

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
1.	<p>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.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts.</li> <li>Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts.</li> <li>Data chats are conducted with students to create strong accountability and high expectations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The school leadership analyzes data inputted by teachers in the school's internal database; The Dolphin Net, student data in BASIS, and student Students with Academic Goals (SWAG Folders). Data is discussed with teachers at PLC meetings, team meetings and data chats. The data is used to drive instructional decisions in general education and ESE classrooms, and remove potential barriers to the success of SWD.</p> <p>Data chats are held with teachers discussing the implementation of SWDs accommodations and data and are reflected in data chat minutes.</p> <p>Behavior data is analyzed through the BASIS Behavior Dashboard and LEAPS is implemented in inclusive contexts and the general education classroom to target SWD with multiple referrals.</p> <p>IEP goal progress monitoring data is shared and discussed with general education teachers and ESE teachers collaborate with general education teachers to identify date driven IEP goals. Data chats are conducted with students through the SWAG Folders on a quarterly basis. Teachers collaborate with students and assist them with creating goals and action steps for improvement.</p> <p>PLC minutes reflect the discussion of student data and the identification of relevant curriculum, formative assessments, remediation and enrichment activities.</p> <p>Teacher lesson plans reflect the accommodations of SWDs.</p>

**Suggested Measures:** Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, postschool outcomes, observations from classroom walk-throughs and progress toward individual educational plan (IEP) goals.

**Note:** Aligns with District BPIE Indicator #1. Please see the Appendices: Glossary of Terms section for definitions of the terms found above: leadership team, low- and high-incidence disabilities and general education and natural contexts.

**Comments:**

Domain: Leadership and Decision Making							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
2.	Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	<ul style="list-style-type: none"> <li>The school has developed an action plan indicating goals related to inclusive practices, which are included in the SIP.</li> <li>The leadership team reviews and shares the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders.</li> <li>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.</li> <li>The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school.</li> <li>All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP.</li> <li>The school provides access to the SIP on the school website and on request in the front office.</li> <li>The school handbook or website includes information on the school's process of shared decision making.</li> <li>Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The leadership team shares information regularly on Education Code 1003.57 to all stakeholders through the school's newsletter and internal newsletter. Information is shared on inclusive practices, differentiating instruction, meeting the needs of all learners and bringing awareness regarding SWD.</p> <p>The School Improvement Plan includes goals and best practices related to inclusive practices and ESE teachers and General education teachers collaborate to review data, evaluate outcomes, adjust planning, and continuously improve the effectiveness of lessons.</p> <p>The ESE Specialist and curriculum coaches present professional development on inclusive practices, differentiating instruction, effective accommodations implementation, and meeting the needs of SWD.</p> <p>The SIP is reviewed monthly at SAC meetings and progress shared with stakeholders. The SIP committee comprises of parents of SWD, ESE Teachers, parents, and community and business partnerships and participate in the decision making process. A copy of the SIP is posted to the school's website.</p> <p>The school's handbook includes information on SWD and the process of shared decision making. It outlines the referral process and State and District Guidelines and the importance of ESE services and inclusion practices in the classroom.</p> <p>Family input is gathered on inclusive practices via the Annual ESE Parent Survey, Title 1 Survey, at IEP meetings and SAC meetings. Data derived is used for school improvement planning.</p> <p>The ESE Specialist administers surveys during Open House to parents of SWDs regarding thoughts on current special education practices, parent involvement, and suggestions for implementation.</p>

**Suggested Measures:** Copy of SIP, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation.

**Note:** \*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed. Please see the Appendices: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57 4(F), F.S. Schools that have specific goals related to the BPIE indicators currently identified in their SIP would rate themselves as Partially implemented. Schools that have not included goals related to the BPIE indicators in their SIP would rate this indicator as Not Yet.

**Comments:**  
Family input is gathered often and information on inclusive practices shared frequently with our Pre-K parents. The BPIE team recommends increasing opportunities for family input for K-5 and providing more access to resources.

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>3.</b> The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.</p>	<ul style="list-style-type: none"> <li>• There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals).</li> <li>• The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices.</li> <li>• The key person is identified in various school documents, such as:                             <ul style="list-style-type: none"> <li>• -- Staff roster;</li> <li>• -- Professional Learning Community (PLC) minutes;</li> <li>• -- Team planning logs;</li> <li>• -- Staff handbook;</li> <li>• -- School website; and</li> <li>• -- Newsletters.</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The principal; Mr. Lee is the Local Education Agency Representative. The LEA designee is the ESE Specialist. The Principal oversees and the ESE Specialist provides updated information to all stakeholders through the school newsletter, internal newsletter, staff and parent meetings.</p> <p>The ESE Specialist is the identified individual and is noted in the SIP, PLC minutes, Procedures and Protocols documents, newsletters and staff handbook.</p> <p>The role and responsibilities of the ESE Specialist is noted in the signed LEA agreement, in the staff handbook and on the Procedures and Protocols documents. The ESE Specialist has a daily schedule that reflects IEP procedural compliance, monitoring and implementation of IEPs, and monitors the continuum of placement options within the school.</p>
<p><b>Suggested Measures:</b> Name and job description, including the role and responsibility of key person. Schedule or communication log of activities/meetings of key person. Samples of documents including the name and contact information of the key person who oversees inclusive practices.</p>						
<p><b>Note:</b> Aligns with District BPIE Indicator #6. Progress monitoring toward attainment of BPIE goals will occur after the school's initial BPIE assessment and development of priority goals/action steps.</p>						
<p><b>Comments:</b></p>						

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
4.	School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	<ul style="list-style-type: none"> <li>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.</li> <li>The principal requests services and supports to follow SWDs in the school.</li> <li>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.</li> <li>The school is equipped to provide educational services to all students.</li> <li>Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The Principal monitors all reassignments and frequently reviews the One Choice Application to take note of all reassigned SWDs. The principal communicates with area ESE personnel when specialized placement decisions are being considered due to the nature and severity of SWDs. The Principal spearheads the marketing of our school and highlights the options for SWDs.</p> <p>The school maintains an active document of SWDs by type, class placement, and inclusion practices. This document is updated often and shared with staff and area personnel. The Active Student Listing report is pulled on a quarterly basis from EasyIEP which shows the number of SWDs, disability types, grade, age, and race.</p> <p>The school currently has a range of placement options for SWDs PreK- 5th. There are 4 PreK classrooms which service both intensive and specialized needs, a resource room, speech and language therapy rooms.</p> <p>The ESE Teachers and SLPs schedule reflect services provided in the general education classroom.</p> <p>When parents withdraw students for reasons other than changing zones, an administrator reaches out to them to gather parent feedback and perception of how the school addresses student needs and the school hosts ESE centered family nights and gathers parent feedback as evidenced by sign in sheets and agendas.</p>

**Suggested Measures:** Documentation of school administrator requests for information (e.g., emails, memos) to the district office, roster of SWDs in school's zone who are not attending the school.

**Note:** Aligns with District BPIE Indicator #3. This indicator addresses the practice of placing SWDs in schools based primarily on exceptionality, label or services needed, rather than identifying and allocating resources for all SWDs to receive educational services in their neighborhood school or school of choice. Students who are transported to attend other schools are at risk of disenfranchisement from the communities within which they live and lack opportunities to build natural relationships among the students in the assigned school. With the practice of placing SWDs at schools based on their exceptionality, unintended consequences include further isolation of students with significant disabilities and barriers to scheduling SWDs into heterogeneous classrooms that have natural proportions of students with and without disabilities. Please see the Appendices: Glossary of Terms section for definition of the above term natural proportions.

**Comments:**

The BPIE team is suggesting modifying the current withdrawal form to include opportunities to provide feedback regarding available programs for SWDs.

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
5.	<p>School data reflect that all SWDs, 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.</p>	<ul style="list-style-type: none"> <li>All SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day.</li> <li>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.</li> <li>SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed.</li> <li>SWDs are not assigned to classrooms based on a perceived lack of resources at the school.</li> <li>All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts.</li> <li>All SWDs are involved in before- or after-school tutoring interventions provided for reading and math.</li> <li>Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings.</li> <li>To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings, for example:                             <ul style="list-style-type: none"> <li>- o A speech-language pathologist (SLP) in an elementary school engages in sma</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The percent of students removed versus not removed is reflected in the Placement Comparison Report. 74% of SWDs are scheduled into general education classes 80% or more of the day in heterogeneous, age appropriate groups in core academics and specials classes. The ESE Teachers and SLPs schedule reflect services provided in the general education classroom for 80% of students on their respective caseloads.</p> <p>The continuum of services are considered closely during IEP meetings to determine the best type of support and/or services. The percentage of time SWDs are removed from the general education classrooms are closely monitored.</p> <p>SWDs are involved in after school and Saturday tutoring programs as reflected in attendance records.</p>

**Suggested Measures:** School-level least restrictive environment (LRE) data showing the percentage of time each SWD, disaggregated by exceptionality, spends in age- and grade-appropriate, heterogeneous, general education contexts

**Note:** Aligns with District BPIE Indicator #12. Please see the Appendices: Glossary of Terms section for definitions of the above terms: related services, Individual educational plan (IEP), age-appropriate heterogeneous groups and supplementary aids and services.

**Comments:**



**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>6. School data reflect that all SWDs, ages 3-5, receive special education and related services in the regular early childhood (Pre-K) and kindergarten classes with peers without disabilities.</p> <p>*Schools with Pre-K programs only</p>	<ul style="list-style-type: none"> <li>School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood and kindergarten classes.</li> <li>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.</li> <li>General and special education teachers regularly collaborate to plan and implement weekly lessons based on Florida standards for Pre-K and kindergarten.</li> <li>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</li> <li>All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs.</li> <li>Developmentally appropriate behavior supports are provided for students.</li> <li>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.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The percent of students removed versus not removed is reflected in the Placement Comparison Report. 100% of all Preschool SWDs spend approximately 1.33% of the day with regular early childhood classes during breakfast, lunch, recess, and grade level activities (Fall Festivals, In House Field Trips).</p> <p>PLC minutes reflect collaboration with general education PreK teachers and PreK ESE Teacher implement weekly thematic lessons utilizing the Florida Early and Developmental Standards addressing emergent literacy, language and communication, health and wellness, self-help, gross and fine motor development, and pre-academic skills.</p> <p>ESE teachers collaborate with preK general education teachers and provide support with modifying the physical environment, scaffolding lessons, and meeting the needs of the general education students. The speech and language pathologists provide communication services through inclusive grouping practices as evidenced by SLP schedules.</p> <p>The ESE department and Head Start parent educator work closely together to identify SWDs who will benefit from full inclusion or partial inclusion in the general education Pre-school classroom as evidenced by parent educator attendance at IEP meetings.</p> <p>The school maintains an active document of SWDs by type, class placement, and inclusion practices. This document is updated often and shared with staff and area personnel. The Active Student Listing report is pulled on a quarterly basis from EasyIEP which shows the number of SWDs disability types, grade, age, and race.</p>

**Suggested Measures:** Schedules of SWDs, ages 3-5, indicating the location(s) where related services are provided to those students. Data showing the percentage of time each SWD, ages 3-5, spends with same-age peers without disabilities. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWDs in the general education, early childhood curriculum.

**Note:** Aligns with District BPIE Indicator #4. Please see the Appendices: Glossary of Terms for definition of the above term: curriculum adaptations. Partnerships with private providers may be necessary.

**Comments:**

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
7.	School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	<ul style="list-style-type: none"> <li>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:</li> <li>-- General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.</li> <li>-- SWDs are not the sole responsibility of special education personnel during academic and non-academic school activities.</li> <li>-- 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).</li> <li>-- All school personnel are trained and responsible for safety and evacuation procedures for SWDs.</li> <li>Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices.</li> <li>Administrators survey staff to determine beliefs and attitudes about inclusive practices.</li> <li>Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.</li> <li>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.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>As evidenced by staff meeting agendas, administrators regularly communicate the expectation for all students. The school's professional development plan reflects the expectation that general education and ESE teachers share the instructional responsibility of SWDs. ESE personnel participate in general education PLC meetings to plan relevant curriculum, identify formative assessments, identify enrichment and remediation activities, and identify accommodations to implement in the general education classroom.</p> <p>Administration communicates and provides written rationale and other ESE resources including inclusive practices through the school's newsletter and internal newsletter on inclusive practices, instructional strategies, and relevant information.</p> <p>The school' safety plan and sign in sheets at safety meetings indicate that all staff is trained on safely evacuating the campus during fires, tornadoes, and significant events.</p> <p>Administrators frequently review lesson plans and provide feedback on inclusive strategies as evidenced by email requests. Administrators collaborate with school staff on a yearly basis to ensure all personnel have opportunities to support students with and without disabilities. PD is provided for all teachers regarding the education of SWDs and the use of people first language.</p> <p>Administrators review teacher schedules to ensure all personnel have opportunities to support SWDs</p> <p>All students have access to and participate in intervention and remediation groups as evidenced by CARE group attendance records.</p>

**Suggested Measures:** Results of surveys, self-assessments, questionnaires, interviews and teacher schedules.

**Note:** School leaders are critical in setting and maintaining a vision for inclusive education with all personnel and across all school classrooms and settings. Creating a climate of shared responsibility for all students in the school is a cornerstone of inclusive education.

**Comments:**

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
8.	School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.	<ul style="list-style-type: none"> <li>School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices.</li> <li>School administrators provide and monitor the use of resources across all school teams, such as:                             <ul style="list-style-type: none"> <li>-- Supplemental materials for core subject areas related to all academic standards;</li> <li>-- Text sets with differentiated reading levels;</li> <li>-- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print);</li> <li>-- Assistive technologies, supports and services;</li> <li>-- Time for instructional planning; and</li> <li>-- Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>School administrators create and disseminate a comprehensive intervention checklist identifying instructional and assessment resources and materials in all subject areas. School administrators create and disseminate a reading correlation chart to assist with identifying student levels and implementing strategic activities to increase SWDs achievements.</p> <p>The literacy and math coach and paraprofessionals work with students in small groups in reading and math in the general education classrooms to provide in class support.</p> <p>Administration provides three full planning days per year to grade level teams to review and analyze data, identify relevant curriculum, and identify remediation and enrichment activities as noted on the master calendar.</p> <p>There is an established book room that teachers can access to select appropriate leveled materials as reflected in book room sign in sheets.</p>
<p><b>Suggested Measures:</b> Achievement data for all SWDs. Inventory lists available to all staff indicating supplemental materials available for use with all students across all content areas and grade levels; schedules of teacher planning time; and minutes from planning meetings with support personnel, coaches and/or administrators.</p>							
<p><b>Note:</b> Aligns with District BPIE Indicator #5. Within an MTSS, all educators should have access to a variety of resources that include concepts of universal design so that all students have access to and can make progress in the general education curriculum.</p>							
<p><b>Comments:</b></p>							

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<ul style="list-style-type: none"> <li>Administrators provide all school personnel with ongoing information and resources on person first language.</li> <li>Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication.</li> <li>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).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Every October during Disability Awareness week, April during Autism Awareness Month, and more recently during Down Syndrome Awareness Month, Broadview implements activities that encourage People First language (morning announces, unity dress day, lesson plans, newsletter, and emails spotlighting SWDs). Students make a verbal oath and written pledge to recognize the students first and not the disability in all written and verbal communication.</p> <p>During Disability Awareness Weeks, students are engaged in activities which promote inclusion, people first language, bringing awareness, and diversity awareness. The school's media center updates its catalog of books yearly to include individuals with disabilities and authors with disabilities. Students have the ability to check out these books at their leisure. Last school year, there was a school-wide book study on the book Rules by Cynthia Lord which was followed up with a visit from the Author and rich discussions regarding SWDs facilitated.</p> <p>Teachers use the book Wonder by Raquel Palacio to facilitate conversations and social interactions during school activities as evidenced by teacher lesson plans.</p>
<p><b>Suggested Measures:</b> School documents (e.g., SIP, newsletters), family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.</p>						
<p><b>Note:</b> Aligns with District BPIE Indicator #24. See Appendices: Glossary of Terms and Resources/Publications sections for information on supporting and using person first language. Language is a powerful tool: When we adopt new ways of thinking and talking about people with disabilities, we not only exert a positive influence on their lives, but on our society as a whole.</p>						
<p><b>Comments:</b></p>						

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>10.</b> 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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices, such as:                             <ul style="list-style-type: none"> <li>• -- "Please describe your role in a co-taught classroom."</li> <li>• -- "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?"</li> <li>• -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school?"</li> </ul> </li> <li>• 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:                             <ul style="list-style-type: none"> <li>• -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school."</li> <li>• -- "Give me an example of a time when you facilitated relationship-building between students with and without disabilities."</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>School administrators ask a variety of interview questions to potential job candidates (paraprofessionals, teachers, and support staff) regarding SWD, differentiating instruction, communicating with parents regarding SWDs and behavioral techniques.</p>
<p><b>Suggested Measures:</b> Interview questions used for various positions at the school, including front office staff, cafeteria staff, teachers, paraprofessionals, coaches, etc., include questions related to diversity and effective inclusive practice, as applicable to the position.</p>						
<p><b>Note:</b> Aligns with District BPIE Indicator #11.</p>						
<p><b>Comments:</b></p>						

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>11.</b> School administrators advocate for all SWDs 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.</p>	<ul style="list-style-type: none"> <li>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)</li> <li>All bus arrivals and departures occur at the same time and location for students with and without disabilities.</li> <li>There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.</li> <li>The principal has made a formal request to the district for bus schedules to be changed.</li> <li>Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.</li> <li>SWDs do not arrive late and leave school early based upon the bus schedule.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>There is a central location available for SWDs and students without disabilities to be transported to and from school. Transportation rosters and attendance data reflect students with disabilities attend field trips with non disabled peers.</p> <p>There are established individuals who monitor student arrival and dismissal per bus, bus procedures, and identify potential problems, and supervision rosters reflect this practice.</p>
<p><b>Suggested Measures:</b> Bus schedules and rosters, school site map (including bus locations), field trip documentation; documentation of emails or other communication between school leaders and district transportation office requesting changes to bus schedules.</p>						
<p><b>Note:</b> Aligns with District BPIE Indicator #9. Although school leaders may not have full control over district bus schedules, they can advocate for the district to make changes to schedules so that no students lose academic time on task as a result of scheduled bus service. School leaders can also make requests to the district through work orders that include the construction of curb cuts at school bus drop-off and pick-up locations designated for all buses.</p>						
<p><b>Comments:</b></p>						



Domain: Leadership and Decision Making							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
12.	All SWDs 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.	<ul style="list-style-type: none"> <li>All SWDs have access to all school facilities and non-academic activities.</li> <li>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.</li> <li>Athletic coaches include students with disabilities in the same activities as those without disabilities.</li> <li>Club sponsors are chosen because of their commitment to include SWDs in all club activities.</li> <li>Case managers monitor the participation of SWDs in non-academic activities.</li> <li>All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities.</li> <li>SWDs participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged.</li> <li>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).</li> <li>Ability awareness and diversity training is provided to all students in the school.</li> <li>Same-age peers provide natural supports to SWDs, as appropriate, to facilitate social interactions during school-sponsored activities.</li> <li>SWDs are eligible for and encouraged to run for student government.</li> <li>All SWDs are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc.</li> <li>Families of students with significant cognitive disabilities receive information about all school-sponsored, non-academic activities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Classrooms and student schedules reflect SWDs participation in all school activities, extra curricula activities, athletics, in class field trips, school based events and mentor programs.</p> <p>All students have access to and participate in intervention and remediation groups as evidenced by CARE group attendance records.</p> <p>During Disability Awareness Weeks, students are engaged in activities which promote inclusion, people first language, bringing awareness, and diversity awareness. The school's media center updates its catalog of books yearly to include individuals with disabilities and authors with disabilities. Students have the ability to check out these books at their leisure. Last school year, there was a school-wide book study on the book Rules by Cynthia Lord which was followed up with a visit from the Author and rich discussions regarding SWD facilitated.</p> <p>Teachers use the book Wonder by Raquel Palacio to facilitate conversations and social interactions during school activities as evidenced by teacher lesson plans.</p> <p>The principal and ESE Specialist monitor the participation of SWDs with disabilities in non academic activities as evidenced by ESE Specialist schedules and signed LEA Agreement form.</p>
<p><b>Suggested Measures:</b> Student schedules, organizational rosters, list of adaptive equipment; observations of students with and without disabilities in non-academic contexts, e.g., recess, in between class and school social gatherings; surveys, focus groups or interviews of students with and without disabilities</p>							
<p><b>Note:</b> Aligns with District BPIE Indicator #21. For many students with disabilities, especially those with more significant disabilities, learning purposeful skills in the context of meaningful and inclusive activities is critical to practicing, maintaining and generalizing what they learn across a range of natural settings and situations. Educators should consider non-academic activities when identifying opportunities to develop essential skills such as using money, ordering food, reading, speaking and asking for assistance when needed in natural contexts, with non-disabled peers. School-sponsored, non-academic activities also provide opportunities for students with significant disabilities to interact and develop relationships with same-age peers without disabilities.</p>							

**Comments:**

**Domain: Leadership and Decision Making**

Indicator		Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
			Not yet	Partially		Fully	
				B	A		
13.	All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.	<ul style="list-style-type: none"> <li>All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs</li> <li>(e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards),</li> <li>except those honors and awards based solely on the requirements of the standard curriculum</li> <li>(e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs).</li> <li>All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Student SWAG folders lists grading and honor roll criteria and SWDs have equal access and opportunity to earn academic, attendance, honor roll and citizenship awards as evidenced in the Kid of Character database.</p> <p>All SWDs are recognized for honors and awards in the same manner as students without disabilities as noted in the school's awards database.</p>
<p><b>Suggested Measures:</b> Guidelines for participation as noted in information (e.g., school handbook, flyers, newsletters, website) disseminated to teachers, students and families; list of honorees and award recipients; student interview responses.</p>							
<p><b>Note:</b> Aligns with District BPIE Indicator #23.</p>							
<p><b>Comments:</b></p>							

Domain: Leadership and Decision Making							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
14.	School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	<ul style="list-style-type: none"> <li>Administrators analyze student performance data, staff and family needs assessments/ surveys.</li> <li>Administrators analyze data from classroom observations.</li> <li>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.</li> <li>PD and TA are differentiated for each staff member, as per their assessed needs.</li> <li>When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan.</li> <li>Regular review of student learning data is reflected in the SIP in an effort to determine ongoing PD and TA needs.</li> <li>Regularly scheduled (at least quarterly) data checks/ discussions are conducted across school teams to identify ongoing PD and TA needs of teachers.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The school leadership analyzes data inputted by teachers in the school's internal database; The Dolphin Net, student data in BASIS, and student Students with Academic Goals (SWAG Folders). Data is discussed with teachers at PLC meetings, team meetings and data chats. The data is used to drive instructional decisions in general education and ESE classrooms, remove potential barriers to the success of SWDs and identify professional development opportunities as evidenced by PD schedule and PD sign in sheets.</p> <p>Administrators meet with IEP teams to share and analyze data and identify related PD opportunities to identify and implement inclusive strategies as evidenced by PD schedule and PD sign in sheets</p> <p>The ESE Specialist and literacy coaches present professional development on inclusive practices, differentiating instruction, effective accommodations, and meeting the needs of SWDs as evidenced by the PD schedule and PD sign in sheets.</p> <p>The SIP Mid Year Review reflects review of student learning data which is used to drive PD.</p> <p>Administrators engage staff in quarterly data chats to review student data, action plans and identify PD as evidenced by related emails, data chat presentation data, and minutes</p> <p>TA are created by the administrative team for school personnel to implement effective inclusive practices as evidenced by created TA.</p>
<p><b>Suggested Measures:</b> Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.</p>							
<p><b>Note:</b> Aligns with District BPIE Indicators #6 and #7. School administrators are encouraged to develop PD and TA that are differentiated based on individual educator and/or team needs and not as a one-size-fits-all approach.</p>							

**Comments:**

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>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 SWDs.</p>	<ul style="list-style-type: none"> <li>Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices.</li> <li>PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups.</li> <li>Strategies for effective inclusion are provided and modeled in the classroom setting.</li> <li>PD is provided to collaborative teams, to include the following topics.                             <ul style="list-style-type: none"> <li>-- Curricular accommodations and modifications in general education classes and non-instructional activities</li> <li>-- Embedding IEP goals into the general education instructional activities and natural contexts</li> <li>-- Access points for math, language arts, science and social studies</li> <li>-- Universal design for learning (UDL)</li> <li>-- Differentiated instruction (DI)</li> <li>-- Classroom management strategies</li> <li>-- Data collection and analysis</li> <li>-- Accessible instructional materials</li> <li>-- Assistive technology</li> <li>-- Communication supports (AAC)</li> <li>-- Visual supports</li> <li>-- PBS</li> <li>-- Alignment of modified curriculum to general education standards</li> <li>-- Formative assessment</li> <li>-- Collaborative planning and teaching models</li> <li>-- Flexible scheduling</li> <li>-- Peer supports</li> <li>-- School-family communication/collaboration</li> </ul> </li> <li>School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices.</li> <li>School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's Building Inclusive Schools) for all SWDs.</li> <li>Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD.</li> <li>School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Administrators meet with IEP teams to share and analyze data and identify related PD opportunities to identify and implement inclusive strategies as evidenced by PD schedule and PD sign in sheets.</p> <p>PLC minutes reflect the discussion of student data and the identification of relevant curriculum, formative assessments, remediation and enrichment activities.</p> <p>Each ESE teacher is assigned to a grade level PLC as evidenced in PLC minutes.</p> <p>Collaborative planning is provided for all grade levels as reflected in teacher schedules and the master schedule.</p> <p>PD is provided in a variety of content areas and research based initiatives to collaborative teams to include; analyzing data, classroom management strategies, tracking student progress. guided reading, math interventions, accommodations and modifications, data tracking, positive behavior supports, everyday math, creating formative assessments, the Parent Connection and Florida Standards as reflected in the PD plan and sign in sheets.</p> <p>School leaders participate in and lead PD on UDL and inclusive practices as reflected in the PD plan.</p> <p>New teachers are assigned a NESS Coach who assists with meeting the needs of all learners through inclusive practices as evidenced by coaches logs.</p>

- |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>Administrators provide ongoing support for new personnel who are hired after the beginning of the school year.</li></ul> |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**Suggested Measures:** School's professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.

**Note:** Aligns with District BPIE Indicators #13-#17 and #19. Please see the Appendices: Glossary of Terms for definitions of the above terms: access points, collaborative teams and visual supports. It is recommended that school administrators maintain an active role in the provision of PD activities for their faculty and staff. This includes participation in PD activities and monitoring of progress toward meeting PD goals for individual teachers and/or teams.

**Comments:**  
The BPIE Team sees this as an area for improvement and will establish improvement plans to provide PD for Specials teacher and paraprofessionals regarding working with SWDs, job related responsibilities, and managing student behavior.

**Domain: Leadership and Decision Making**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>16.</b> 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 SWDs.</p>	<ul style="list-style-type: none"> <li>• A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.</li> <li>• School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as:                             <ul style="list-style-type: none"> <li>• -- In-class coaching on collaborative teaching models;</li> <li>• -- Development of professional learning communities;</li> <li>• -- Classroom demonstration of instructional strategies;</li> <li>• -- Team problem solving;</li> <li>• -- Flexible scheduling;</li> <li>• -- Planning and implementing behavior supports;</li> <li>• -- Planning and implementing visual supports;</li> <li>• -- AAC and other instructional technologies;</li> <li>• -- Planning and application of curricular accommodations/modifications; and</li> <li>• -- Planning instruction based on UDL and DI.</li> </ul> </li> <li>• Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams.</li> <li>• Outside resources, such as FIN, FDLRS and CARD, are procured for the provision of TA.</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The ESE Specialist coordinates activities for technical assistance for individual staff and collaborative teams as reflected in the PD plan.</p> <p>The school's handbook reflects TA regarding job embedded responsibilities and links to school board policy is provided in teacher welcome back packets.</p> <p>There is an established PD plan regarding scaling up BEST practices.</p>

**Suggested Measures:** Schedule of TA with topics, data from various needs assessment instruments.

**Note:** Aligns with District BPIE Indicators #14-#17 and #19. It is recommended that school administrators maintain an active role in the provision of TA activities for their faculty and staff. This includes monitoring of progress toward meeting PD goals for individual teachers and/or teams.

**Comments:**



Domain: Leadership and Decision Making							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
17.	School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	<ul style="list-style-type: none"> <li>The school master schedule reflects collaborative planning time for collaborative teaching teams.</li> <li>Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release).</li> <li>Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan.</li> <li>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.</li> <li>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.</li> <li>Agendas and logs from collaborative planning sessions are available for administrators to review.</li> <li>There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment.</li> <li>There is a schedule and record of PLCs related to the review of student work and instructional planning.</li> <li>Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Collaborative planning is provided for all grade levels as reflected in teacher schedules and the master schedule.</p> <p>Each grade level has three full planning day per year to facilitate collaborative planning as evidenced by the school's calendar.</p> <p>Monthly PD days and topics are designated for teams including ESE and general education teachers to plan and discuss concerns and identify relevant curriculum, remediation and enrichment activities as reflected in PD plan, agendas, and PLC minutes.</p> <p>There is an established PLC meeting schedule and record of PLC meetings with student data evidence, performance scales, remediation and center activities as evidenced by PLC meeting schedule, PLC minutes, and attending logs.</p>
<b>Suggested Measures:</b> Master schedule, teachers' lesson plans, agendas and logs from collaborative planning sessions, walk-through notes from teacher planning meetings.							
<b>Note:</b> Aligns with District BPIE Indicator #15. School administrators are encouraged to provide support to teams during planning time, such as oversight of and support for team planning agendas and activities, assistance with team problem solving and provision of resources for planning time (e.g., release of regularly scheduled bus duty time for collaborative planning).							
<b>Comments:</b>							

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>18.</b> 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 SWDs in their classes.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports.</li> <li>• 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.</li> <li>• ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications.</li> <li>• The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.</li> <li>• The LATS team provides guidance and training on the use of assistive technology devices.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Through collaboration and consultation services as evidenced in student IEPs and ESE Providers schedules, ESE personnel meet with specials teachers to provide support, input, suggestions on modifications and accommodations to meet the physical, academic, and social needs of SWDs.</p>
<p><b>Suggested Measures:</b> Teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions.</p>						
<p><b>Note:</b> -</p>						
<p><b>Comments:</b></p>						

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>19.</b> General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.</p>	<ul style="list-style-type: none"> <li>• IEP goals and objectives for all SWDs are aligned to the general education standards.</li> <li>• General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the Florida Standards.</li> <li>• The instructional goals and learning targets of students with a significant cognitive disability are based on access points.</li> <li>• Teachers modify learning goals and instruction for students with a significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>IEP goals and objectives are aligned to the Florida Standards while remaining individualized to the needs of each student.</p> <p>General education teachers are provided with IEPs at a glance and maintain a supplemental aids and services document which facilitates the implementation of accommodations.</p> <p>Teachers collaborate regularly with ESE teachers to review data, discuss student needs and identify proactive strategies to meet the needs of SWDs.</p> <p>Each student with the teacher facilitating, identifies and create individual learning goals noted in their SWAG Folders aligned to the Florida Standards. Data chats are held with students on a quarterly basis to review progress on identified goals.</p>
<p><b>Suggested Measures:</b> Lesson or unit plans, curriculum maps, walk-through data, ongoing progress-monitoring data.</p>						
<p><b>Note:</b> For all SWDs, including those who are taking alternate assessment, educators should develop learning goals and assess progress toward meeting those goals based on the Florida Standards.</p>						
<p><b>Comments:</b></p>						

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>20.</b> 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.</p>	<ul style="list-style-type: none"> <li>School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.</li> <li>There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework.</li> <li>Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams.</li> <li>PD and TA activities for implementing MTSS are documented in the SIP, including evaluation criteria to measure desired outcomes.</li> <li>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.</li> <li>Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.</li> <li>Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBS plans.</li> <li>An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.</li> <li>School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBS plan.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Broadview has an established MTSS process that is used to identify academic and behavioral solutions as evidenced by the MTSS Core Team Members Sheet, Meeting dates, and meeting logs.</p> <p>The CPS coordinator hosts yearly PD on the MTSS process of identifying problem areas, designing and implementing academic and behavioral interventions, progress monitoring, and determining future steps as reflected in PD plan, PD sign in sheets, and PD PowerPoint.</p> <p>Members of the MTSS are assigned to grade level teams and provide support with identifying areas of concern and implement academic and behavioral interventions, progress monitoring, and determine future steps as reflected in MTSS Core Team Members Form.</p> <p>The CPS coordinator holds yearly PD with parents informing them of the process, their roles, how the school identifies problem areas and identify solutions as evidenced by PD plan, sign in sheets, and meeting agenda.</p> <p>There is an established FBA team who work to identify the function of behaviors and design positive behavior intervention plans as reflected in the FBA team composition form.</p> <p>Administrators allocate resources to support MTSS a, FBAs and PBIPs and play active roles in each process as evidenced by sign in sheets.</p>

**Suggested Measures:** SIP, PD/TA schedule and sign-in sheets, minutes of MTSS meetings, schoolwide PBS plans, FBA documents.

**Note:** For more information and resources on the MTSS and problem-solving process, please refer to the Appendices: Glossary and Resources/Publications sections.

**Comments:**

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>21.</b> 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.</p>	<ul style="list-style-type: none"> <li>• 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 conte</li> <li>• 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:                             <ul style="list-style-type: none"> <li>• -- Checklists</li> <li>• -- Profiles</li> <li>• -- FBA tools;</li> <li>• -- Ecological inventories;</li> <li>• -- Task analysis;</li> <li>• -- Portfolios;</li> <li>• -- Performance assessments;</li> <li>• -- Reading assessment tools; and</li> <li>• -- Scoring criteria/rubrics.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> <li>• The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes.</li> <li>• All SWDs have access to the same multi-tiered interventions as those without disabilities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>PLC minutes reflect the collaboration of ESE teachers and other related personnel reviewing student data and the identification of relevant curriculum, formative assessments, remediation and enrichment activities. ESE teachers provide teachers with a variety of tools such as questionnaires, checklists, rating forms, and portfolios to continuously assess student progress and make instructional and behavioral decisions as evidenced by form completion and collaboration logs.</p> <p>There is an established MTSS process for all students that is used to identify academic and behavioral solutions as evidenced by the MTSS Core Team Members Sheet, Meeting dates, and meeting logs.</p> <p>ESE Teachers participate in the creation of formative assessments and its analysis to adjust instruction, revise behavior plans, and determine intervention needs in the inclusive environment as reflected in PLC minutes and formative assessments.</p> <p>ESE teacher and general education teachers collaborate to identify supports needs in the general education classroom first and consider the provisions of services in the inclusive environment first before determining the need for pull-out services as evidenced in IEP meetings and IEP documents.</p> <p>Behavior data is analyzed through the BASIS Behavior Dashboard and LEAPS is implemented in inclusive contexts and the general education classroom to target SWDs with multiple referrals.</p>
<p><b>Suggested Measures:</b> Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.</p>						
<p><b>Note:</b> -</p>						

**Comments:**

LEAPS is not being fully implemented in all classrooms. The BASIS Behavior Dashboard will be a great tool to use to analyze data and identify proactive solutions to manage student behavior.

Domain: Instruction and Student Achievement							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
<p>22. Teachers of SWDs 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 SWDs to make progress toward meeting IEP and learning goals.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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 -</li> <li>education classes, such as observational data to identify effective behavior supports for learning in the general education classroom.</li> <li>Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and school store.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Special education teachers collaborate with grade level teams to identify and create formative assessments to identify student needs, adjust instruction, and assess progress on IEP goals as reflected in sample assessments, PLC minutes, and collaboration logs</p> <p>General education teachers are provided with IEPs at a glance and maintain a supplemental aids and services document which facilitates the implementation of accommodations.</p> <p>Each student with the teacher facilitating, identifies and create individual learning goals noted in their SWAG Folders aligned to the Florida Standards. Data chats are held with students on a quarterly basis to review progress on identified goals.</p>	
<p><b>Suggested Measures:</b> Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.</p>							
<p><b>Note:</b> This indicator refers to the use of formative assessment data to ensure SWDs served in self-contained and resource settings have opportunities to receive educational services in general education classes. Assessment data are used to determine interventions and supports that follow the student into general education classes, rather than providing educational supports and services in a pull-out model.</p>							
<p><b>Comments:</b> Based on team conversation, general education teachers need to play more active roles in the creation and management of behaviors for SWDs. More training will be provided addressing managing of the behaviors with SWDs.</p>							

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
23.	<p>There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<ul style="list-style-type: none"> <li>The school has one or more schoolwide programs in place that address the following:                             <ul style="list-style-type: none"> <li>-- Formal, academic and social peer support</li> <li>-- Social and community inclusion</li> <li>-- Anti-bullying</li> <li>-- Conflict mediation</li> <li>-- Student problem solving</li> <li>-- Character education</li> <li>-- Self-determination and self-advocacy</li> <li>-- Community service projects</li> <li>-- Global cultural and diversity awareness</li> </ul> </li> <li>Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities.</li> <li>School guidance counselor(s) are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Character education activities are utilized to facilitate social responsibility for all students. Students are selected by teachers and are rewarded monthly as reflected in the Kids of Character database.</p> <p>Social groups are held for both SWDs and general education students on the school campus using LEAPS lessons as reflected in guidance group attendance forms.</p> <p>All classroom teachers build positive interdependent relationships and social responsibility through weekly LEAPS lessons as reflected in LEAPS reports.</p> <p>There is an established cafeteria plan and Positive Behavior Plan that specifies rules and behavioral expectations. These rules and expectations are reviewed daily to remind students. They are posted in multiple areas throughout the school.</p> <p>There is male mentorship group known as "Camp Cool" that addresses conflict resolution, appropriate dress, managing emotions, and effective communication hosted by the male teachers on a weekly basis for targeted males in grades 3-5 as reflected in mentor schedules.</p> <p>There are extra curricular clubs that encourage the participation of all students to provide social opportunities and civic duties.</p> <p>A community outreach program has been established for students to engage in community outreach as reflected in the student council action plan.</p>

**Suggested Measures:** Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects.

**Note:** Aligns with District BPIE Indicator #22. These programs can be formal or informal, but should involve the entire school.



**Comments:**

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
24.	<p>There is a schoolwide approach for planning and implementing UDL across all instructional and non-instructional school contexts.</p> <ul style="list-style-type: none"> <li>Teachers differentiate instruction to allow multiple means of representation, expression and engagement.</li> <li>Lessons are presented in visual and oral formats.</li> <li>The student responds using eye gaze, choices cards and/or gestures.</li> <li>Appropriate response time is given for SWDs to participate.</li> <li>Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms.</li> <li>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:                             <ul style="list-style-type: none"> <li>-- Book pages equipped with foam tabs for Pre-K students to easily turn pages;</li> <li>-- A visual schedule that includes items with Velcro for ease of manipulation on the schedule board;</li> <li>-- Wide classroom aisles to accommodate students with limited mobility;</li> <li>-- Table heights adjusted to accommodate a wheelchair, a stander or students of short stature;</li> <li>-- Choice boards or software programs for visual schedules and assignments;</li> <li>-- Pencil grips;</li> <li>-- Wood blocks to raise the desk level;</li> <li>-- Specialized computer software, digital text, iPads™, Alpha-Smarts™ or FM systems to ensure meaningful participation in instructional activities;</li> <li>-- A student with scoliosis is provided with a lab stool with a back so that he can participate fully in instructional activities; and</li> <li>-- An FM system is provided in class for a student who needs auditory support.</li> </ul> </li> <li>Teachers allow students to respond orally on assessments.</li> <li>Teachers tier assignments/assessments.</li> <li>Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Lesson plans reflect the varied formats in which lessons are presented, differentiated activities are used to meet the needs of all learners, and accommodations implemented to facilitate the learning of all students. Appropriate pacing is used and visual schedules are utilized to provide visual supports and facilitate transitions. Lessons are scaffolded as needed student response rates vary.</p> <p>Additional assistive devices are utilized based on student need and as noted in IEPs.</p> <p>Accommodations are used in the classroom as noted in student IEPs. Teachers are encouraged to not modify (water down) the curriculum but to provide accommodations to allow students varying means to demonstrate what they know and have learned.</p> <p>Where appropriate, teachers use a myriad of technology to assist with effective teaching and learning (laptops, iPads, assistive devices, visual schedules, etc.)</p>

**Suggested Measures:** Classroom observation, lesson plans reflect use of technology/DI and the principles of UDL.

**Note:** Creating learning environments using the principals of UDL does not mean teachers water down the curriculum for SWDs. Students with IEPs are expected to know and understand the same concepts as those without disabilities (with varying levels of complexity), through multiple means of representation, action and expression and engagement.

**Comments:**

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
25.	<p>There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.</p>	<ul style="list-style-type: none"> <li>Administrators and teachers can articulate different ways to deliver special education services in general education settings.</li> <li>Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWDs during reading instruction,</li> <li>physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities.</li> <li>When developing the school's master schedule, SWDs are scheduled first.</li> <li>The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation.</li> <li>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.</li> <li>Collaborative teachers can explain why they selected a structure for a particular lesson.</li> <li>Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students.</li> <li>Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The school's master schedule reflects a variety of service models used across the school in inclusive settings through collaboration, consultation, and resource room models.</p> <p>Physical and Occupational Therapies are provided by service providers in the general education classrooms. Providers collaborate with general education teachers and provide supports to assist and assistive devices with meeting the needs of SWDs as evidenced by service logs.</p> <p>A variety of service models are utilized and provided during general education instruction, common intervention time (CARE time) using a walk to read model, collaboration and consultation, and other related services as reflected in lesson plans.</p>
<p><b>Suggested Measures:</b> School master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback.</p>							
<p><b>Note:</b> Service delivery models used to serve students in inclusive classes include consultation, support facilitation and co-teaching. For more information, please see the Resources/Publications section: Course Code Directory and Instructional Personnel Assignments.</p>							
<p><b>Comments:</b></p>							

**Domain: Instruction and Student Achievement**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>26.</b> All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.</p>	<ul style="list-style-type: none"> <li>Paraprofessionals receive ongoing training on topics relative to their work responsibilities</li> <li>(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).</li> <li>Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals.</li> <li>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</li> <li>The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings.</li> <li>Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts.</li> <li>Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs.</li> <li>Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve.</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Job responsibilities are noted for paraprofessionals in the staff handbook.</p> <p>The district's professional development calendar is provided for paraprofessionals to identify and select PD.</p> <p>Paraprofessionals are evaluated by administrators yearly.</p>
<p><b>Suggested Measures:</b> Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules.</p>						
<p><b>Note:</b> It is important that paraprofessionals understand how to support learning while using the least intrusive interventions for SWDs. Paraprofessionals should be included in professional learning opportunities and technical assistance relative to their assigned students and job responsibilities. Paraprofessionals' input on student learning (academic, behavioral and social) is critical to planning and implementing appropriate supports as part of the IEP and curriculum team planning processes.</p>						
<p><b>Comments:</b> The BPIE Team sees this as an area for improvement and will establish improvement plans to provide PD for Specials teacher and paraprofessionals regarding working with SWDs, job related responsibilities, and managing student behavior.</p>						

**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<ul style="list-style-type: none"> <li>A secondary school special education teacher is an active member of the social studies department.</li> <li>An elementary school special education teacher is an active member of the third grade team.</li> <li>Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.</li> <li>Special and general education teachers meet regularly to share information on curriculum and individual student support needs.</li> <li>All team members receive minutes of team meetings and have input into decisions when not available to attend in person.</li> <li>Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Special education teachers are full members of general education grade level teams who collaborate with grade level teams to identify and create formative assessments to identify student needs, adjust instruction, and assess progress on IEP goals as reflected in sample assessments, PLC minutes, and collaboration logs.</p> <p>Broadview makes a concerted effort not to pull special education teachers during instructional periods to attend meetings as reflected in IEP meeting schedules.</p>
<p><b>Suggested Measures:</b> Curriculum team rosters, curriculum team meeting schedules and notes.</p>						
<p><b>Note:</b> Although all special education teachers may not be available to meet with each curriculum team during every scheduled team meeting, they should flex their schedules to have opportunities to meet with each team throughout each grading period. For example, Mrs. Smith may meet with the third grade team during pre-school planning time on Monday, and the fifth grade team during pre-school planning the following Monday.</p>						
<p><b>Comments:</b> The BPIE team recommends ESE teachers participate in grade level teams on a rotating basis quarterly and participate in full team planning days.</p>						

**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>28.</b> 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.</p>	<ul style="list-style-type: none"> <li>Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process.</li> <li>When planning, teachers consider the application of UDL and DI as part of every lesson.</li> <li>Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.</li> <li>Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students.</li> <li>Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.</li> <li>Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other.</li> <li>Teachers reflect on and assess their effectiveness as collaborative teachers.</li> <li>Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Special education teachers are full members of general education grade level teams who collaborate with grade level teams to identify and create formative assessments to identify student needs, adjust instruction, and assess progress on IEP goals as reflected in sample assessments, PLC minutes, and collaboration logs.</p> <p>Administrators attend PLC meetings and provide feedback on the collaborative process as reflected in PLC meeting minutes.</p>
<p><b>Suggested Measures:</b> Master schedule, teacher lesson plans, classroom observation or walk-throughs, teacher interviews, coaching logs.</p>						
<p><b>Note:</b> Please see the Resources Section: DOE Course Code Directory; Please see the Appendices: Glossary of Terms section for definitions of the above terms: Collaborative models of support—consultation, support facilitation and co-teaching.</p>						
<p><b>Comments:</b> The BPIE team recommends ESE teachers participate in grade level teams on a rotating basis quarterly and participate in full team planning days.</p>						

**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
29. Family members of SWDs are contributing members of school decision-making groups.	<ul style="list-style-type: none"> <li>School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council.</li> <li>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).</li> <li>Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Families of SWDs are active members of the School Advisory Council as reflected in the SAC Composition and are active members of the Parent Teacher Organization. Families participate in the creation of the SIP and are encouraged to volunteer during the school day.
<b>Suggested Measures:</b> Decision-making group rosters, meeting notes.						
<b>Note:</b> In addition to the School Advisory Council, family members of students with disabilities should be included in all decision-making groups that include family members of students without disabilities, such as the PTA and school sub-committees.						
<b>Comments:</b> We promote and encourage parents to be active participants however, parent participation continues to be low. The BPIE team is suggesting finding strategic ways to gather parent input and increase parent involvement.						



**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
30.	Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.	<ul style="list-style-type: none"> <li>Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc.</li> <li>Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.</li> <li>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.</li> <li>Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc.</li> <li>Family learning opportunities include content and activities that are translated for families whose first language is not English.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Broadview hosts parent nights throughout the school year sharing information and strategies on helping students at home, behavioral strategies for the home, reading, math, and science support at reflected in meeting sign in sheets.</p> <p>The monthly school newsletter provides frequent information to parents on helping students at home, behavioral strategies for the home, reading, math, and science support at reflected in newsletter content.</p> <p>Parent forms and flyers are sent home in multiple languages.</p>

**Suggested Measures:** List of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English.

**Note:** Family members play an important role in facilitating their child’s success in school when they are given complete and accurate information. It is important for families to understand ways to support their child’s learning goals and objectives at home and in community settings.

**Comments:**  
We promote and encourage parents to be active participants however, parent participation continues to be low. The BPIE team is suggesting finding strategic ways to gather parent input and increase parent involvement.

**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>31.</b> When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community.</li> <li>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.</li> <li>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).</li> <li>Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The monthly school newsletter provides frequent information to parents on helping students at home, behavioral strategies for the home and school, reading, math, and science support, conveys student performance data and grade level expectations.</p> <p>Parent input and support is encouraged on FBA teams and support provided through suggestions, home-school contracts, and regular discussion of student progress as reflected in meeting notes and conference logs.</p> <p>A Parent Input Form is sent home prior to the IEP meeting to gather parent input and feedback.</p> <p>The ESE teacher send home a parent questionnaire at the beginning of the school year soliciting parent feedback and input.</p>

**Suggested Measures:** Sample correspondence, meeting notes, phone logs, planning documents.

**Note:** Family members are experts about their child. Their input is invaluable in identifying and providing appropriate supports for success.

**Comments:**

**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>32.</b> The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<ul style="list-style-type: none"> <li>At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices as described in the SIP.</li> <li>The school administrator provides a report to families as part of school open house activities.</li> <li>The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year.</li> <li>The school administrator provides a report to other school administrators during district meetings.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The administrator provides a Principal's report at the start of every SAC meeting updating parents on progress toward SIP goals as reflected in meeting minutes.</p> <p>The Mid Year Review is shared with staff regarding progress towards SIP goals as reflected in staff meeting agendas.</p>
<p><b>Suggested Measures:</b> SIP; annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.</p>						
<p><b>Note:</b> See indicator #2; BPIE results should be embedded as goals in the SIP.</p>						
<p><b>Comments:</b> The Mid Year Review will be posted to the school's website for parents to view progress on SIP goals.</p>						

**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>33.</b> The school uses a person-centered planning process for SWDs.</p>	<ul style="list-style-type: none"> <li>• There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.</li> <li>• Personnel use the Circles of Friends activity to identify natural learning and social/friendship supports for SWDs in general education contexts.</li> <li>• Person-centered planning is used for SWDs to plan for independent living, postsecondary education and careers.</li> <li>• SWDs have opportunities to learn and practice skills associated with self-determination.</li> <li>• Personnel use the Students Transitioning to Adult Roles (STAR) process for SWDs transitioning from school to postsecondary education.</li> <li>• 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.</li> <li>• The school involves adult and community agencies and postsecondary education institutions in person-centered planning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Matriculation meetings are held for PreK students going to Kindergarten and 5th grade students going to Middle school as noted in the school's calendar.</p> <p>IEP matriculation meetings are held and the home school invited to share information with parents as reflected in PPF forms and the ESE Specialist attends matriculation meetings for incoming Kindergarten students.</p> <p>The ESE team collaborates with general education teachers to determine student classroom placement for the upcoming school year based on individual student needs as evidenced by articulation cards.</p>

**Suggested Measures:** Policies and procedures for transition, STAR, PATH, MAPS, and Circles of Friends graphics and participant rosters, IEP goals, postschool outcomes data.

**Note:** The input of all stakeholders, including family members and peers, should be considered in determining the supports needed for SWDs to achieve the most desirable outcome. Please see the Appendices: Glossary of Terms for definitions of the terms person centered planning and self-determination. For more information on STAR, PATH, MAPS and Circles of Friends, please refer to the Appendices: Resource/Publications section.

**Comments:**

**Domain: Communication and Collaboration**

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p><b>34.</b> School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school and district to district to ensure placement in the LRE.</p>	<ul style="list-style-type: none"> <li>• Supports are in place and are passed seamlessly between sending and receiving parties.</li> <li>• Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students.</li> <li>• Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district.</li> <li>• Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWDs.</li> <li>• Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade.</li> <li>• 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.</li> <li>• 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).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Matriculation meetings are held for PreK students going to Kindergarten and 5th grade students going to Middle school as noted as noted in the school's calendar.</p> <p>IEP matriculation meetings are held and the home school invited to share information with parents as reflected in PPF forms.</p> <p>The ESE team collaborates with general education teachers to determine student classroom placement for the upcoming school year based on individual student needs as evidenced by articulation cards.</p>
<p><b>Suggested Measures:</b> Teacher, family and administrator interviews, district and school articulation plans, procedures and policies.</p>						
<p><b>Note:</b> Aligns with District BPIE Indicator #10.</p>						
<p><b>Comments:</b></p>						

**School Priority Indicators**

**35. Based on your team’s final indicator ratings, please specify your school’s priority indicators by selecting them on the list below. When you have selected your priority indicators, please click on the “Save” button in the toolbar above and email your completed BPIE to your ESE administrator.**

- 1. School analyzes data to identify barriers and initiate improvement steps that increase the number of students in gen. ed.
- 2. Short and long term improvement efforts are included in the SIP.
- 3. School has a key person who coordinates and monitors the implementation of inclusive education.
- 4. School administrators advocate for all SWDs to have the same school choice options as typical peers.
- 5. School data reflect that all SWDs are educated in gen. ed. contexts 80% or more of the day.
- 6. School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes.
- 7. Administrators communicate expectations for all personnel to share responsibility for all students.
- 8. Administrators facilitate the use of resources to implement best practices for inclusive education.
- 9. Administrators communicate expectations for all personnel to use person first language.
- 10. Administrators use job interview questions to appraise an applicant’s knowledge and beliefs pertaining to inclusive practices.
- 11. Administrators advocate for all SWDs to be transported to and from school with typical peers attending the same school.
- 12. All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities.
- 13. All SWDs are given equal consideration for recognition through honors, awards, etc.
- 14. Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.
- 15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.
- 16. Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.
- 17. Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.
- 18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.
- 19. General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.
- 20. A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.
- 21. Instructional and related services personnel use formative assessment to analyze and evaluate data about effective instruction and behavior interventions for SWDs.
- 22. Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions.
- 23. There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.
- 24. There is a school wide approach for planning and implementing Universal Design for Learning.
- 25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services for SWDs in gen. ed.
- 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.
- 27. All special education teachers are collaborative members of a gen. ed. curriculum team.

- 28. General and special education teachers regularly plan instruction together.
- 29. Family members of SWDs are contributing members of school decision-making groups.
- 30. Learning opportunities and resources are provided to families of SWD.
- 31. All personnel consider family members as a resource and obtain their input in planning and problem-solving.
- 32. Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.
- 33. School uses a person-centered planning process for SWDs.
- 34. School uses a team decision-making process to ensure SWDs transition to and maintain placement in the least restrictive environment.

**Name and Title of team members completing this BPIE Self Assessment**

Donald E. Lee, Principal  
Rocio Morell, Assistant Principal  
Marie Rumble-Wise, ESE Specialist  
Keishla Brown, ESE Teacher  
Cathy Sotus, Speech and Language Pathologists  
Dr. Aratha Dixon, School Psychologist  
Danielle Mungenast, Intermediate General Education Teacher  
Edith Blondet, Primary General Education Teacher  
Bonnetta Nicasio, Paraprofessional  
Abraham Flynn, Parent  
Martha Calderon, ESE Parent  
Donald White, Parent