

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

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

**DOLPHIN BAY ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3751**

**Date Meeting Held: 3/9/2023**

# Initial Information

**School Principal:** SANDRA NELSON

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Kristin Andujar, Assistant Principal

**Team Members Name/Title:**

Janet Soto - Assistant Principal

Kristin Andujar - ESE Specialist

Barbara Wells - General Education Teacher

Danielle Law - Parent

Megan Cerino - ESE Support Facilitator

## 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	RtI/MTSS Data Chats Small intervention groups Push-in/Pull-out models
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	-SIP available on school website and in the front office -SAC committee -RtI -Data Chats - Open House -Parent training academies (Literacy, Math, Science, and SEL) -Surveys -Family Nights
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	-ESE Specialist -ESE Support Facilitator -Administration -School Psychologist -School Counselor -RtI/MTSS Facilitators -PLC Facilitators
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.	Partially Almost	-Inclusion in general education -Specialized PreK program -Intensive PreK program -Autism K/1 Cluster -Autism 1/2 Cluster -Autism 3/4/5 Cluster

<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>	<ul style="list-style-type: none"> <li>-SWD in general education classrooms</li> <li>-IEPs and EPs</li> <li>-SLPs</li> <li>-OT/PT</li> <li>-Included in all school related activities</li> <li>-Peer Buddy groups/Best Buddies</li> <li>-Book Buddies</li> <li>-Push-in and Pull-out models</li> <li>-Intervention groups</li> </ul>
<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>Not Yet</p>	<p>Only Specialized and Intensive PreK programs on site; No General Education (VPK and Integrated) programs.</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>	<ul style="list-style-type: none"> <li>-PLCs</li> <li>-SAC</li> <li>-Health Trainings</li> <li>-Team Meetings</li> <li>-CHAMPs Trainings</li> <li>-Staff Schedules</li> <li>-Professional Development for ESE Strategies</li> <li>-School culture that focuses on inclusiveness.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Intervention groups</li> <li>-Push-in and Pull-out models</li> <li>-Digital components</li> <li>-Recordex boards</li> <li>-Sensory materials</li> <li>-Curriculum Coaches</li> <li>-Autism Coach</li> <li>-Leveled reading resource room</li> <li>-Online textbooks/resources</li> <li>-PLCs</li> <li>-Data chats</li> <li>-Team planning</li> </ul>

<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Beginning</p>	<ul style="list-style-type: none"> <li>-School culture focuses on inclusiveness</li> <li>-Lesson Plans</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Interview questionnaire</li> <li>-Support staff interview teams</li> <li>-Scenario type questions</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Appropriate requests to accommodate all SWD to attend field trips and other school based activities with their general education peers.</li> <li>-Timely requests to accommodate transportation for SWD</li> <li>-PT Web</li> <li>-EdPlan</li> <li>-Bus arrival/departure logs</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-All students are provided equal opportunities to participate in school-wide events, both during school hours and after school hours.</li> <li>-Afterschool clubs</li> <li>-DBTV</li> <li>-Dolphin Fest</li> <li>-Field Trips</li> <li>-Field Day</li> <li>-Enrichment Masters</li> <li>-School dances</li> <li>-Event Nights</li> </ul>

<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>	<ul style="list-style-type: none"> <li>-Honor Roll</li> <li>-Kids of Character</li> <li>-Presidential Achievement Award</li> <li>-Just Do It Award</li> <li>-SWD grades from the ESE Facilitators are averaged in with their general education grades.</li> </ul>
<p>14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>-Walkthroughs with leadership teams</li> <li>-Input and feedback from instructional coaches, including the Autism Coach.</li> <li>-PLCs</li> <li>-Data Chats</li> <li>-CHAMPS training</li> </ul>
<p>15. School leaders provide job- embedded professional development 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>	<ul style="list-style-type: none"> <li>-Peer Supports</li> <li>-Access Points</li> <li>-Visual Supports</li> <li>-Administration provides training opportunities to specific staff needs</li> <li>-SEL Lessons</li> <li>-Kindness Assembly</li> <li>-Collaboration between ESE Specialist and classroom teachers</li> <li>-Collaboration between ESE Facilitator and classroom teachers</li> <li>-PLCs</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-In class coaching/modeling</li> <li>-ESE Specialist and ESE Facilitator</li> <li>-RtI/MTSS Facilitators</li> <li>-Autism Coach</li> <li>-PLCs</li> <li>-Instructional Coaches</li> <li>-School Counselor</li> </ul>

<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>-Schoolwide PLC calendar</li> <li>-Team planning days</li> <li>-Faculty Meetings</li> <li>-PLCs</li> <li>-Leadership team on PLCs</li> <li>-RTI facilitators</li> <li>-Data chats</li> </ul>
---	--------------	---

## Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Partially Almost	<ul style="list-style-type: none"> <li>-PLCs</li> <li>-ESE Support Facilitators</li> <li>-ESE Specialist</li> <li>-Autism Coach</li> <li>-Specials Teachers</li> <li>-Lesson Plans</li> <li>-Observation Logs</li> <li>-Modeling by ESE team to provide accommodations with SWDs.</li> </ul>
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	<ul style="list-style-type: none"> <li>-Lesson Plans</li> <li>-IEPs</li> <li>-PLCs</li> <li>-All students, including SWDs are participating in learning and testing of the Florida Standards.</li> </ul>
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	<ul style="list-style-type: none"> <li>-RtI/MTSS Weekly meetings</li> <li>-Data Chats</li> <li>-School Wide Positive Behavior Plan</li> <li>-Cafeteria behavior plan</li> <li>-Individualized behavior plans</li> <li>-Individual incentive charts</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>Fully</p>	<ul style="list-style-type: none"> <li>-Data Collection</li> <li>-Diagnostic assessments</li> <li>-FBA/PBIP tools</li> <li>-Portfolios</li> <li>-Performance assessments</li> <li>-Scoring criteria/rubrics</li> <li>-Data chats</li> <li>-RtI/MTSS weekly meetings</li> <li>-Checklists</li> <li>-Push-in and Pull Out models</li> <li>-Intervention Groups</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Formative assessments</li> <li>-Observations</li> <li>-IEP Meetings</li> <li>-Data chats</li> <li>-Data collection</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-SEL Lessons</li> <li>-Best Buddies</li> <li>-Kindness Assembly</li> <li>-Kindness Tickets</li> <li>-Character Traits/Kid of Character</li> <li>-Cultural and diversity awareness</li> <li>-Community service projects</li> <li>-School wide positive behavior plan</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>	<ul style="list-style-type: none"> <li>-School wide schedules</li> <li>-Differentiated instruction</li> <li>-Instructional technology</li> <li>-Assistive technology- visual schedules, communication devices</li> <li>-Table height and chair heights adjusted for students</li> <li>-Instruction strategies</li> <li>-Staff schedules</li> </ul>

<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>-ESE Facilitators (push-in and pull-out models)</li> <li>-Master schedules</li> <li>-Related service providers in general education classrooms</li> <li>-Collaboration among teachers and support staff.</li> </ul>
<p>26. All paraprofessionals have received PD 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 in-house PD by school personnel</p>

### 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	<ul style="list-style-type: none"> <li>-Special education teachers are active members of their grade-level teams</li> <li>-PLCs with minutes</li> <li>-IEP meetings scheduled around general education teacher planning time.</li> </ul>
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 Beginning	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-School wide grading policy</li> <li>-ESE grades averaged with general education grades for SWD.</li> <li>-PLCs</li> </ul>
29. Family members of SWD are contributing members of school decision-making groups.	Fully	<ul style="list-style-type: none"> <li>-SAC</li> <li>-BPIE</li> <li>-School wide positive plan</li> <li>-PTA</li> <li>-Family nights/events</li> <li>-Parent volunteers</li> <li>-Surveys</li> </ul>
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	<ul style="list-style-type: none"> <li>-IEP Meetings</li> <li>-Surveys</li> <li>-RtI/MTSS weekly meetings</li> <li>-Website calendar</li> <li>-Parent Trainings</li> <li>-Parent flyers and parent link emails in multiple languages</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>Fully</p>	<ul style="list-style-type: none"> <li>-IEP meetings</li> <li>-Parent input form</li> <li>-Family nights</li> <li>-Parent/teacher conferences</li> <li>-Phone Logs</li> <li>-RtI/MTSS</li> </ul>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>-SAC</li> <li>-SIP</li> </ul>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>-Middle school matriculation</li> <li>-SEL groups</li> <li>-Social skills groups</li> <li>-Peer buddy groups</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Middle school matriculation</li> <li>-Grade level matriculation</li> <li>-PreK matriculation</li> <li>-Teachers loop from year to year</li> <li>-IEP meetings</li> </ul>

# School BPIE Assessment Priority Indicators

DOLPHIN BAY 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 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.
- Indicator 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.
- Indicator 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.