

SBPIE Assessment

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

PARKSIDE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3631

Date Meeting Held: 9/27/2021

Initial Information

School Principal: Laneia Hall

School Type: Elementary

FIN Trained Meeting Leader/Title: Catherine D'Arcy , FIN Facilitator

Team Members Name/Title:

Laneia Hall - Principal

Catherine D'Arcy - ESE Specialist

Marie Ritchie - ASD Coach

Tracy Cerra - Guidance Counselor

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	FSA data is used RTI Data Psychological reports Informal Assessment/Reading data: BAS, DAR, iReady, Key Math, IEP meetings to support students academically in the general education settings. Consultation with students concerning academic needs. Administration conducts data chats that include all students including SWD students in academic achievement twice a year.

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	All of Parkside Elementary School Improvement goals relate to all students and SWD students in the general education setting. SIP goals are reviewed monthly and are School. Academic Counsel meeting as well as staff meetings throughout the year. Parkside values input from all Stakeholders. We collect Data through meetings, (SAC, PTA, Surveys, and teacher meetings.)
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist: Autism Coach; Educational Support Paraprofessionals (ESP) in educational programming/ Consultation and collaboration with ESE Support (teachers) who work with SWD in a general education setting. Annual IEP meetings. Quarterly IEP progress reports Weekly PLC meetings Monthly District Meeting for ESE Specialist. Newsletters. Websites
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	The Principal works collaboratively with the District to ensure that all students SWD have access to the school programming to support their educational needs

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	EASY IEP Report of SWD students who receive 80% services with general education peers. Students with SWD are fully included 80% of the day or more within the general education classrooms. All students have access to any and all before and after school tutorials provided at the school. SWD are provided with the support services that they need and support staff work collaboratively with teachers to ensure that their needs are met.
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	Currently we do not have a general education pre-k classroom here at Parkside. We have a pre-K B and pre-K C (intensive). These students are provided with many opportunities to participate in school- wide and developmentally appropriate practices with their neuro-typical peers. Special education teachers are paired up with general education teachers with the K grade level teams and meet weekly. During this time PLC's are held bi-monthly and planning takes place bi-monthly to meet the needs of students with SWD's ages 3-5 and to ensure active participation/engagement in school wide activities.

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	All students here at Parkside are considered equal. Administrators support the students and staff working with SWD's. It is our mission that all staff are accepting and consistently practice meeting the needs of all students and that they have equal access. Administrators clearly and consistently communicate expectations for all school personnel during monthly faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, and parent community link. IEP, 504 Plans, and Health Care Plans are given and reviewed with teachers and special teachers. Monthly safety drills, fire drills, code red. The Safety team meets after drills to discuss how to meet needs of all typical and SWDs. Schedules are collected yearly from teachers, ESPs, Support Facilitators, SLP, OT, and support staff and which SWD's they support
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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.	Partially Almost	Administration uses all funds available to gain the resources needed to work with and meet the educational needs of SWD's. Reading and math resources are provided to teachers and all support staff: Ex. Foundations, Wilson Reading, Touch Math, DAR, Visualizing and Verbalizing, LLI, Rewards, iReady etc.. Push-in Model (Inclusion) for grades K - 5 grade is implemented for SWD as per their IEP Pull-out Model for reading and math support. Reading coaches. Intervention teachers, push-in/pull-out for academic needs, educational support professionals as needed.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Administration clearly communicates that a student is a person first. All students are referred to by his/her name.
10. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.	Fully	As part of the hiring practices here at Parkside, interview questions are included to ensure that people have an understanding of SWD practices and how to implement them to meet student needs.

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	All students with disabilities are given equal opportunity to attend and be a part of all activities. Because we are a community school, only students with disabilities and students who live over 2 miles from the school are eligible for and provided transportation from the district. Transportation is handled by a school designated transportation liaison who works closely with the families and the district and communicating all information to administration. Examples: STER Report Synopsis, am/pm bus list. email communication with T Spec and Router
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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 SWD's have the same opportunities to participate in any and all activities before, during and after school here at Parkside. IEP accommodations are provided to all teachers with SWD students to ensure equal access. Educational Learning Opportunities Program (ELOP) - Parkside Pastime School Sponsored Family Nights and Title One Events Participate in: Meet the Author, Chorus, 5th grade dance, field trips, graduation ceremonies, GRADE, fundraisers, safety patrol, distance learning, Jump Rope for Heart, lunch, recess, bookfair, etc.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students are given equal consideration and recognized through quarterly honor roll assemblies. student of the month, special programs, morning news, newsletters, school bulletin board, caught wearing your uniform recognition etc.

14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Administration meets two times a year for data chats and based on feedback at those meetings, recommendations are made to teacher s on how to improve their instructional practices and meet the individual needs of all students, including those with SWD's. Information is also obtained through classroom observations, as well as, input from the ESE specialist, Autism Coach, support facilitators, reading coaches, and school SLP's to meet the needs of SWD students. Students with SWD have equal access to AAC, PBSI, etc.. School Autism coach and SLP work closely with the district on this to meet the needs of all students. Ongoing professional development is provided within the school and the district. Staff is provided with all opportunities to access it on a district level and through outside resources such as FDLRS, CARD, etc. All new teachers are provided with a Instructional Coach who supports them in all educational practices.
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15. School leaders provide job- embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	Currently, all ESE teachers are on a grade level team and take part in bi-monthly professional learning communities. During this time planning takes place to meet the needs of all student, including those with SWD's. All teachers with SWD's are provided with IEP at a glance, so that all students' needs can be met within the context of the classroom. Support facilitators, Autism Coach, ESE specialist and SLP's assist teachers, model practices and support teachers to meet the needs of SWD's within their classrooms. Professional Developments are required by the State for certification in ESE and to renew all professional education certificates. PD are consistently being provided by the county. School also accesses outside agencies to assist in professional development (CARD, FDLRS, etc..) Teachers have participated in Wilson Training, Key Math Training, Visualizing and Verbalizing, Touch Math, BAS, behavioral trainings, social skill, TEACCH, etc..
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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.	Fully	Students are provided with technical assistance devices, behavioral supports, visual supports, etc. based on their needs according to their IEP,s Training is provided for instructional staff members who work closely with these students by SLP, IMT, Autism Coach, ESE specialist and support facilitators. District staff are also used, as well as, outside agencies when needed.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Currently, all ESE teachers are on a grade level team and take part in bi-monthly professional learning communities. During this time planning takes place to meet the needs of all student, including those with SWD's. PLC - documents include; student data, instructional strategies, best practices, planning of future learning Quarterly progress reports are completed on all students with SWD's through collaboration between ESE and general education teachers. Logs (EASY IEP Wizard) are maintained by support facilitators, teachers, SLP's, which show evidence that the needs of SWD's are being met within each classroom and throughout the school year.

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Partially Almost	Currently, all specials teachers have access to a copy of the IEP at-a- glance for all SWD students. ESE teachers are available to assist and make recommendations as needed. The Autism Coach, support facilitators, reading coaches, ESE Specialist, SLP's and other professionals from the district are available to assist and make recommendation for programming, develop materials if needed, and provide support to meet the needs of SWD's All Special teachers are on a grade level team and take part in bi-monthly professional learning communities. During this time planning takes place to meet the needs of all student, including those with SWD's
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	The school uses the Florida standards for each grade level to assist in developing the academic goals of students with disabilities. For students with significant cognitive disabilities a modified curriculum is provided based and goals are developed for IEP's based on the student's needs according to Florida state access points.

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	School meets every week as a team for Response to Intervention to ensure that a multi-tier system is in place to meet the academic/behavioral needs of individual students. School provides intervention teachers, and ESE teachers who provide level 3 supports for students (these supports include, but are not limited to, small group intensive instruction on a weekly basis, push in support, behavioral interventions, PBIP, counseling, conferences are held with families concerning a child's needs throughout MTSS process etc.. School has a behavioral support team. Functional Behavior Assessments (FBA) are conducted and Positive Behavior Support Plans (PBIP) are developed and implemented as needed to meet the needs of students. School rules are posted within the school handbook. All teachers and classroom are expected to follow the school-wide behavior program to promote a safe learning environment for all students School wide positive behavior plan has been developed and implemented throughout the school campus.
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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	Special education teachers and general education teachers collaborate daily and/or weekly to discuss IEP goals, student performance, academic needs of students, to ensure that access to Florida standards are being implemented. Evidence of this is supported through collection of reports from the teachers, checklists, IEP data, assessment tools such as the BAS, Key Math, iReady, and quarterly progress reports. School has a behavioral support team. Functional Behavior Assessments (FBA) are conducted and Positive Behavior Support Plans (PBIP) are developed and implemented as needed to meet the needs of students. This team is an intricate part of ensuring all necessary documentation is completed and teachers are supported in gathering information needed. This information is then reviewed with teachers and support is provided to adjust instruction for students. School meets every week as a team for Response to Intervention to ensure that a multitier system is in place to meet the academic/ behavioral needs of individual students.
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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	Teachers and support facilitators use formative assessments such as the Key Math; BAS; Benchmarks; and FSA; grades; informal assessments in reading and math are completed in the core curriculum areas to determine if the interventions have been successful. Adjustments are made if needed to meet SWD needs. The Response to Intervention has tier supports in the areas of math, reading and behavior. Teachers of students in self-contained classrooms use formative assessment data and informal assessments to determine time spent in natural contact times in core subject areas and specials, etc...
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	School counselor has taken a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities by having a number of groups: Social Skills, Problem Solving(Anger Management), Loss/Grief of a Loved one, Family and Me (Divorce and separation, dealing with change), Classroom Support- Emotional Regulation (Stop & Think, IMessage, How to handle disappointment appropriately), Individual counseling for a range of needs. Listener Program to promote self-esteem (students working with students) Thumbbody- 2nd grade to promote self

esteem

Thumbbody T00- for K to promote self esteem

Peer Buddy Program School-wide monthly recognition of students who display character traits : cooperation, responsibility, citizenship, kindness, respect, honesty, self control, tolerance. acceptance.

HELLO - Anti-violence prevention program.

LGBTQ safe person.

Safe Zone listeners- trained and assigned staff to work with students in need.

All staff trained in anti bullying.

Problem solving box- all students can use to assist in preventing bullying.

School- wide community projects: Rely for Life, Walk Out on Cancer, Jump Rope for Heart, Martin Luther King Memorial, Pinwheels for Peace, Harvest food drive, Shop with a Cop, Honor flight to honor our veterans, etc..

Autism Awareness Month - Light it up Blue - school wide initiative to promote awareness for Autism and other disabilities.

ASD Coach and SLP provide training in social skills to assist all students in forming positive relationships with their peers across settings (understanding differences, how to

		engage with peers, conflict resolution, etc), through peer modeling, direct instruction, real-life scenarios, video modeling, etc.... ASD coach offers support and training to all classes to help promote awareness, build sensitivity and promote positive relationships for/with SWD's Pre-K intensive teachers organize and train their students and buddy general education classes for the Pre-school Special Olympics throughout the school year. Students and staff worked closely together forming positive and lasting relationships. The event has school-wide participation.
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	There is a school wide approach to teaching students with SWD. Accommodations are carried out in the classroom. Lessons are shortened, if needed; flexible responding (point to the answer or verbal response) Repeating and clarifying the directions; peer assistance, etc... Students 2nd through 5th grade have their own laptop computer. The laptops have with programs that they can access core curriculum. This includes online textbooks, text to speech, visual aids, video lessons. Schoolwide all classrooms have technology ie: laptops, smart boards, Promethean board, record ex tv to ensure that all students are engaged in instructional activities.

		There is teacher support for remediation in reading and math along with reinforcement of Core Curricular goals. Technology is used by students for direct and individualized instruction in the areas of math and reading. Programs that are used include Sumdog and iReady. Throughout the school to meet the individualized learning needs of students there is a variety of low and high tech forms of assistive technology for SWD's to include visual supports: Bic Mac, laptops, Forte, Nova Cat 7, 8 and 10, iPad. Alpha-smarts, FM systems, smart boards, choice boards, etc. Throughout the school and as needed students are provided with a variety of materials to assist them in learning and to provide support to enable them to successfully participate in classroom activities to include, but not limited to: visual schedules object, picture, picture/ word. word. list, first-then, balanced with preferred and non-preferred activities, various types of chairs, pencil grips, raised boards, variety of educational software, sensory material- squeeze balls, thera-putty, hug chairs, seat cushions, weighted vests, pressure vests, textured materials etc as indicated in a student's IEP)
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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	There is a continuum of services at Parkside Elementary. There is a push in and pull out model for students in grades K - 5 who need small group and direct instruction support. There is also consultation, collaboration with teacher and support providers. We provide related services in all areas; speech; language; occupational therapy; psychical therapy; counseling as indicated on their IEP. The support facilitator provides all teachers with a copy of the IEP goals and make sure that the accommodations are being carried out in the classrooms. Administrators use data chats, schools master schedule to develop push in and pull out groups effectively. Administrators conduct classroom walkthroughs and participation in team meetings in order to provide feedback on collaborative teaching structures.
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26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.	Fully	In the beginning of the year all paraprofessionals meet with administration to review the roles and responsibilities of their job. Expectations are clearly defined and paraprofessionals sign that they have participated and understand what is expected of them. Paraprofessional are provided with hands on training as needed within the classroom from their teacher, ASD coach ESE specialist and other support personnel to assist them in understanding and meeting the needs of students with SWD's. ASD Coach has an open door policy where paraprofessionals can be given assistance, answer questions, support as needed to promote positive relationships and academic success with SWD' students. Training is offered from the district and information is shared with them to sign up for attendance. Classroom teachers and paraprofessionals meet consistently to meet the unique and individualized need of their students. Outside resources (CARD) have been used to provide training as needed
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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	All special education teachers are paired up with a grade level team and attend weekly meetings for professional development and planning to ensure needs of all students are met within their classrooms. Minutes from meetings are taken and are shared with all members of the team. Special education teachers work collaboratively with the general education teachers to meet the academic, behavior, social, emotional and independent needs of the students with disabilities

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	Grade level teachers meet weekly to discuss team planning and concerns with special education teacher for students with SWD. At this time student core curricular needs are addressed. Differentiated instruction is discussed to meet the SWD students with the Special education teacher to reinforce the the core curriculum. Interim IEP's meetings may be held with the parent to address the academic needs of the student to assure success in the general curriculum. The special education teacher collaborates with the general education teacher to ensure the accommodation to the classroom are provided to SWD students. Special Education Teachers meet with the general education teachers for grading procedures to assure that accommodations were met and provided. Administration provides ongoing support to assist teachers in collaboration for identifying, clarifying and developing their roles and responsibilities through classroom observations, walk-throughs and teacher interviews. Teachers reflect on the effectiveness yearly and look at the individual needs of the upcoming students to see how programming benefits their IEP goals.
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29. Family members of SWD are contributing members of school decision-making groups.	Fully	School administration actively recruits all parents to participate in school decision making groups such as PTA, School Advisory Council, etc through weekly parent link via email or phone, and through our monthly Panther Paws newsletter. On the PTA and SAC there is a parent who is appointed to represent students with SWD's.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	On a yearly basis the district puts out a survey to all parents of students with SWD's. Based on the results of this survey, learning opportunities and resources are provided to parents as needed. Several yearly events are held which offer the parents the opportunity to attend presentations on various topics: Touch Math, Visualizing and Verbalizing, homework help, social skills, behavioral, etc. Parents are given weekly updates from the principal via the parent link through phone and/or email. Parents receive current information through a monthly Panther Paws newsletter. ASD Coach and ESE Specialist regularly sends out flyers of training and special event opportunities to parents of students with Autism and varying exceptionalities.

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	For SWD students with behavioral issues. An informal behavior plan is developed and the ESE support teacher helps to implement the plan in the general education setting in collaboration with the general education teacher. Regularly scheduled meetings with the student would be a part of the IEP and carried out in the classroom. The teacher would check student's behavioral chart and then have parent sign off on the behavioral needs. (Homework, behavior, classwork, etc.) Parents are a part of the FBA/PBIP evaluation. They give permission to test for behavior interventions and play a role in parent interviews conducted by teacher and support staff. The classroom, ESE teacher and support staff collect data on the student and an FBA is conducted. If the student needs a Positive Behavior Intervention Plan. The plan is carried out by the general education teacher and all staff members involved with the student. Parents are a part of developing the plan. Communication daily, weekly, monthly are maintained through behavior charts, IEPs, quarterly progress reports, phone calls to ensure communication is carried out for student success.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	SIP plans are completed and the inclusive environment are addressed in the SIP. This is presented at the School Advisory Council meeting. PTA and is on-line through the school web-site.

33. The school uses a person-centered planning process for SWD.	Fully	Parkside holds transition meetings for our pre-school students for proper placement. We do a Pre-K child study to look at proper placement for the transition into kindergarten which incorporates the school staff, parents, home school and the school psychologist to ensure a smooth transition and proper placement. Transitioning for middle school students is done in a similar fashion. Meetings may be held and/or discussions are held with parents about programming for their child. Parkside as a school holds transition IEP meetings, as needed, to ensure the transition meets the students individual needs and is in place for a smooth transition to middle school. Students IEP's are reflected and communicated with each new teacher by the support facilitator so the accommodations and support will be carried out within the classroom. Transition meetings are held by the Principal to ensure proper placement for SWD is carried out so that their individual needs are being met in the context of the general curriculum.
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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 IEP team meets to ensure SWD needs will be met from year to year. We hold annual review meetings and interim review meeting to make sure that the IEP is being carried out in the context of the general curriculum. The administrator and support staff meet with each grade level team for articulation meetings to make sure that the IEP will be carried out with each new teacher. This ensures that the students are placed in a general education environment where the IEP will be implemented successfully.
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School BPIE Assessment Priority Indicators

PARKSIDE 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 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.
- 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 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.