

School Best Practices for Inclusive Education (BPIE) Assessment

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

SUNSET LAKES ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3661

Date Meeting Held: 9/23/2024

Initial Information

School Principal: JANICE GOULETTE

School Type: Elementary

FIN Trained Meeting Leader/Title: Soidemer Nunez , ESE Liaison

Team Members Name/Title:

Janice Goulette - Principal

Soidemer Nunez - ESE Specialist

Frances Lopez - ESE Teacher

Melanie Ayala - Behavior Specialist

Mrs. Desvergunat - Prek Teacher

Daniel Muelhaupt - Parent

Alba Raquel Ramirez - Parent

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.</p>	Fully	Data chats regarding FAST and STAR scores, RTI meetings, K-5 inclusion schedules, IEP data including specialized services.
<p>2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Fully	<p>Regularly scheduled parent meetings to discuss best practices for proper implementation and improvement of inclusivity.</p> <p>Family input is gathered in a variety of ways (surveys, interviews, focus groups, etc)</p> <p>Our SIP indicates an action plan with goals related to inclusive practices.</p>
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	Fully	<p>ESE specialist oversees implementation with the ASD coach and ESE support facilitators, OT, SLP. The team consult and collaborates with the Gen. Ed teachers to ensure that SWD are making progress in their inclusive environment and receiving appropriate accommodations.</p> <p>Progress is shared with parents via home logs, and other sources.</p> <p>Data is collected in a binder and shared at annual meetings.</p>

<p>4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.</p>	<p>Fully</p>	<p>The school presents with a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. Reassignments and FES are awarded yearly.</p>
<p>5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.</p>	<p>Partially Almost</p>	<p>All SWD are fully included for specials, recess, lunch time, assemblies, clubs and other extracurricular activities. Data for those in need of intensive instruction (ASD cluster) is analyzed with the team to determine and/or add more inclusion time to their daily schedule as needed. Eligibility does not drive placement for our SWD</p>
<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities. *schools with Pre-K programs only</p>	<p>Fully</p>	<p>All students in our PreK programs participate in school wide activities as well as lunch. Teachers monitor and implement goals based on students' individualized needs. After data and observations are collected, Interim and Matriculation meetings take place to transition students into a LRE as per their progress and individualized needs.</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>Administration schedules meetings (PLC's, SAC, faculty meetings, etc) to consistently communicate to the staff the need for General and special education teachers to collaborate on best instructional and behavioral practices and supports for SWD in the classrooms and other settings. Administration and support staff review schedules to ensure all personnel is given the opportunity to support students with and without disabilities in a variety of settings (ie, lunch, assemblies, specials, etc).</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>School administrators provide and monitor the use of resources across all school teams such as: - Accessible instructional materials. - Texts with differentiated reading levels - Allocation of personnel aligned with in-class support needs of students (ie, reading & ASD coach, ESE specialist, paraprofessional, therapists) - Supplemental materials for core subject areas related to all academic standards</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Administrators provide all school personnel with ongoing information and resources on person first language. Ongoing training on these expectations and guidelines is communicated and written, verbally or electronically via workshops, Team Leaders, Improvement plan, newsletters, etc.</p>

<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as: "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?" "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school." "Give me an example of a time when you facilitated relationship-building between students with and without disabilities."</p>
<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>Administrators, ESE Specialist and bus liaison reviews bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (ie, physical access, health and safety measures, adequate supervision for all bus arrivals and departures). All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in assigned locations who are responsible for overseeing bus procedures and identifying potential problems.</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>Partially Almost</p>	<p>All students with disabilities are included in music club, WSLE news, photography, National Honor Society and all field trips. Specially designed programs like Patriot Pals meet on a weekly basis to encourage and foster interactions between Gen. Ed. Peers and SWD.</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs. All students participate in these awards in the same manner and the same time</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Administrators analyze data from classroom observations. Administrators obtain input from IEP teams to identify specific PD and TA, & positive behavior supports needed to support individual students. PD and TA are differentiated for each staff member as per their assessed needs</p>

<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. Some PD's are provided on school campus for quick and immediate feedback/ support (ie, PLC's collaborative team planning, peer coaching and vertical planning) . Strategies for effective inclusion are provided and modeled in the classroom setting by ASD coach and Literacy Coach. PD's are provided on and outside school campus, and include a variety of topics based on school wide needs and areas for improvement</p>
<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>ESE Specialist, ASD coach & Literacy coach coordinate and collaborate on activities related to needs assessments for staff and collaborative teams. Classroom demonstration of instructional strategies are modeled by Literacy Coach. Planning and implementation of behavioral supports are completed and aligned based on students' needs through the collaboration of ASD, ESE specialist and behavior tech.</p>

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Fully

The school master schedule reflects collaborative planning time for collaborative teaching teams. RTI meetings are scheduled on a weekly basis to review students' progress. There is a schedule and record of PLC's related to the review of students' work and instructional planning.

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<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>PE certification for adaptive needs in place. OT collaborates with teachers and staff providing guidance for assistive technology needs. All teachers have access to student's IEP's via FOCUS</p>
<p>19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.</p>	<p>Partially Almost</p>	<p>IEP goals and objectives for all SWD are aligned to the general education standards. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the FL standards. Teachers modify learning goals and instruction for students with a significant cognitive disability based on Access Point criteria while using the same, or similar age-appropriate materials as those used by students without disabilities.</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.

Fully

School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.
There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework.
Members of the MTSS team are assigned to provide support to specific grade level or subject area team.
Administrators and support staff provides families with information at CPST meetings to gain a better understanding of the MTSS process as it related to tiered interventions for their child.

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

General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD's in general education classrooms and natural context such as: checklists, FBA tools, performance assessments, scoring criteria and 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's 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.
The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. All SWD's 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>Partially Almost</p>	<p>Special education teachers use formative assessments to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in the general education classroom. Teachers of students in self-contained classrooms use formative assessment data to increase time SWD's receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. Teachers of students in self-contained classrooms use formative assessment data to increase time SWD's receive instruction in natural context, such as lunchroom, media center and school store.</p>
<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>The school has one or more schoolwide programs in place that address the following: -Social and community inclusion. -Anti-bullying. -Conflict mediation. -Student problem solving -Self-determination and self-advocacy. -We continue to implement our super successful "Patriot Pals" program to support positive interactions among students with and without disabilities. -School guidance counselor is involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc. -School also utilizes peer buddies for reading.</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.

Fully

Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Appropriate response time is given for SWD to participate. Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. Teachers and support personnel use assistive technology for students who need it, including low- and high-tech strategies such as:

- A visual schedule that includes items with Velcro for easy manipulation on the schedule board.
- Table heights adjusted to accommodate students based on their unique needs.
- Choice boards or software programs for visual schedules and assignments.
- Pencil grips and adaptive paper.
- FM systems provided for students in need of auditory support.
- Teachers allow students to use flexible responding as per their IEP accommodations.
- Use of ACC and other communication devices for those struggling with their expressive and receptive language skills.

<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Partially Almost</p>	<p>When developing master schedules, inclusion time and SWD's are scheduled first. Administrators and teachers can articulate different ways to deliver special education services in general education settings. The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation, and consultation/ collaboration. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>Paraprofessionals receive ongoing training on topics relative to their work responsibilities. Outside resources, such as FIN, FDRLS, and CARD are procured for the provision of training to paraprofessionals. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts. Administrators and ESE specialist meet bi-monthly with paraprofessionals to gain feedback and adjust best practices and supports as needed.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. Teachers collaborate monthly and track data on SWD's through collaboration and consultation services as per IEP. Special and general education teachers meet regularly to share information on curriculum and individual support needs.</p>
<p>28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.</p>	<p>Fully</p>	<p>Teachers determine appropriate classroom and testing accommodations and other supports at IEP meetings and through collaboration/ consultation services. Teachers have a consensus on grading procedures, especially when accommodations or modifications are provided for individual students. Teachers identify and discuss their various roles (ie, collaborative teaching structures) during the lesson-planning process.</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>School administrators actively recruit family members of SWD's to participate in school decision-making groups, including SAC. Family members of SWD's are active members of groups such as PTA, and other school subcommittees (ie, 5th grade committee, extra-curricular activities, etc)</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>Data gathered via surveys, interviews, focus groups, suggestion box, etc. Support staff and administration schedules ongoing learning opportunities via newsletters, school website, parent link, etc. Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, and other opportunities. Family learning opportunities include content and activities that are translated for families whose first language is not English (ie, Spanish, Creole, etc)</p>

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>Teachers and support staff discusses with parents a broad outline of what the students will learn, homework and grading procedures. Discussions take place at meet and greet, Open house, Dojo, etc. Ideas on how parents can support good study skills and homework habits are shared at parents/ teacher conferences, via email, etc. Teachers obtain family input on creating a student profile for a student with significant behavioral and academic supports need (RTI meetings, IEP meetings, parent/ teacher conferences, etc) Structures are in place for educators and families to share ongoing information about access, equity and progress of SWD.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices as described in the SIP. The school administrator provides a report to families as part of school open house activities.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There are established protocols (ie, matriculation meeting, vertical planning, articulation cards, etc) that takes place to facilitate a smooth transition for SWD's from grade to grade and school to school. Social inclusiveness is practices daily and promoted via Patriot Pals, book buddies, sensitive training for students and Family Night events. Display and informational boards/posters as well as morning announcements about learning differences or SWD is shared with typical peers to learn and have more social acceptance.</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>Matriculation meetings are established to ensure smooth transitions between sending and receiving school. Vertical planning between grade level teachers as well as articulation cards includes sharing information and effective instructional or behavioral supports for individual students. Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. ASD coach and ESE specialist meet with other agencies and families as students transition to other special programs, or matriculate to Kindergarten or Middle school. School coordinates events such as Kindergarten Roundup and Middle school transition.</p>

School BPIE Assessment Priority Indicators

SUNSET LAKES 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 19. General and special education teachers use state standards as the foundation for instruction for instruction of all SWD, including those with the most significant cognitive disabilities.
- Indicator 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.
- 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.