

School Best Practices for Inclusive Education (BPIE) Assessment

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

EVERGLADES ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2942

Date Meeting Held: 10/30/2024

Initial Information

School Principal: ELIOT TILLINGER

School Type: Elementary

FIN Trained Meeting Leader/Title: Jennifer Kanefsky, ESE Liaison

Team Members Name/Title:

Susan Hines, Assistant Principal

Jennifer Kanefsky, ESE Specialist

Dana Cao, Guidance Counselor

Shannon Lirio, Student Support

Annabella Fernandes, Literary Coach

Sharon Spring, Autism Coach

Alison Friedman, Speech Language Pathologist

Mara Miller, General Education Teacher

Marcia Martin, ESE Support Facilitator

Favor Kyser, 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	Data Sources: Data chats are held with ESE and Gen Ed teachers Support Team Meetings MTSS meetings Observations from classroom walk through FAST data iReady Data Behavioral observations IEP data collections Evidence: • School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. • Data chats are conducted with students to create strong accountability and high expectations.

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 Sources: Leadership team meetings SAC meeting schedules and minutes Evidences: • 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(1)(f), F.S., with all staff and stakeholders. • Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. • The school leadership team analyzes data monthly to monitor, and evaluate, progress toward meeting goals related to inclusive practices in the school. • All stakeholder groups are represented and involved in a collaborative system of decision making to implement, and improve, inclusive practices across the school. • The school provides access to goals related to short and long-term improvement efforts on the school website and on request in the front office. • The school handbook or website includes information on the school's process of shared decision making. • Family input on inclusive practices is gathered in a variety of ways.
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3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Data Sources: Autism coach helps teachers develop, provide and facilitate classroom accommodations for SWD. ESE Specialist facilitates meetings to ensure accommodations and modifications of curriculum for SWD. Evidences: • There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). • 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: • -- Staff roster; • -- Professional Learning Community (PLC) minutes; • -- Team planning logs; • -- Staff handbook; • -- School website; and • -- Newsletters.
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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	Data Sources: Administrative requests for services and supports for SWD. (memos, emails) Paraprofessional support for SWD in all educational activities, including gen ed, ESE classes, specials classes, field trips, after school tutorial and all school related activities. (staff roster and schedules) Evidences: • The principal contacts the district to obtain information about SWDs 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 principal requests services and supports to follow SWDs in the school. • The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. • The school is equipped to provide educational services to all students. • Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.
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.	Fully	Data Sources: Class rosters include SWD in grade/age-appropriate heterogeneous gen ed classes. SWD are involved in after school tutoring. SWD with significant disabilities are scheduled in classes to participate in general education all educational contexts.

		Supports and services are reflected to provide success for SWD in general education. Evidences: • All SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day. • All SWDs 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. 1003.574(F), F.S. • SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. • SWDs 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. • All SWDs are involved in before- or after-school tutoring interventions provided for reading and math. • Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings. • To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings.
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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	Fully	Data Sources: Integrated Pre-K program Evidences: • School administrators collaborate with the district to establish programs that include students, with and without disabilities, in the same early childhood and kindergarten classes. • The school has targets to increase the number of SWDs, 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 academic 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. • All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. • Developmentally appropriate behavior supports are provided for students. • The school regularly monitors (e.g., monthly) the number and progress of SWDs, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.
7. School administrators communicate expectations for all school personnel to share responsibility for all of the	Fully	Data Sources: Guidance counselor, literacy coach and

students in their building and consider all SWD as general education students first.

Specials teacher include SWD in all activities. (Schedules, rosters provided by administrators) Administrators review staff schedule. Administrators ensure that all personnel are responsible for and understand health and safety procedures for all students. School personnel are trained and responsible for safety and evaluation of SWD.

Evidences:

- Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:
 - General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.
 - SWDs are not the sole responsibility of special education personnel during academic and nonacademic 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 SWDs.
- Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices.
- Administrators survey staff to determine beliefs and attitudes about

		inclusive practices. • Administrators 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.
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8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Data Sources: Allocation of personnel aligned with in-class support needs of students. (e.g. reading and math coaches, paraprofessionals, therapists, staff schedules/rosters) Text sets differentiated reading levels. (inventory lists) Accessible instructional materials (e.g. textbook set for homework and textbooks with alternate formats; audio/electronic, braille, large print) Evidences: • 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: -- Supplemental materials for core subject areas related to all academic standards. -- Text sets with differentiated reading levels as supplement and for students' off standards. -- Accessible instructional materials. (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print) -- Assistive technologies, supports and services. -- Time for instructional planning. -- Allocation of personnel aligned with in-class support needs of students. (e.g., reading and math coaches, paraprofessionals, therapists)
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9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Data Sources: Teachers communicate in person first language. (websites, newsletter) Evidences: • Administrators provide all school personnel with ongoing information and resources on person first language. • Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. • Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication. (e.g., referring to students by name rather than any label).
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	Data Sources: School interview team members include job interview questions for instructional, and non instructional, staff that assess knowledge and beliefs of inclusive educational practices. Evidences: 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: -- "Please describe your role in a co-taught classroom." -- "How would you differentiate

		instruction for students in a mixed-ability classroom, including those on a modified curriculum?" -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school?" • 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: -- "Tell me how you would respond if a parent of a student with a significant disability inquiry 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."
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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	Data Sources: SWD travel with Gen Ed peers to all field trips and school activities. (Field trip documentation, bus schedules) Evidences: • Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas. (e.g., 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 each school who are responsible for overseeing bus procedures and identifying potential problems. • The principal has made a formal request to the district for bus schedules to be changed. • Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. • SWDs do not arrive late and leave school early based upon the bus schedule.
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	Data Sources: SWD are included in all school activities. (student schedules, organizational rosters, list of adaptive equipment, observation of SWD in non-academic contexts)

Evidences:

- All SWDs have access to all school facilities and non-academic activities.
- Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs can fully participate in the same activities as those students without disabilities.
- Athletic coaches include students with disabilities in the same activities as those without disabilities.
- Club sponsors are chosen because of their commitment to include SWDs in all club activities.
- Case managers monitor the participation of SWDs in non-academic activities.
- All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities.
- SWDs 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 SWDs 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 SWDs, as appropriate, to facilitate social interactions during school-sponsored activities.
- SWDs are eligible for and encouraged to run for student government.
- All SWDs are eligible, within the same guidelines as their peers without

		disabilities, for candidacy for homecoming court, prom court, etc. • Families of students with significant cognitive disabilities receive information about all school sponsored non-academic activities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Data Sources: SWD participate in awards programs. Guidelines for participation are provided to all students, including SWD. Evidences: • All SWDs, 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), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). • All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities.

14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Data Sources: Teachers attend annual trainings (attendance sheets) Agendas and sign in sheets from Professional Development Information regarding PD and TA are disseminated to staff (email, flyers) Evidences: • 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., augmentative, alternative communication [AAC], 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 reflected 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. 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.	Partially Almost	Data Sources: PLC District trainings offered through LAB. Release time is provided to staff to

attend trainings.
Accommodations and modifications in Gen Ed classes. (observations, checklists)
Differentiated Instruction (Lesson Plans)
Visual Supports
Collaborative planning and teacher models.

Evidences:

- 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.
 - Curricular accommodations and modifications in general education classes and non-instructional activities.
 - Embedding IEP goals into the general education instructional activities and natural context.
 - Access points for math, language arts, science and social studies
 - Universal design for learning (UDL)
 - Differentiated instruction (DI)
 - Classroom management strategies
 - Data collection and analysis
 - Accessible instructional materials
 - Assistive technology
 - Communication supports (AAC)
 - Visual supports
 - PBS

		-- Alignment of modified curriculum to general education standards -- Formative assessment -- Collaborative planning and teaching models -- Flexible scheduling -- Peer supports -- School-family communication/collaboration • School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices. • School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's Building Inclusive Schools) for all SWDs. • Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD. • School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. • Administrators provide ongoing support for new staff.
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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.	Partially Almost	Data Sources: Autism Coach, Literacy Coach and support facilitators provide support and accommodations for SWD in Ged Ed classrooms. PLC Evidences: • 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: -- In-class coaching on collaborative teaching models. -- Development of professional learning communities. -- Classroom demonstration of instructional strategies. -- Team problem solving -- Flexible scheduling -- Planning and implementing behavior supports. -- Planning and implementing visual supports. -- AAC and other instructional technologies -- Planning and application of curricular accommodations/modifications. -- 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.
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17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Data Sources: Master schedule reflects collaborative planning time for collaborative teaching teams. PLC dates (schedules, attendance roster) Team Leader dates (schedule, attendance roster) Evidences: • 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. • The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common. • 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
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		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.
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Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
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18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Fully	Data Source: Autism coach and support facilitator provide accommodations and modifications as needed to SWD in specials classes. Release time for District Trainings PLC Evidences: • A music teacher has several SWDs in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students. • 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. • The LATS team provides guidance and training on the use of assistive technology devices.
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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	Data Sources: IEP goals and objectives for all SWDs are aligned to the general education standards. Accommodations and Modifications based on Florida B.E.S.T. Standards evident in classroom walk throughs. Evidences: • IEP goals and objectives for all SWDs 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 disabilities are based on access points. • Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using the same, or similar, age-appropriate materials as those used by students without disabilities.
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	Data Sources: School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. (intervention data/graphs) Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. (conference forms)

An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support (FBA).

Evidences:

- 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 school MTSS team are assigned to provide support to specific grade-level or subject area teams.
- 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 SWDs in general education classrooms and natural contexts.
- 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 PBS 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 PBS plan.
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.	Partially Almost	Data Sources: Data chats Grade Level Meetings Results of Assessments Evidences: • 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 SWDs in general education classrooms and natural contexts to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts, such as: -- Checklists -- Profiles -- FBA tools -- Ecological inventories -- Task analysis -- Portfolios -- Performance assessments -- Reading assessment tools -- 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 SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs 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 SWDs have access to the same multi-tiered interventions as those without disabilities.
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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	Data Sources: Use of formative assessments of SWD in self-contained classrooms to increase time in natural contexts such as lunchroom, media, recess. (data sheets, student schedules) Use of formative assessments of SWD in self-contained classrooms to increase instruction in general education classes. (data sheets, student schedules) Evidences: 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 classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the 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 SWDs receive instruction in natural contexts, such as lunchroom and media center.
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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.	Partially Almost	Data Sources: Teachers include team building and class building structures to create and support positive interactions among students with and without disabilities - Otter Pals. (Student schedules/rosters) School guidance counselors are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports. Global/cultural diversity awareness: School Wide Equity Action Plan. Evidences: • The school has one or more schoolwide programs in place that address the following: -- Formal, academic and social peer support -- Social and community inclusion -- Anti-bullying -- Conflict mediation -- Student problem solving -- Character education -- Self-determination and self-advocacy -- Community service projects -- Global cultural and diversity 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 for anti-bullying, peer supports, etc.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all	Fully	Data Sources: Teachers differentiate instruction to

instructional and non- instructional school contexts.

allow multiple means of representation, expression and engagement. (classroom observation)
Lessons are presented in visual and oral formats. (classroom observations)
A visual schedule that includes items with Velcro for ease of manipulation on the schedule board. (classroom observations)
Appropriate response time is given for SWDs to participate. (classroom observation)

Evidences:

- Teachers differentiate instruction to allow multiple means of representation, expression and engagement.
- Lessons are presented in visual and oral formats.
- The student responds using eye gaze, choices cards and/or gestures.
- Appropriate response time is given for SWDs 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:
 - Book pages equipped with foam tabs for Pre-K students to easily turn pages.
 - A visual schedule that includes items with Velcro for ease of manipulation on the schedule board.
 - Wide classroom aisles to accommodate students with limited mobility.
 - Table heights adjusted to accommodate a wheelchair, a stander or students of short stature.

		-- Choice boards or software programs for visual schedules and assignments. -- Pencil grips. -- Wood blocks to raise the desk level -- Specialized computer software, digital text, iPads™, Alpha-Smarts™ or FM systems to ensure meaningful participation in instructional activities. -- A student with scoliosis is provided with a lab stool with a back so that he can participate fully in instructional activities -- An FM system is provided in class for a student who needs auditory support. • Teachers allow students to respond orally on assessments. • Teachers tier assignments/assessments. • Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.
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	Data Sources: Administrators and teachers can articulate different ways to deliver special education services in general education settings. Related services are provided as appropriate in general education classes and natural contexts. When developing the school's master schedule SWDs are scheduled first. Classroom observations Evidences: • Administrators and teachers can articulate different ways to deliver special education services in general education settings. • Related services are provided, as

		appropriate, in general education classes and natural contexts: language therapy is provided to SWDs 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, SWDs 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. 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	Data Sources: The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. (faculty handbook) Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural

		contexts, (meetings) Evidences: • Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning, providing communication, physical, social and academic supports; health, safety and needs, and confidentiality). • 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 SWDs in general education classrooms and natural contexts. • Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs. • Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs, they serve.
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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	Data Sources: Team Meetings (emails, rosters, attendance) Grade Level PLC (attendance roster) ESE representative Leadership Team (attendance/roster/meeting minutes) Evidences: • A secondary school special education teacher is an active member of the social studies department. • 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. • Special education teachers are not pulled from regularly scheduled classroom schedules to attend.

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.	Fully	Data Sources: Team Meetings (emails, rosters, attendance) Grade Level PLC (attendance roster) ESE representative on Leadership Team (attendance/roster/meeting minutes) Master Schedule Evidences: • Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. • When planning, teachers consider the application of UDL and DI as part of every lesson. • 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. • Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.
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29. Family members of SWD are contributing members of school decision-making groups.	Fully	Data Sources: School administrators actively recruit family members of SWDs to participate in school decision making groups, including the School Advisory Council (SAC committee meeting agenda/minutes) Family members of SWDs participate in school decision making based upon annual measurable outcome data for students with and without disabilities (SAC committee attendance, agenda and minutes) Evidences: • School administrators actively recruit family members of SWDs to participate in school decision making groups, including the School Advisory Council. • Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). • Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.
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30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Data Sources: Parent training opportunities posted on school website. Evidences: • 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 meaningful IEP goals and postsecondary school opportunities. • 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. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Data Sources: Families receive support and resources, such as checklists, or point systems to implement behavior support plans at home and in the community (parent conferences) Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community (home notes, class websites, Remind) 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, parent checklists) IEP meetings (parent input) Parent conferences IEP contacts tab Evidences: • A fifth grade co-teaching team sends a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and homework habits, etc. • Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS 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, equity and progress of SWDs.
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32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Data Sources: School Improvement Plan is available electronically and paper-based versions are available in school office. Faculty meeting for school improvement (attendance roster, agenda) School administrator provides a report to other school administrators during district meetings. Evidences: • 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 as part of school open house activities. • 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.
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33. The school uses a person-centered planning process for SWD.	Partially Almost	Data Sources: There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. (matriculation meetings, orientation at middle school) Correspondence with receiving schools. Evidences: • There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. • Personnel use the Circles of Friends activity to identify natural learning and social/friendship supports for SWDs in general education contexts. • Person-centered planning is used for SWDs to plan for independent living, postsecondary education and careers. • SWDs have opportunities to learn and practice skills associated with self-determination. • Personnel use the Students Transitioning to Adult Roles (STAR) process for SWDs transitioning from school to postsecondary education. • Personnel use the Planning Alternative Tomorrows with Hope (PATH) or McGill Action Planning System (MAPS) to determine person-centered planning goals for the future in general education and community contexts. • The school involves adult and community agencies and postsecondary education institutions in 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	Partially Almost	Data Sources: Matriculation meetings In the Spring the school coordinates an

Environment (LRE).

orientation for students moving from elementary to middle school orientation trips to Middle School with SWD parents.
Correspondence with receiving schools.
Parent tours

Evidences:

- 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 SWDs 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 SWDs.
- Schools identify and share individual needs of SWDs, through the flexible 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.
- The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another, to spend time in the receiving

		school's classrooms for a week, with appropriate support. (e.g., paraprofessional, visual schedule, social supports)
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School BPIE Assessment Priority Indicators

EVERGLADES 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 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.
- Indicator 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.