

SBPIE Assessment

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

RIVERSIDE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3031

Date Meeting Held: 5/12/2026

Initial Information

School Principal: LISA BALINT

School Type: Elementary

FIN Trained Meeting Leader/Title: Vanessa Parker, ESE Liaison

Team Members Name/Title:

Vanessa Parker

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	Data from state, district, and school assessments and classroom walkthroughs.
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	SIP plan, SAC meetings to share SIP plan information,
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	handbooks, scheduled meetings, PLC minutes,
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	emails requesting district support, zoned schedules, outside service requests to support students, mainstream time for special program 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	Data supports students are receiving services in their least restrictive environment at least 80% of the school day.
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.	Not Yet	No preschool program

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	teacher schedules, block schedules, walk to read
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Allocation of personnel aligned with students needs in the classroom (reading coach, math coach, paraprofessionals)
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Written communication
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	Interview team includes job-specific questions that assess the knowledge and beliefs of inclusive educational practices. Interview team asks questions like, "How would you differentiate your instruction for students in a mixed ability classroom, including those on a modified curriculum?"
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	All bus arrivals and departures occur at the same time and location for students with and without disabilities. Field trip transportation is the same for all students.
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 personnel advocate for the inclusion and full participation of SWD in 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 are included in honors and award programs (e.g. honor roll, student of the month, citizenship awards).

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 obtain input from IEP teams to identify specific PL and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. Regular review of student learning data is documented to determine ongoing PL and TA needs.
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	Strategies for effective inclusion are provided and modeled in the classroom setting. PD is provided through existing school structures, such as PLCs, collaborative team planning, peer coaching. Administrators identify collaborative teams including general and specific education staff to participate in all PD related to effective inclusion practices.
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.	Partially Almost	Instruction aligned with IEP goals, team problem solving, zoned schedules, behavior plans provided and modeled, visuals provided and modeled,
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Schedule and record of PLCs related to the review of student data an instructional planning. The school master schedule reflects 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 Beginning	Specials teachers have access to IEP, behavior plans are shared with specials 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	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. IEP goals and objectives for all SWD are aligned to the academic achievement standards.
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.	Fully	School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. PL and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes.

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.	Fully	MTSS meeting minutes, documented behavior plans (FBA/BIP) teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions 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 students in separate classes and resource settings use formative assessment data to increase time SWD receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. IEP reflects SWD time with general education.
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.	Partially Almost	School counselor is involved in identifying and coordinating school wide programs (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.	Partially Almost	Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. Visual schedules are utilized as needed in classroom setting. Choice boards are provided.

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	Administrators and teachers can articulate different ways to deliver special education services in general education settings. 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.
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	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 hygiene needs; and confidentiality). Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts.

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	Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. PLCs and team meeting minutes
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 determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	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.	Partially Almost	Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Structures are in place for educators and families to share ongoing information about access and progress of SWD. Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community.
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 best practices for educating all students with disabilities in general education and natural contexts.
33. The school uses a person-centered planning process for SWD.	Partially Almost	There is an established protocol for facilitating a smooth progression for SWD from grade to grade and school to school. IEPs and matriculation meetings are planned to assist with a smooth transition based on student progress and data.
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.	Fully	Supports are in place and are passed seamlessly between sending and receiving parties. Matriculation meetings between staff from school to school includes sharing information and effective instructional or behavioral supports for individual students.

School BPIE Assessment Priority Indicators

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

- Indicator 18. 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.
- Indicator 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.