing professional development. The administration meets with paras at the beginning of the year. The paras are briefed on best practices and understand the chain of responsibility in our school. Paraprofessionals are required to take mandatory training at the beginning of the year or when hired. Paraprofessionals are given a PD calendar and offered PD. Paraprofessionals are provided schedules created by the administration. Paraprofessionals are encouraged to speak with teachers and school leadership about issues or ideas for SWD or school. Paraprofessionals are invited to school culture-building events. |

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	At Eagle Ridge Elementary, special education teachers actively collaborate with general education teachers to ensure that instructional decisions made during Professional Learning Communities (PLCs) are effectively implemented. Regular meetings provide opportunities for both special and general education teachers to share curriculum updates and discuss individual student support needs, fostering a cohesive and inclusive learning environment. To enhance communication and decision-making, all team members receive meeting minutes, allowing those who are unable to attend in person to remain informed and contribute to discussions. Additionally, each ESE teacher is assigned to a specific grade level to ensure continuous collaboration during PLCs. This structured approach strengthens instructional alignment, individualized student support, and shared accountability among all educators.

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	The BPIE committee identified that Eagle Ridge Elementary is partially meeting the implementation of this practice. While there are strong efforts in place, there is still room for growth in regularly scheduled collaborative planning between general and special education teachers. Currently, special education teachers are part of Professional Learning Communities (PLCs) aligned with general education grade levels, allowing for collaboration on state standards, data-driven instruction, and the implementation of best practices. Teachers are also beginning to incorporate Universal Design for Learning (UDL) and Differentiated Instruction (DI), although not yet consistently in every lesson. ESE and general education teachers work together to determine appropriate accommodations and supports for individual students, including behavioral, visual, and communication needs. However, the BPIE committee noted that truly collaborative planning between general and special education teachers does not occur on a regular basis. Additionally, Eagle Ridge does not yet have a fully implemented co-teaching or collaborative teaching model, where general and ESE teachers consistently plan and deliver instruction in tandem. Moving forward, establishing consistent co-planning time and developing a stronger collaborative teaching model would enhance instructional effectiveness for all students.

| 29. Family members of SWD are contributing members of school decision-making groups. | Fully | At Eagle Ridge Elementary, family members of students with disabilities (SWD) are valued partners in the decision-making process. School administrators actively recruit these family members to participate in key groups such as the School Advisory Council (SAC), where they help shape school policies and improvement plans. Additionally, families of SWD are actively involved in the Parent-Teacher Association (PTA) and serve on various school sub-committees, including those for events like the Fall Festival and Book Fair. Their voices are included when reviewing annual measurable outcome data for all students, with and without disabilities, ensuring that decisions reflect the needs of the entire school community and support inclusive practices. |

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Eagle Ridge Elementary has identified that it is partially almost meeting the indicator related to providing learning opportunities and resources to families of students with disabilities (SWDs) based on needs assessments and student data. The BPIE committee recognized the school's efforts in using family surveys to collect data and identifying resources aligned with student needs and IEP goals. However, the committee also saw areas for growth. They recommended that Eagle Ridge provide a designated space for parent-teacher focus groups to discuss learning opportunities and available resources. Additionally, the committee encouraged the school to sponsor more ongoing learning opportunities for families through newsletters, the school website, and other accessible formats. They emphasized the importance of offering content and activities that are translated for families whose first language is not English. The committee also suggested hosting more parent nights focused on topics such as homework help, test preparation, available student opportunities, and managing student anxiety, to support families better and strengthen home-school connections.

31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Communication with families is ongoing and purposeful, to create a consistent support system across school, home, and community settings. Teachers actively seek input from family members to understand better each child's unique needs, strengths, and successful strategies that may have worked in the home or other environments. This collaboration is particularly evident when developing individualized plans, such as Positive Behavior Support (PBS) plans or Functional Behavior Assessments (FBAs), where family insights are used to inform both planning and interventions. Treating families as valuable resources and including their perspectives in problem-solving and decision-making ensures that students with disabilities receive the most comprehensive and effective support possible.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Our school is committed to transparency and continuous improvement in implementing inclusive practices. Each year, progress toward inclusive education is shared with key stakeholders, including families, district personnel, and the community. Additionally, the school administrator provides information to families during open house events, newsletters, and SAC. School staff also receive regular updates on inclusive practices during pre-school planning sessions and throughout the year, fostering shared responsibility for creating an inclusive learning environment for all students.

33. The school uses a person-centered planning process for SWD.	Fully	Our school uses a person-centered planning process to support students with disabilities (SWD), ensuring that decisions are made based on each student's unique needs, strengths, and best interests. A key part of this process is our established protocol for inclusive scheduling and smooth transitions from grade to grade and school to school. This includes matriculation and planning meetings, prioritizing thoughtful discussion and collaboration among staff to create the most supportive environment for each student. Over the past few years, we have refined this process to make it a consistent priority before the school year ends. Additionally, students with disabilities are provided opportunities to develop and practice self-determination skills, empowering them to play an active role in their educational planning and future success.

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).	Fully	Our school uses a collaborative, team-based decision-making process to support smooth and effective transitions for students with disabilities (SWD) across grades, schools, and the district, with a strong focus on ensuring placement in the Least Restrictive Environment (LRE). Data is consistently used to guide decisions, including adjusting schedules to increase students' time in inclusive settings. These conversations happen regularly—not just at the end of the year—to proactively plan for each student's needs. As part of this process, supports are identified and seamlessly passed between sending and receiving teams, ensuring continuity of services. Inclusive scheduling meetings help teams share and understand individual student needs during transitions. Additionally, the school offers monthly tours for both SWD and general education students, and in the spring, coordinates orientations for students moving on to new schools. These orientations include building tours, handbook reviews, and procedural overviews to help students feel comfortable and prepared in their new environment.

School BPIE Assessment Priority Indicators

EAGLE RIDGE 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 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.

- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.