SBPIE Assessment

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

NORTH SIDE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0041

Date Meeting Held: 9/20/2023

Initial Information

School Principal: HEILANGE PORCENA

School Type: Not yet assigned

FIN Trained Meeting Leader/Title: Lisa Dalachinsky, ESE Specialist

Team Members Name/Title:
Heilange Porcena-Principal
Kaia Qaiyim- Assistant /Interim Principal
Marlen Angulo- Science Coach/SAC Chair

Domain I: Leadership and Decision Making		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Partially Almost	• School analyzes data of all SWD to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWD who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts. • Data meetings are held to identify barriers and plan for actions to increase inclusive opportunities for all students with disabilities.
2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Partially Almost	• The school has developed a plan indicating goals related to inclusive practices. • The leadership team reviews and shares the language and intent of s. 1003.57, F.S., with all staff and stakeholders. • Once every three years, the school completes a School BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. • The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.

3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Fully	• There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of goals and action steps based on SBPIE assessment priority indicators). • The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. • The key person is identified in various school documents, such as: ESE Specialist/Administration o Staff roster; o Professional Learning Community (PLC) minutes; o Team planning logs; o Staff handbook; o School website; and o Newsletters.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	• The ESE Specialist contacts the district to obtain information about SWD who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. • The ESE Specialist requests services and supports to follow SWD in the school. • The school is equipped to provide educational services to all students.

5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.	Fully	5. School data reflect that all SWD receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day. • All SWD are scheduled into general education classes 80% or more of the day. • All SWD receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.57, F.S. • SWD are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. • SWD are not assigned to classrooms based on a perceived lack of resources at the school. • All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. • SWD are involved in before- or after-school tutoring interventions provided for reading and math. • Support services personnel have caseloads that allow for inclusive scheduling of services to SWD in general education classes and other settings.

6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. ***Schools with early childhood (preschool) programs only.**	Fully	• School administrators/ESE Specialist collaborate with the district to establish programs that include students with and without disabilities in the same early childhood classes. • The school has targets to increase the number of SWD, ages 3–5, who receive special education and related services in inclusive classes with peers without disabilities. • General and special education teachers regularly collaborate to plan and implement weekly lessons based on the state standards for early childhood. • Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions for all children that do not require additional resources, but do require collaborative planning. • All children receive supports and interventions necessary to ensure developmentally appropriate • Developmentally appropriate behavior supports are provided for students. • The school regularly monitors (e.g., monthly) the number and progress of SWD, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.: o General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings. o SWD are not the sole responsibility of special education personnel during academic and non-academic school activities. School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher). All school personnel are trained and responsible for safety and evacuation procedures for SWD. • Administrators/ESE Specialist provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices. • Administrators/ESE Specialist review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. • Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	• School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. • School administrators provide and monitor the use of resources across all school teams, such as: o Supplemental materials for subject areas related to all academic standards; o Text sets with differentiated reading levels; o Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); o Assistive technologies, supports and services; o Time for instructional planning; and o Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	• Administrators provide all school personnel with ongoing information and resources on person first language. • Administrators/ESE Specialist provide guidelines on the use of person first language in all written, electronic and verbal communication. (e.g., students with disabilities rather than disabled students or ESE students, student with intellectual disabilities). • Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to studentsby name rather than any label).

10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.	Fully	.• School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. • School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices, such as: o "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?" o "Tell me how you would respond if a parent of a student with a most significant cognitive disability inquires about the process of student enrollment? " • School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: o "Give me an example of a time when you facilitated relationship-building between students with and without disabilities." • Interview protocols include questions related to diverse learning needs or potential applicants.
11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.	Fully	• Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. • SWD do not arrive late and leave school early based upon the bus schedule.

12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.	Fully	• All SWD have access to all school facilities and non-academic activities. • Supports, such as adaptive equipment and communication devices, are provided so that SWD can fully participate in the same activities as those students without disabilities. • Club sponsors show their commitment to include SWD in all club activities. • Case managers monitor the participation of SWD in non-academic activities. • All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities. • SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged. • School personnel model strategies and create opportunities for students without disabilities to socialize with SWD in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies). • Ability awareness and diversity training is provided to all students in the school. • Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities.

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	• All SWD, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards • All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.
14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.	Fully	• Administrators analyze student performance data, staff and family needs assessments/ surveys. • Administrators analyze data from classroom observations. • Administrators obtain input from IEP teams to identify specific PD and TA (e.g., positive behavior supports [PBS]) needed to support individual students. • PD and TA are differentiated for each staff member, as per their assessed needs. • When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan. • Regular review of student learning data is documented in an effort to determine ongoing PD and TA needs. • Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers.

15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Partially Almost	• Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. • PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. • Strategies for effective inclusion are provided and modeled in the classroom setting. • PD is provided to collaborative teams, to include the following topics. o Curricular accommodations and modifications in general education classes and non-instructional activities o Embedding IEP goals into the general education instructional activities and natural contexts o Specially designed instruction o Access points for math, language arts, science and social studies o Universal design for learning (UDL) o Differentiated instruction (DI) o Classroom management strategies o Data collection and analysis o Accessible instructional materials

16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Fully	• A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. • School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: o In-class coaching on collaborative teaching models; o Development of professional learning communities; o Classroom demonstration of instructional strategies; o Team problem solving; o Inclusive scheduling; o Planning and implementing behavior supports; o Planning and implementing visual supports; o Planning and application of curricular accommodations/modifications; and o Planning instruction based on UDL and DI. • Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams. • Outside resources, such as FIN, FDLRS and CARD, are procured for the provision of TA

17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	• The school master schedule reflects collaborative planning time for collaborative teaching teams. • Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). • Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. • Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. • Agendas and logs from collaborative planning sessions are available for administrators to review. • There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. • There is a schedule and record of PLCs related to the review of student work and instructional planning. • Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.

Domain II: Instruction and Student Achievement		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Partially Almost	• The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. • The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. • ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. • The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.

19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Fully	• IEP goals and objectives for all SWD are aligned to the state standards. • General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards. • The instructional goals and learning targets of students with the most significant cognitive disability are based on access points. • Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities
20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.	Partially Almost	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. 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. PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWD in general education classrooms and natural contexts. The school's MTSS framework also addresses the needs of students with

		the most significant cognitive disabilities. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.

21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.	Partially Almost	• 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 in general education classrooms and natural contexts, such as: o Checklists; o Profiles; o FBA tools; o Task analysis; o Portfolios; o Performance assessments; o Reading assessment tools; and o Scoring criteria/rubrics. • All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. • Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts. • The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes

22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.	Fully	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. Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. .Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in natural contexts, such as lunchroom, media center and school store.

23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.	Fully	The school has school-wide programs in place that address the following: o Formal, academic and social peer support o Social and community inclusion o Anti-bullying o Conflict mediation o Student problem solving o Character education o Self-determination and self-advocacy o Community service projects o Global cultural and disability awareness • Teachers include team-building and class- building structures to create and support positive interactions among students with and without disabilities. • School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports

24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.	Fully	• Teachers plan instruction to allow multiple means of representation, and engagement. • Lessons are presented in visual and oral formats. • 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-tech strategies and high-tech communication systems and software, such as: o A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; o Wide classroom aisles to accommodate students with limited mobility; o Table heights adjusted to accommodate a wheelchair, a stander, or students of short stature; o Choice boards or software programs for visual schedules and assignments

25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.	Partially Almost	• Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. • When developing the school's master schedule, SWD are scheduled first. • The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation. • When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. • Collaborative teachers can explain why they selected a structure for a particular lesson. • Collaborative teachers share accountability for co-planning and co-delivering instruction and co- assessing all students. • Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.

26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.	Partially Almost	• Outside resources, such as FIN, FDLRS, 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. • The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. • Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts. • Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD. • Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve.

Domain III: Communication and Collaboration		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Fully	• An elementary school special education teacher is an active member of the third grade team. • Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. • Special and general education teachers meet regularly to share information on curriculum and individual student support needs. • All team members receive minutes of team meetings and have input into decisions when not available to attend in person.

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	• Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. • Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. • Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. • Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious. • Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. • Teachers reflect on and assess their effectiveness as collaborative teachers
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Beginning	• School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council. • Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters).

30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	• Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc. • Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. • Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing • Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. • Family learning opportunities include content and activities that are translated for families whose first language is not English.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Beginning	• Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBIS plan and FBA. • Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. • Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). • Structures are in place for educators and families to share ongoing information about access and progress of SWD.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Almost	• At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. • The school administrator provides a report to families. • The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. • The school administrator provides a report to other school administrators during district meetings.

33. The school uses a person-centered planning process for SWD.	Partially Almost	• There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. • Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers. • SWD have opportunities to learn and practice skills associated with self-determination.
34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.	Partially Almost	• Supports are in place and are passed seamlessly between sending and receiving parties. • Vertical planning between teachers from school to school 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. • Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWD. • Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade. • In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures.

School BPIE Assessment Priority Indicators

NORTH SIDE ELEMENTARY SCHOOL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.
- Indicator 29. The school ensures that family members of SWD are contributing members of school decision-making groups.
- Indicator 33. The school uses a person-centered planning process for SWD.