

School Best Practices for Inclusive Education (BPIE) Assessment

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

JAMES S. RICKARDS MIDDLE SCHOOL

District Name: Broward

MSID Number: 2121

Date Meeting Held: 9/25/2025

Initial Information

School Principal: JORGE GURREONERO

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Jose Santiago, ESE Liaison

Team Members Name/Title:

Jose Santiago- ESE Specialist/Facilitator

Maria Torres- Teacher

Catrice Major- Teacher

Winston O'Connor- ESE Teacher

Julia Ebber- ESE Teacher

Beatriz Castillo- ESE Teacher

Scarlet Alex- Guidance

Karla Pluchino- AP

Ms. Ward- Parent

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	FOCUSS documentation, Support Facilitators. Notes in FOCUS, Progress Reports, and IEP's This information includes a comprehensive range of student data to evaluate academic and functional performance: Assessment Data: Results from state, district, and school assessments, as well as alternate assessments, provide a measure of academic achievement across subjects. Other achievement measures, such as classroom tests, projects, or standardized benchmarks, offer additional insight into student performance. Behavior Data: Records of student behavior, including social-emotional functioning, engagement, and conduct, help inform support strategies and interventions. Educational Environment: Information on the student's educational placement, specifically the percentage of time spent in general education versus specialized or separate settings, helps understand the inclusivity of instruction. Graduation Rate and Postschool Outcomes: Data on graduation rates and outcomes after leaving school (such as employment, further education, or independent living)

		provide long-term indicators of student success. Classroom Observations: Notes from walk-throughs and direct observations in the classroom offer qualitative insight into instructional practices, student engagement, and learning behaviors. IEP Progress: Documentation of progress toward individualized educational plan (IEP) goals ensures that students are meeting personalized learning objectives and receiving appropriate supports. This comprehensive data set allows educators, administrators, and support staff to make informed decisions, identify areas for improvement, and tailor instruction to meet each student's needs. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
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	Data is analyzed quarterly via Progress Reports, Informal Assessments and teacher's observations. This includes documentation and materials related to the school's short- and long-term improvement efforts: Goals Documentation: Copies of goals that outline both short-term objectives and long-term improvement plans,

		providing a clear roadmap for the school's strategic initiatives. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement. Distribution Process: Information on how these goals are shared, such as posting on the school website, making them available via front office request forms, or other methods that ensure accessibility to staff, students, and families. Data Reports: Reports that track progress toward these goals, providing evidence-based insight into the effectiveness of initiatives and informing any necessary adjustments. Meeting Documentation: Notes and schedules from meetings that discuss improvement efforts, including detailed records of discussions, action items, and follow-ups. Leadership Team Records: Rosters and schedules of school leadership team meetings, demonstrating diverse representation and collaboration across various roles and stakeholder groups. This collection of materials provides transparency, accountability, and a structured approach to school improvement, ensuring all stakeholders are informed and actively engaged in the process.
--	--	---

3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	JThe school's ESE Specialist serves as the key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all students with disabilities (SWD). The ESE Specialist's responsibilities include ensuring that inclusive strategies are integrated across classrooms, supporting teachers in differentiating instruction, monitoring student progress toward IEP goals, and facilitating collaboration between general and special education staff. The ESE Specialist - Jose Santiago- maintains a schedule and communication log of meetings and activities related to inclusive practices, including planning sessions, progress reviews, and professional development initiatives. Samples of documents managed by the ESE Specialist—such as reports, forms, or instructional materials—include their name and contact information, ensuring accessibility for staff, families, and other stakeholders. This role ensures consistent implementation of inclusive practices and provides accountability for the school's efforts to meet the needs of all SWD. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
--	--------------	---

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	School administrators actively advocate for all students with disabilities (SWD) to have the same school choice options as students without disabilities, ensuring equitable access to educational services in their neighborhood school or school of choice. SWD receive the same services as their non-disabled peers, in alignment with district best practices, which include access to general education curricula, support services, and extracurricular opportunities. By promoting these policies, administrators ensure that inclusive practices are consistently applied, providing all students with the opportunity to learn and thrive in an equitable and supportive environment. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	--------------	--

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 Beginning	School data reflect that all students with disabilities (SWD), regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts according to district best practices. At present, the school has 2 SVE classes and 1 VE class participating in regular general education classes for 1 period each day, while spending 6 periods in their cluster program. This schedule ensures that SWD have meaningful access to the general education environment while also receiving specialized instruction and support tailored to their individual needs. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
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 school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.	Fully	The school administration is highly supportive of programs for students with disabilities (SWD), ensuring that inclusive practices are prioritized throughout the school. All teachers receive training on how to effectively work with SWD, equipping staff with the skills and strategies needed to provide equitable instruction and support within both general and specialized education settings. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	--------------	--

8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Partially Almost	School administrators actively facilitate the use of resources by school personnel to implement best practices for inclusive education for all students with disabilities (SWD). Currently, the school is in the process of planning ESE Parent Nights to provide families with information about community resources available for SWD. In addition, administrators support resource use through regular meetings with staff, on-demand classroom visits, and parent conferences, ensuring that both educators and families have the guidance and tools needed to support inclusive practices effectively. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
--	-------------------------	--

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	School administrators clearly communicate expectations for all school personnel to use person-first language in both written and verbal communications when referring to students with disabilities. To ensure accessibility and inclusivity for families, parent letters, parent links, and announcements are provided in multiple languages, allowing all community members to receive information in a respectful and understandable manner. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
--	--------------	--

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	School administrators use job interview questions to evaluate an applicant's knowledge of, respect for, and appreciation of differences in student learners, as well as their understanding of best practices for inclusive education, as relevant to the position. In alignment with this, the school reinforces respect as a core value through daily morning announcements, and the district maintains a strict "Respect for Others" policy to ensure that all students and staff are treated with dignity and inclusivity. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
--	--------------	---

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	School administrators actively advocate for all students with disabilities (SWD) to be transported to and from school and community-based activities alongside students without disabilities attending the same school, except in cases where an IEP specifies a shortened school day. This inclusive approach applies to a variety of activities, including field trips, school events, after-school programs, school social activities, and other opportunities, ensuring that SWD have equitable access to the full range of school and community experiences. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	--------------	--

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	School administrators actively advocate for all students with disabilities (SWD) to be transported to and from school and community-based activities alongside students without disabilities attending the same school, except in cases where an IEP specifies a shortened school day. This inclusive approach applies to a variety of activities, including field trips, school events, after-school programs, school social activities, and other opportunities, ensuring that SWD have equitable access to the full range of school and community experiences. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	--------------	--

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	All students with disabilities (SWD) have the same opportunities as their peers without disabilities to participate in all school-sponsored, nonacademic, age-appropriate activities. This includes electives, sports, dances, clubs, field trips, school plays, community service activities, and graduation events. Examples at our school include carnival days, after-school programs, extracurricular activities, awards ceremonies, assemblies, field days, dances, and sports, ensuring that SWD are fully included in the social, cultural, and recreational life of the school. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students, including students with disabilities (SWD), are given equal consideration for recognition through honors, awards, and other distinctions offered by the school. Examples include carnival test result recognitions, honor rolls, Rocket Bucks, and other school-wide acknowledgments, ensuring that every student's achievements and contributions are celebrated fairly and inclusively. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.

14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	School administrators continuously analyze data to identify professional development (PD) and technical assistance (TA) needs for school personnel to implement effective inclusive practices. This ongoing process includes addressing topics such as RTI meetings, MTS, ESE accommodations in the classroom, behavioral management, small group instruction, and strategies for implementing IEP goals and accommodations. Throughout the school year, all staff participate in these PD and TA opportunities to ensure that inclusive practices are consistently applied and that students with disabilities receive appropriate support. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
--	-------------------------	---

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	School leaders provide job-embedded professional development for all school-based personnel, tailored to their specific roles, on best practices for inclusive education for all students with disabilities (SWD). This is an ongoing process, as the school welcomes new staff each year and enrolls new students with individualized IEPs and accommodations. Weekly PLPs (Professional Learning Plans) conducted in collaborative teams allow staff to discuss and implement strategies related to IEP goals, accommodations, and other inclusive practices, ensuring that all personnel are equipped to support SWD effectively. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	--------------	---

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 facilitate job-embedded technical assistance for all school-based personnel, tailored to their specific roles, on best practices for inclusive education for all students with disabilities (SWD). This ongoing support ensures that staff have access to guidance and resources needed to implement effective inclusive strategies, address IEP goals, and provide equitable learning opportunities for all SWD. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	School administrators ensure that collaborative planning time is used productively and is reflected in both general and special education staff schedules and instructional plans. PLCs (Professional Learning Communities) work collaboratively to develop lesson plans that address the needs of all students. Subject area teachers and the leadership team facilitate this process by ensuring that designated time is allocated for collaborative planning at least twice per week, promoting effective coordination and inclusive instruction. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.

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 Beginning	Special, elective, 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 students with disabilities (SWD) in their classes. As part of this ongoing collaboration, the school is developing an intensive inclusive SWD class to ensure that these students are fully included in the MAGNET program, providing equitable access to advanced and specialized educational opportunities. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.

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	General and special education teachers use state standards as the foundation for instruction for all students with disabilities (SWD), including those with the most significant cognitive disabilities. Staff receive ongoing training in best practices, Access Points, and the UNIQUE Learning Curriculum, including direct instruction on how to align state standards with Access Points. Additionally, safety training is provided to ensure that all instructional practices are implemented in a secure and supportive learning environment. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	--------------	---

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.	Partially Beginning	An MTSS (Multi-Tiered System of Supports) and problem-solving process is consistently used by school personnel to monitor and ensure student progress in the general education curriculum across all grades and settings for students with and without disabilities. The MTSS process was updated last year, and the school team recognizes that additional communication and training are needed to fully understand and implement the new system effectively. Staff are seeking further guidance to better serve all students and ensure that interventions and supports are applied consistently and appropriately. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	----------------------------	---

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	All instructional and related services personnel use formative assessment processes and tools to gather, analyze, and evaluate data on effective instruction and behavior interventions for all students, including those with and without disabilities, in general education and natural contexts. Formal and informal assessment results are discussed during PLPs (Professional Learning Plans), allowing the team to collaborate and identify strategies to better support students. New strategies are introduced to students on an ongoing basis, and personalized instruction is provided in the classroom through small group instruction, ensuring targeted support for individual learning needs. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
--	--------------	--

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	Teachers of students with disabilities (SWD) who spend less than 80% of their day in general education classes use formative assessment data—including FSA, FSAA, CMAT, DAR, informal assessments, and unique curriculum assessments—to identify effective instructional and behavioral interventions. These interventions, when implemented in general education and natural contexts, help SWD make meaningful progress toward achieving their IEP and learning goals, ensuring that all students receive targeted support aligned with their individual needs. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	--------------	--

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	The school implements a schoolwide approach to foster positive, interdependent relationships and social responsibility among all students, including those with and without disabilities, across general education and natural contexts. At our school, LIA students support classroom interactions, while teacher assistants and behavioral technicians also contribute to promoting social skills, cooperation, and inclusive participation among all students. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	The school is working toward a schoolwide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non-instructional contexts. While UDL has been applied in fragments throughout the school, staff recognize the need for comprehensive training to ensure consistent and intentional implementation of the framework, promoting accessible and inclusive learning opportunities for all students. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.

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.	Fully	The school implements a variety of service delivery models across all grade levels to provide instruction and related services to students with disabilities (SWD) in general education classes and natural contexts. As a schoolwide initiative, we utilize strategies such as small group instruction, project-based learning, pull-out/push-in support, accommodations, targeted learning strategies, and VE classes to ensure that SWD receive individualized and effective support tailored to their needs. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
--	--------------	---

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.	Partially Almost	All paraprofessionals have received professional development (PD) that includes clear descriptions of their work responsibilities and strategies for supporting students with disabilities (SWD) in general education classrooms and natural contexts. Training is provided by the ESE Specialist and includes attendance at IEP meetings to better understand student needs. However, this is an area for improvement, as the school frequently serves students with individualized needs and consistent, comprehensive training for all paraprofessionals is challenging, particularly due to current staffing shortages. Enhancing PD in this area will help paraprofessionals gain a clearer understanding of their individual roles and provide more effective support to SWD. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
---	-------------------------	--

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	All special education teachers are full, collaborative members of the general education curriculum team. They actively participate in planning, designing, and implementing instruction, ensuring that students with disabilities (SWD) have equitable access to the general education curriculum and that inclusive practices are integrated throughout all lessons. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.

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	General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while designing effective instruction and assessments for all students. While collaboration is ongoing, the school recognizes the need for additional UDL (Universal Design for Learning) training to further enhance planning and ensure instruction is accessible and inclusive for every learner. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement. Evaluation of the effectiveness of collaborative planning is conducted using teacher lesson plans, classroom observations or walk-throughs, teacher interviews, and coaching logs to monitor implementation and guide continuous improvement.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Family members of students with disabilities (SWD) are active contributing members of school decision-making groups. By engaging SWD parents in initiatives such as ESE Parent Nights, School Advisory Meetings, PTA, and other school events, the school seeks to increase parent participation and ensure that families have a meaningful voice in decisions affecting their children's education. Decision-making group rosters, meeting notes.

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Learning opportunities and resources are provided to families of students with disabilities (SWD) based on needs assessments and student data. Available supports include technology resources, homework help, and participation in schoolwide activities. The school maintains a list of resources and learning opportunities available to families, along with survey samples and results that inform ongoing planning. To ensure accessibility for all families, information is also provided in languages other than English, supporting effective communication and engagement.
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	When communicating with families of students with disabilities (SWD), all personnel consider family members as valuable resources and actively obtain their input in planning and problem-solving. Parent input is incorporated into IEPs, ensuring that educational plans reflect the needs and perspectives of the family. Communication occurs through emails, phone calls, conferences, and follow-up conversations, fostering ongoing collaboration between the school and families.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members on an ongoing and annual basis. Communication channels include SAC meetings, weekly call-outs, the school website, and weekly email updates. Additionally, an annual summary report of BPIE priority indicators, along with resulting improvement efforts and outcomes, is shared to provide a comprehensive overview of the school's progress in promoting inclusive practices.
33. The school uses a person-centered planning process for SWD.	Fully	The school uses a person-centered planning process for students with disabilities (SWD). Support Facilitators are assigned to the same SWD for their three years in middle school, providing continuity and individualized support. Before students enter 6th grade, the ESE Specialist meets with the elementary school to discuss their caseload and participates in the matriculation meeting. When transitioning to high school, the ESE Specialist collaborates with the high school ESE Specialist to review each student's needs and ensure a smooth transition. Additionally, each year in April, the district-level ESE Department holds a meeting where these transition processes and student needs are discussed to support consistent, person-centered planning.

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	The school uses a person-centered planning process for students with disabilities (SWD). Support Facilitators are assigned to the same SWD for their three years in middle school, providing continuity and individualized support. Before students enter 6th grade, the ESE Specialist meets with the elementary school to discuss their caseload and participates in the matriculation meeting. When transitioning to high school, the ESE Specialist collaborates with the high school ESE Specialist to review each student's needs and ensure a smooth transition. Additionally, each year in April, the district-level ESE Department holds a meeting where these transition processes and student needs are discussed to support consistent, person-centered planning.
---	--------------	--

School BPIE Assessment Priority Indicators

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

- Indicator 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.
- 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 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.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.