

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high-incidence disabilities, across all grades, in general education and natural contexts.</p>	<ul style="list-style-type: none"> School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. Data chats are conducted with students to create strong accountability and high expectations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>RTI Process, Weekly Grade Level Meetings, FSA & FSAA results, classroom observations, IEP data (e.g., progress on goals, percentage of time spent with students in general education, etc.).</p>
<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.</p>						
<p>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.</p>						
<p>Comments: Several teams (RTI, IEP, Administration & ASD Special Programs/Cluster Staff) at Fox Trail analyze data, identify barriers, and implement strategies/suggestions to increase the number of students with disabilities participation in general education classes and across the campus. Ideas are constantly being discussed amongst all teams as well as teachers (both general education and ESE) along with paraprofessionals in an effort to increase student success.</p>						

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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"> The school has developed an action plan indicating goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders. Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP. The school provides access to the SIP on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SIP Meeting Minutes, ASD Emails & Newsletters
<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.</p> <p>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.</p> <p>Comments: There is an ESE Representative on Fox Trail's SAC (School Advisory Committee). He has opportunities to share and convey ideas from the SAC, teachers, and other ESE Staff in an effort to implement successful inclusion strategies across all settings. We encourage parent involvement via the SAC committee and the ASD Cluster Parents completed a survey encouraging their voices to be heard (this survey was provided online and in paper formats).</p>							

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3.	The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	<ul style="list-style-type: none"> There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. The key person is identified in various school documents, such as: <ul style="list-style-type: none"> -- Staff roster; -- Professional Learning Community (PLC) minutes; -- Team planning logs; -- Staff handbook; -- School website; and -- Newsletters. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ESE Specialist job description, annual employee evaluations, ASD Coach job description, and IEP Data.
<p>Suggested Measures: 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>Note: 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>Comments: The ESE Specialist at Fox Trail works diligently to ensure that SWDs are provided an education in the least restrictive environment. The ASD Coach works alongside the ESE Specialist creating and implementing plans to monitor best practices (e.g., strategies, interventions, etc.) for SWDs in inclusive settings.</p>							

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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"> The principal contacts the district to obtain information about SWDs who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. The principal requests services and supports to follow SWDs in the school. The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. The school is equipped to provide educational services to all students. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Emails, parent conferences, IEP meetings, ASD Cluster Meetings, Support Staff and Team Leader Meetings. ESE Specialist and ASD Coach Meetings.
<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.</p>							
<p>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.</p>							
<p>Comments: Fox Trail Elementary prides itself on providing educational services to all students. Specifically in regards to SWDs, Administration, the ESE Team (ESE Specialist, ASD Coach, Teachers, Paraprofessionals, SPLs, OTs) and general education staff advocate for all SWDs to have the same school choice options as students without disabilities. SWDs are provided the opportunity to participate in all grade level activities (e.g., field trips, assemblies, etc.) as well as extra curricular activities (e.g., chorus, art club, chess club, etc.). We have a very diverse student population (SES, Ethnicity, etc.) and strive to teach tolerance/acceptance for all students through an in-house "buddy" program and training sessions offered throughout the school year.</p>							

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5.	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.	<ul style="list-style-type: none"> All SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day. All SWDs receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.574(F), F.S. SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. SWDs are not assigned to classrooms based on a perceived lack of resources at the school. All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. All SWDs are involved in before- or after-school tutoring interventions provided for reading and math. Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings. To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings, for example: <ul style="list-style-type: none"> A speech-language pathologist (SLP) in an elementary school engages in sma 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IEP (both data supporting the IEP and the document itself), Reading & Math Camp Invitations, daily schedules (e.g., mainstreaming, specials and lunch).
<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</p> <p>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.</p> <p>Comments: Fox Trail Elementary is focused on providing educational services to all students and ensuring that all students are afforded opportunities regardless of the type of or severity of any kind of ESE eligibility. Administration, the ESE Team (ESE Specialist, ASD Coach, Teachers, Paraprofessionals, SPLs, OTs) and general education staff advocate for all SWDs to have be involved and included in all aspects of the elementary school program. SWDs are provided the opportunity to participate in all grade level activities (e.g., field trips, assemblies, etc.) as well as extra curricular activities (e.g., chorus, art club, chess club, etc.). We have a very diverse student population (SES, Ethnicity, etc.) and strive to teach tolerance/acceptance for all students through an in-house "buddy" program and training sessions offered throughout the school year. General education students and students with disabilities are seen as simply Fox Trail Students who are involved in all aspects of the school day.</p>							

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<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"> School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood and kindergarten classes. The school has targets to increase the number of SWDs, ages 3 - 5, who receive special education and related services in inclusive classes with peers without disabilities. General and special education teachers regularly collaborate to plan and implement weekly lessons based on Florida standards for Pre-K and kindergarten. Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. Developmentally appropriate behavior supports are provided for students. The school regularly monitors (e.g., monthly) the number and progress of SWDs, ages 3-5, who receive special education and related services in inclusive settings with peers without disabilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pre-K schedule, Student IEPs, Fox Trail Schedule, Team Leader and Grade Level Meeting information, ESE Team Meetings

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:
 The preschool program was new to Fox Trail in the 2015-2016 school year. We made sure the students in Fox Trail's Pre-Kindergarten ESE Program were taught utilizing the same age-appropriate curriculum as approved by the district. Students are provided supports and interventions necessary (as per their IEP and teacher discretion) to ensure developmental progress is made. Pre-Kindergarten students are involved in school functions (e.g., assemblies, specials, programs, etc.). The Pre-Kindergarten Teacher is part of the Kindergarten Team. She receives information from the Kindergarten Team Leader and is involved in the planning and transitioning of Pre-Kindergarten students to Kindergarten.

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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"> Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.: -- General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. -- SWDs are not the sole responsibility of special education personnel during academic and non-academic school activities. -- School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher). -- All school personnel are trained and responsible for safety and evacuation procedures for SWDs. Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices. Administrators survey staff to determine beliefs and attitudes about inclusive practices. Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty Meeting, Team Leader Meeting, SAC Meeting minutes. IEPs and teacher data collection. Staff roster and master schedule. Mission Statement.
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: At Fox Trail, we pride ourselves in our ability to see each student as an individual and to create an educational plan that will meet every child's needs. We have been very successful at creating an inclusive environment that benefits all children - our motto is "From awareness to acceptance." Our team of teachers, administrators, and other staff members strive to make every child feel welcomed and appreciated. Teachers in the ESE Program are active participants in the weekly team meetings and provide valuable input that is shared at team, faculty, and SAC meetings. Collaboration is encouraged by Administration to support the idea of "best practices" across settings. Our mission statement reads "Fox Trail is dedicated to meeting the educational needs of all students in a safe learning environment."							

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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"> School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. School administrators provide and monitor the use of resources across all school teams, such as: <ul style="list-style-type: none"> -- Supplemental materials for core subject areas related to all academic standards; -- Text sets with differentiated reading levels; -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); -- Assistive technologies, supports and services; -- Time for instructional planning; and -- Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student IEPs (specifically the goals, services provided), data collection sheets, curriculum/text book inventory records. Team Leader meeting information. ESE Team meeting information. ASD Coach meeting information. Assistive Technology requests. Staff schedules and job descriptions.
<p>Suggested Measures: 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>Note: 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>Comments: For years Fox Trail Elementary has devoted many hours of training and discussion to differentiated instruction. We are focused on providing educational services to all students and ensuring that all students are afforded opportunities regardless of the type of or severity of any kind of ESE eligibility. Administration, the ESE Team (ESE Specialist, ASD Coach, Teachers, Paraprofessionals, SPLs, OTs) and general education staff advocate for all SWDs to have be involved and included in all aspects of the elementary school program. SWDs are provided the same grade-level, appropriate materials (e.g., text books, workbooks) as well as access to online programs (e.g., BEEP, iReady) as students not in the ESE Program. Supplemental programs and materials are available and are ordered when necessary. Assistive Technology (AT) is utilized throughout the school as needed and referrals are made when necessary. We have an onsite Reading Coach that attends Team Leader and RTI meetings. We also have well-trained paraprofessionals that are familiar with the curriculum and are considered valuable assets to a student's educational team.</p>							

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9.	School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	<ul style="list-style-type: none"> Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	School documents (e.g., newsletters, staff roster, staff handbook, school website, meeting minutes, etc.)
<p>Suggested Measures: 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>Note: 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>Comments: Person first language is not only utilized in written form, but also when speaking throughout the school day (e.g., morning announcements, assemblies, meetings, etc.). Students with/without designated eligibilities are discussed utilizing respectful and considerate verbiage. Our staff is sensitive to the needs and feelings of students with disabilities along with their families. Every effort is made to make sure all students feel welcomed and accepted.</p>							

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10.	School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.	<ul style="list-style-type: none"> School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices, such as: <ul style="list-style-type: none"> -- "Please describe your role in a co-taught classroom." -- "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?" -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school?" School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: <ul style="list-style-type: none"> -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school." -- "Give me an example of a time when you facilitated relationship-building between students with and without disabilities." 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	List of Interview Questions, Job descriptions.
<p>Suggested Measures: 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>Note: Aligns with District BPIE Indicator #11.</p> <p>Comments: Fox Trail's interview team typically consists of an administrator, the ESE Specialist, and another support staff member if available. Questions pertaining to students with all sorts of academic and behavioral needs are posed to all potential staff members (e.g., teachers, paraprofessionals, office staff, cafeteria workers, and custodians). We provide scenarios to applicants regarding behavior management strategies, differentiating instruction, accommodations or interventions used for various learning styles.</p>							

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<p>11. 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"> Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (e.g, physical access, health and safety measures, adequate supervision for all bus arrivals and departures) All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. The principal has made a formal request to the district for bus schedules to be changed. Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. SWDs do not arrive late and leave school early based upon the bus schedule. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Transportation list, paraprofessionals' schedules, transportation database, student and class schedules.</p>
<p>Suggested Measures: 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>Note: 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>Comments: Fox Trail has a number of procedures in place to ensure the safe bus arrival and departure for all students. A supplement is provided to one teacher at the school who is responsible for monitoring the arrival and departure of all school buses. Teacher and paraprofessional schedules reflect supervision out at buses. Adults walk students to/from the bus who require additional supervision or direction based on the student's needs (not if they do/do not have an eligibility). The SWDs at our school are afforded the opportunity to attend all field trips and utilize the same mode of transportation made available to all students.</p>						

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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"> All SWDs have access to all school facilities and non-academic activities. Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs can fully participate in the same activities as those students without disabilities. Athletic coaches include students with disabilities in the same activities as those without disabilities. Club sponsors are chosen because of their commitment to include SWDs in all club activities. Case managers monitor the participation of SWDs in non-academic activities. All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities. SWDs participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged. School personnel model strategies and create opportunities for students without disabilities to socialize with SWDs in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies). Ability awareness and diversity training is provided to all students in the school. Same-age peers provide natural supports to SWDs, as appropriate, to facilitate social interactions during school-sponsored activities. SWDs are eligible for and encouraged to run for student government. All SWDs are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc. Families of students with significant cognitive disabilities receive information about all school-sponsored, non-academic activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student schedules, Chorus programs, Art Club roster, sensitivity training outline (for both students and faculty), buddy program pairing general education students with students with disabilities, Safety Patrol roster, PTSA newsletters, School newsletters.
<p>Suggested Measures: 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>Note: 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:

Fox Trail Elementary is focused on providing educational services to all students and ensuring that all students are afforded opportunities regardless of the type of or severity of any kind of ESE eligibility. Administration, the ESE Team (ESE Specialist, ASD Coach, Teachers, Paraprofessionals, SPLs, OTs) and general education staff advocate for all SWDs to have be involved and included in all aspects of the elementary school program. SWDs are provided the opportunity to participate in all grade level activities (e.g., field trips, assemblies, etc.) as well as extra curricular activities (e.g., chorus, art club, chess club, etc.). We have a very diverse student population (SES, Ethnicity, etc.) and strive to teach tolerance/acceptance for all students through an in-house "buddy" program and training sessions offered throughout the school year. General education students and students with disabilities are seen as simply Fox Trail Students who are involved in all aspects of the school day. Throughout the years we have had students with a variety of disabilities participate in the school's safety patrol program; chorus/recorder/drum/violin performances; art club; chess club; and science club. We strive to provide age appropriate activities for all students and make accommodations when necessary to ensure meaningful participation for all students.

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<p>13. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<ul style="list-style-type: none"> All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Grade level awards programs, Student of the Month (Kids of Character) awards, End of the Year/Quarter Celebrations.</p>
<p>Suggested Measures: 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>Note: Aligns with District BPIE Indicator #23.</p>						
<p>Comments: Fox Trail recognizes both academic and behavioral accomplishments for all students. Every student at our school is eligible for all of the awards distributed throughout the school year. We have an end of the year celebration where parents come to the school and students are recognized for their academic and behavioral achievements (e.g., honor roll, Reading Across Broward, Most Improved, etc). Various grade levels have a number of different awards given throughout the school year (e.g., student of the week or month) and SWDs are always included in that program. In addition to the "typical" awards (e.g., academic and citizenship awards), we pride ourselves at honoring "out of the box" accomplishments including but not limited to: tying one's shoes for the first time, saying "hello" for the first time independently, or for completing homework an entire week. Teachers recognize the hard work and dedication of both students and parents when mastering all sorts of goals.</p>						

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		Not yet	Partially		Fully		
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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"> Administrators analyze student performance data, staff and family needs assessments/ surveys. Administrators analyze data from classroom observations. Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. PD and TA are differentiated for each staff member, as per their assessed needs. When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan. Regular review of student learning data is reflected in the SIP in an effort to determine ongoing PD and TA needs. Regularly scheduled (at least quarterly) data checks/ discussions are conducted across school teams to identify ongoing PD and TA needs of teachers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty Meeting agendas and training sessions, Team Leader meeting notes, Support Staff meeting notes, ESE Team meeting notes, SAC meeting minutes, RTI Meetings and data collection.
<p>Suggested Measures: 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>Note: 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> <p>Comments: The staff at Fox Trail have attended training sessions on differentiating instruction and the importance of providing a number of learning methods to all students. Support Staff (Principal, Assistant Principal, Reading Resource Specialist, Guidance Counselors, ESE Specialist, and the ASD Coach) review data (e.g., assessment scores, teacher reports, and observations) in an effort to identify any areas where additional training may be necessary to ensure all types of learners are making progress. In addition, the information gathered in the support staff meetings is then disseminated to the grade level team leaders who share it with their teams. Every grade level team (e.g., Kindergarten, First, etc.) has a representative from the ESE department on the team. Having a member of the ESE team on the grade level teams has assisted all teachers in thinking about the needs of every student (even those not within the ESE program) so that we are teaching to the student's need and not the eligibility. Teachers are encouraged to share their best practices to working with all types of learners (e.g., visual, auditory, kinetic, etc.).</p>							

Domain: Leadership and Decision Making							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
15.	<p>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"> Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. Strategies for effective inclusion are provided and modeled in the classroom setting. PD is provided to collaborative teams, to include the following topics. <ul style="list-style-type: none"> -- Curricular accommodations and modifications in general education classes and non-instructional activities -- Embedding IEP goals into the general education instructional activities and natural contexts -- Access points for math, language arts, science and social studies -- Universal design for learning (UDL) -- Differentiated instruction (DI) -- Classroom management strategies -- Data collection and analysis -- Accessible instructional materials -- Assistive technology -- Communication supports (AAC) -- Visual supports -- PBS -- Alignment of modified curriculum to general education standards -- Formative assessment -- Collaborative planning and teaching models -- Flexible scheduling -- Peer supports -- School-family communication/collaboration School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices. School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's Building Inclusive Schools) for all SWDs. Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD. School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Faculty meeting notes and sign-in sheets; faculty training sessions (onsite and off) sign-in sheets; Principal and Assistant Principal meetings; District ESE, ASD Coach, Reading Specialist, and Guidance Meetings. Team Leader and ESE Team meeting notes (e.g., CARD utilized as a resource). Master calendar (indicating team meeting dates and times)</p>

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| | | <ul style="list-style-type: none">• Administrators provide ongoing support for new personnel who are hired after the beginning of the school year. | | | | | |
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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:
Fox Trail provides a supportive environment where staff members (both instructional and non-instructional) are provided a wealth of opportunities to attend on-site and off-site training sessions via email and postings throughout the school. When a staff member attends a training session, they are encouraged to share the information with the entire staff during team and faculty meetings. In addition, staff utilize planning time to share ideas and best practices. The Reading Specialist, ESE Specialist, and Guidance Department often provide valuable information to the faculty on supports (e.g., communication devices, curriculum interventions, formative assessments). The ASD Coach works closely with school staff on implementing successful classroom management strategies for all students. Outside resources such as CARD have provided training sessions to the school staff.

Domain: Leadership and Decision Making							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
16.	School leaders facilitate job-embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	<ul style="list-style-type: none"> • A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. • School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: <ul style="list-style-type: none"> • -- In-class coaching on collaborative teaching models; • -- Development of professional learning communities; • -- Classroom demonstration of instructional strategies; • -- Team problem solving; • -- Flexible scheduling; • -- Planning and implementing behavior supports; • -- Planning and implementing visual supports; • -- AAC and other instructional technologies; • -- Planning and application of curricular accommodations/modifications; and • -- Planning instruction based on UDL and DI. • Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams. • Outside resources, such as FIN, FDLRS and CARD, are procured for the provision of TA. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty meeting notes and sign-in sheets; faculty training sessions (onsite and off) sign-in sheets; Principal and Assistant Principal meetings; District ESE, ASD Coach, Reading Specialist, and Guidance Meetings. Team Leader and ESE Team meeting notes (e.g., CARD utilized as a resource). Master calendar (indicating team meeting dates and times) Job descriptions for Support Team Members (including but not limited to: Reading Specialist, Guidance, ESE Specialist, ASD Coach).
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: Staff at Fox Trail participate in professional learning community sessions (PLCs) on a variety of topics (including but not limited to: teaching strategies; classroom management and individual behavior management interventions; differentiating instruction; etc.). Teachers are encouraged to share ideas and best practices while also researching (online or through communication with school personnel) interventions that would assist student learning. Information gleaned from team level meetings is then provided to the support staff where strategies are then passed on to the entire school. SWDs are viewed as part of the entire student body. When a SWD requires additional assistance, beyond that which is provided by the grade level team, the ESE Specialist, ASD Coach, and ESE Teachers are called upon to provide additional strategies and interventions that would assist the child. At times, it is also important to contact the parent so the entire team (school and home) can come together and create/implement strategies or a plan of action.							

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"> The school master schedule reflects collaborative planning time for collaborative teaching teams. Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common. Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. Agendas and logs from collaborative planning sessions are available for administrators to review. There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. There is a schedule and record of PLCs related to the review of student work and instructional planning. Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Master schedule, school calendar, classroom schedules, Pool Sub Schedule, lesson plans, PLC logs and schedule, IEP and RTI schedules.
Suggested Measures: Master schedule, teachers' lesson plans, agendas and logs from collaborative planning sessions, walk-through notes from teacher planning meetings.							
Note: 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).							
Comments: Fox Trail Teachers are provided planning time to collaborate with their peers and to also gain information/problem solve from teachers on other teams (e.g., a particular ESE teacher, "specials" teacher, Reading Specialist, etc.). PLC sessions provide teachers the opportunity to discuss and share their experiences. This collaborative approach encourages teachers to implement new strategies and discuss the results of these interventions. Lesson plans reflect the times of these meetings and PLC schedules document the meeting session as well.							

Domain: Instruction and Student Achievement							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
18.	Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.	<ul style="list-style-type: none"> A music teacher has several SWDs in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students. The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers. The LATS team provides guidance and training on the use of assistive technology devices. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	IEPs, Team Leader Notes, RTI data, Faculty Meeting agendas, Teacher Lesson Plans.
Suggested Measures: Teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions.							
Note: -							
<p>Comments: When writing IEPs, all staff are afforded the opportunity to provide input (e.g., general education, ESE/VE, specials, and administration). A multi-systemic approach is utilized to ensure the interventions and strategies are implemented across settings. This helps the student be as successful as possible. The Occupational and Physical Therapists work closely with the team in providing suggestions and observing responses to interventions.</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>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.</p>	<ul style="list-style-type: none"> • IEP goals and objectives for all SWDs are aligned to the general education standards. • 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. • The instructional goals and learning targets of students with a significant cognitive disability are based on access points. • 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Lesson plans; progress-monitoring data; student assessment and work samples; IEP data sheets; home notes; RTI data.</p>

Suggested Measures: Lesson or unit plans, curriculum maps, walk-through data, ongoing progress-monitoring data.

Note: 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.

Comments:
 The foundation for instruction for all students is directly linked to Florida Standards (even when a student is listed as "on access points"). Instructional goals are viewed as "fluid" and can be modified as needed (e.g., if the student masters one goal the teacher would proceed to the next logical learning goal). All students are exposed to the same content area (regardless if the child is being instructed on Florida Standards or Access Points). All accommodations are implemented as per the child's IEP.

Domain: Instruction and Student Achievement							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
20.	An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	<ul style="list-style-type: none"> School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. PD and TA activities for implementing MTSS are documented in the SIP, including evaluation criteria to measure desired outcomes. PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWDs in general education classrooms and natural contexts. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBS plans. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBS plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	RTI process flowchart; RTI data sheets; RTI meeting schedule and notes; FBA checklist; school-wide positive behavior support plan; SAC/SIP information.
<p>Suggested Measures: SIP, PD/TA schedule and sign-in sheets, minutes of MTSS meetings, schoolwide PBS plans, FBA documents.</p> <p>Note: For more information and resources on the MTSS and problem-solving process, please refer to the Appendices: Glossary and Resources/Publications sections.</p> <p>Comments: The Response to Intervention (or RTI) team meets almost every week in an effort to collaborate with teachers (and sometimes parents) on the implementation of various strategies and interventions in the classroom. Once the team reviews the data, target behaviors or academic goals are created in an effort to increase student achievement or behavior. The team will also have follow-up meetings to discuss progress and tweak plans as necessary. Teachers and sometimes RTI team members convey the implementation of the plan to parents via email, phone, or conference. When a student's behavior requires more intensive planning, an FBA will be conducted with information gathered from the student, teacher, family, private professionals (as necessary). The RTI and FBA processes are considered fluid in that interventions are implemented, response to these interventions is discussed, and changes to the plan are made when needed.</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>21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.</p>	<ul style="list-style-type: none"> 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 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"> -- Checklists -- Profiles -- FBA tools; -- Ecological inventories; -- Task analysis; -- Portfolios; -- Performance assessments; -- Reading assessment tools; and -- Scoring criteria/rubrics. All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. Instructional personnel consider SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs to make progress in general education and natural contexts. The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. All SWDs have access to the same multi-tiered interventions as those without disabilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Team Leader meeting notes; grade level meeting notes; support staff meeting notes; IEPs; FBA/PBIPs; lesson plans; teacher evaluations.</p>

Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

Note: -

Comments:
 General education teachers and special education teachers use a variety of data collection tools and processes to continually assess the progress of all students. Formative assessments (some as quick as a show of hands, to work on a wipe off board) assist teachers in scanning the entire class to see how they are grasping concepts. More specifically, in regards to SWDs, teachers utilize weekly assessments, checklists, daily/weekly home notes (that reviews that week's progress), and other data collection information.

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"> Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general - education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and school store. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IEPs; IEP data collection sheets (e.g., daily/ weekly home notes); FBA/PBIP reviews; classroom data; emails/conference forms; lesson plans.
<p>Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.</p>						
<p>Note: 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>Comments: Students in the ASD Special Program at Fox Trail are provided the opportunity to receive services in the general education class based on their abilities and needs. All students in the ASD special program, have a minimum of lunch and specials with the general education population. Within the classroom, students work on the Florida Standards or Access Points (when applicable). Student progress is monitored via weekly assessments, teacher observation, and informal assessments. Based on that information, staff and families discuss a plan for time in the general education setting. At Fox Trail, we pride ourselves in implementing individualized schedules to meet the needs of our students. Several of the students within the ASD cluster, receive instruction outside of the smaller special program setting in general education classroom.</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.	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.	<ul style="list-style-type: none"> The school has one or more schoolwide programs in place that address the following: <ul style="list-style-type: none"> -- Formal, academic and social peer support -- Social and community inclusion -- Anti-bullying -- Conflict mediation -- Student problem solving -- Character education -- Self-determination and self-advocacy -- Community service projects -- Global cultural and diversity awareness Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities. School guidance counselor(s) are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ASD Walk Progam/Coin Drive; Guidance Lessons; Sensitivity Training; master schedule; classroom schedules; IEPs.
<p>Suggested Measures: Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects.</p> <p>Note: Aligns with District BPIE Indicator #22. These programs can be formal or informal, but should involve the entire school.</p> <p>Comments: Fox Trail has been involved throughout the years in the Dan Marino Foundation and the Autism Speaks Walks. Community information is disseminated to parents/caregivers via newsletters and emails. The community information encourages a partnership between families, school, and the surrounding community. Our motto is "from awareness to acceptance" and this "theme" is a focus throughout the entire school year. We encourage celebrating all kinds of differences (e.g., cultures, abilities/disabilities, etc.). Students in the general education classrooms often earn the ability to assist the students in the ASD Special Program. This "buddy program" is where general education students, sometimes those diagnosed with a disability, are provided opportunities to be leaders and role models for students in the ASD Special Program classes.</p>							

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"> Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Lessons are presented in visual and oral formats. The student responds using eye gaze, choices cards and/or gestures. Appropriate response time is given for SWDs to participate. Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as: <ul style="list-style-type: none"> -- Book pages equipped with foam tabs for Pre-K students to easily turn pages; -- A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; -- Wide classroom aisles to accommodate students with limited mobility; -- Table heights adjusted to accommodate a wheelchair, a stander or students of short stature; -- Choice boards or software programs for visual schedules and assignments; -- Pencil grips; -- Wood blocks to raise the desk level; -- Specialized computer software, digital text, iPads™, Alpha-Smarts™ or FM systems to ensure meaningful participation in instructional activities; -- A student with scoliosis is provided with a lab stool with a back so that he can participate fully in instructional activities; and -- An FM system is provided in class for a student who needs auditory support. Teachers allow students to respond orally on assessments. Teachers tier assignments/assessments. Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty Meeting Minutes; PLC notes; Training sessions (school-based and district); Lesson Plans; IEPs; Teacher evaluations; Assistive Technology property passes; classroom observations.

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:

Fox Trail's classrooms are some of the finest learning environments in the state. Teachers utilize differentiated instruction for all students in an effort to meet every child's needs. Administration provides articles of reference along with detailed examples of differentiated instruction at faculty meetings. This information tends to flow into the team meetings where teachers are encouraged to discuss the strategies they are using to increase student success. All teachers are familiar with their students' IEPs (especially the accommodations section) and implement said supplemental aides when appropriate. A few teachers have FM systems in their classes (again, based on student need). All teachers have access to the ESE Specialist and the ASD Coach who can provide information regarding accommodations or suggestions to improve student progress (e.g., visuals, specialized software, raised line paper, pencil grips, etc.).

Domain: Instruction and Student Achievement							
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
25.	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.	<ul style="list-style-type: none"> Administrators and teachers can articulate different ways to deliver special education services in general education settings. Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWDs during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. When developing the school's master schedule, SWDs are scheduled first. The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation. When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. Collaborative teachers can explain why they selected a structure for a particular lesson. Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Master schedule; Classroom schedules; Paraprofessional schedules; teacher evaluations; interviews and observations.
<p>Suggested Measures: School master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback.</p> <p>Note: 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>Comments: Fox Trail Teachers work together to create a successful environment for students across settings. Special education services are provided on an individual basis taking into consideration the specific needs of every child. For instance, speech/language and OT sessions can occur in specials or in the cafeteria (a more "natural" conversational setting). Another example is when support is needed at specific academic times; teachers (general education and VE) go to great lengths to create the best schedule to meet the child's needs (e.g., ensure that the child does not miss participating in specials or key academic times). Co-planning is supported by ESE Representatives on each grade level team and therefore, participating in the meetings and providing valuable information.</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>26. 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"> Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality). Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs. Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Paraprofessional job descriptions, schedules, and evaluations; PD list/schedule; ESE Team Meetings; Master schedule; Classroom Schedules; Lesson Plans; Teacher Planbooks.</p>
<p>Suggested Measures: Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules.</p>						
<p>Note: 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>Comments: Paraprofessionals are seen as an essential piece to our Fox Trail team! We value and encourage their input regarding student progress and achievement. Many of our paraprofessionals have been with the school since it's opening (about 20 years ago). Paraprofessionals receive training throughout the year via formal (e.g., preplanning workshops, early release sessions) and informal (e.g., teacher planning times, conferences, parent/teacher conferences, team meetings) sessions. CARD and Broward School Board District Personnel have provided training sessions on various topics (e.g., behavior management, creating supplemental materials like visual cues and schedules, Understanding Autism, etc.). Our paraprofessional team is well versed in the learning and behavioral supports necessary for all children. In regards to SWDs, paraprofessionals diligently pursue creating a successful environment for students to learn by utilizing the accommodations in students' IEPs. The collaboration among paraprofessionals, teachers, school staff, students, and families is imperative to the success of all students at Fox Trail.</p>						

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence	
		Not yet	Partially		Fully		
			B	A			
27.	All special education teachers are full, collaborative members of a general education curriculum team.	<ul style="list-style-type: none"> A secondary school special education teacher is an active member of the social studies department. An elementary school special education teacher is an active member of the third grade team. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support needs. All team members receive minutes of team meetings and have input into decisions when not available to attend in person. Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Team Leader minutes; grade level roster; master schedule; teacher planbooks; ESE Team minutes and notes.
<p>Suggested Measures: Curriculum team rosters, curriculum team meeting schedules and notes.</p> <p>Note: 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>Comments: At Fox Trail we are fortunate enough to have a large ESE Staff and therefore we are able to have an ESE Representative at each grade level meeting. ESE Teachers alongside General Education Teachers share ideas, problem solve, and plan. This collaboration has proven very successful throughout the years ensuring SWDs and their needs are appropriately represented across all settings. In addition, there is an ESE Team Leader that attends monthly meetings with the other grade-level and school Team Leaders. This person provides valuable information to the school (a voice, if you will for SWDs) while also contributing constructive strategies and suggestions supporting SWDs.</p>							

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.</p>	<ul style="list-style-type: none"> Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. When planning, teachers consider the application of UDL and DI as part of every lesson. Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious. Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. Teachers reflect on and assess their effectiveness as collaborative teachers. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Team Leader meeting minutes; Grade Level meeting minutes; Master Schedule; Lesson Plans; Teacher evaluations; Administrative Walk-throughs.</p>
<p>Suggested Measures: Master schedule, teacher lesson plans, classroom observation or walk-throughs, teacher interviews, coaching logs.</p>						
<p>Note: 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>Comments: Team work and collaboration are paramount at Fox Trail. Teachers are encouraged via scheduled team meetings and planning times to discuss grading procedures, promotion criteria, strategies, interventions, accommodations used with all students. Teachers and Administration work diligently to ensure that common practices occur among the various grade levels (e.g., similar lesson plans, grading systems, behavioral strategies, etc.). Differentiated Instruction is the foundation for all learning at Fox Trail. Specifically, with SWDs, accommodations are implemented and discussed with team members in an effort to create an optimum learning environment in the least restrictive setting. Administrators periodically attend these meetings to lend support to the collaborative process. In addition, Team Leaders serve as a liaison between Administration and Grade Level/Subject Area Teams; this facilitates open communication at all times among all school staff.</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"> School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council. Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PTSA meeting minutes; SAC meeting minutes; ASD Cluster Newsletters and Meetings; Parent Questionnaire; IEP Meetings.
Suggested Measures: Decision-making group rosters, meeting notes.						
Note: 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.						
Comments: Fox Trail provides a number of opportunities for all parents to be involved members of the school community and decision-making process. We have representatives of SWDs on SAC, PTSA, and various sub-committees (e.g., Dan Marino Walk, Booster-thon, Bingo night, etc.). Our parents are active in assisting the school provide a safe, nurturing environment where all students learn.						

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"> Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc. Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Family learning opportunities include content and activities that are translated for families whose first language is not English. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	District Calendars; School Newsletter; School Website; ASD Cluster Newsletter; Parent Input Surveys (district and school-based); IEPs; Reading and Math Camp; Community Resource list.
<p>Suggested Measures: List of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English.</p> <p>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.</p> <p>Comments: Family members are active participants in their child's education at Fox Trail. We encourage family involvement and input for all aspects of a child's education. There is a Fox Trail website with valuable information about training opportunities and parent workshops. Contact information is also on the website (phone numbers and emails) for parents to contact staff. Specifically to SWDs, parents are provided information on District and School-based training opportunities. The ESE Team also provides information regarding community events (e.g., "sensory friendly" movie showings, parent workshops, respite care, summer camps, counseling services, etc.). Several parent surveys were distributed from Broward County and Fox Trail. We even got a little more specific with one intended for the parents of students diagnosed with Autism. The information gleaned from this survey was extremely valuable and we are using the data to update our database of community resources and contacts.</p>							

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>31. 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"> • A fifth grade co-teaching team sends a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and homework habits, etc. • Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. • Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. • Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. • Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). • Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Daily/Weekly home notes; IEP planning information and the actual document; emails; newsletters; Fox Trail Website; Releases of Information; Team Leader Meetings; Grade/Subject Level meetings; parent/teacher conferences.</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:
 As mentioned previously, Fox Trail approaches student learning and progress by utilizing a multi-systemic approach where family members are seen as the experts on their child and where private professionals are encouraged to be part of the child's team. Family members and private professionals (typically behavior therapists) are welcome to observe students and participate in all aspects of their child's academic program (e.g., suggesting academic/behavioral strategies). We have found a student's success rate significantly increases when the school is able to problem-solve with parents as active members. Many times the sharing of ideas leads to an improvement in a student's performance/functioning. Some SWDs receive either daily or weekly home notes. These home notes provide detailed information regarding the student's progress (academic/behavioral) and encourages family members to be proactive participants in their child's day to day performance.

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>32. 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"> 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. The school administrator provides a report to families as part of school open house activities. The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. The school administrator provides a report to other school administrators during district meetings. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>School Website; District Website; Employee Handbook; Welcome Back agenda; ESE Team Meeting minutes; Team Leader Meeting minutes.</p>
<p>Suggested Measures: SIP; annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.</p>						
<p>Note: See indicator #2; BPIE results should be embedded as goals in the SIP.</p>						
<p>Comments: The SIP is available via the school's website. Parents can also obtain a copy by requesting one from their teacher or from someone in the front office.</p>						

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>33. The school uses a person-centered planning process for SWDs.</p>	<ul style="list-style-type: none"> • There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. • Personnel use the Circles of Friends activity to identify natural learning and social/friendship supports for SWDs in general education contexts. • Person-centered planning is used for SWDs to plan for independent living, postsecondary education and careers. • SWDs have opportunities to learn and practice skills associated with self-determination. • Personnel use the Students Transitioning to Adult Roles (STAR) process for SWDs transitioning from school to postsecondary education. • Personnel use the Planning Alternative Tomorrows with Hope (PATH) or McGill Action Planning System (MAPS) to determine person-centered planning goals for the future in general education and community contexts. • The school involves adult and community agencies and postsecondary education institutions in person-centered planning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Faculty Meeting minutes; Team Meeting minutes; IEP plans; Parent/Teacher conferences; School Tours; Transition Policies and Procedures (BCSB website).</p>
<p>Suggested Measures: Policies and procedures for transition, STAR, PATH, MAPS, and Circles of Friends graphics and participant rosters, IEP goals, postschool outcomes data.</p>						
<p>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.</p>						
<p>Comments: Fox Trail works closely with the family system (e.g., parents, caregivers, siblings), outside agencies/private professionals, and other schools to ensure a smooth and effective transition for all of our students. Broward County Schools follow the "Matriculation Planning For Students with Disabilities: A GUIDE FOR SUCCESS" as found on the student support website. This helpful procedural manual provides timelines and examples of best practices when students are transitioning from one school to another. At Fox Trail, we assist families by having frequent discussions via email or in person when planning for the transition from elementary to middle school. Staff may accompany a parent on a school tour to help ease anxiety and as a proactive strategy for a successful transition. We also work closely with the neighborhood middle school and a school tour is scheduled every year where the entire 5th grade (SWDs and General Education students) all visit the middle school. This is a very welcoming event and the children (and their families) really enjoy the ability to see the campus prior to them starting there in the Fall.</p>						

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
<p>34. 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"> • Supports are in place and are passed seamlessly between sending and receiving parties. • Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. • Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district. • Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWDs. • Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade. • In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures. • The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another, to spend time in the receiving school's classrooms for a week, with appropriate support (e.g., paraprofessional, visual schedule, social supports). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Faculty Meeting minutes; Team Meeting minutes; IEP plans; Teacher Planbooks, Parent/Teacher conferences; School Tours; Guidance logs/records; Transition Policies and Procedures (BCSB website).</p>

Suggested Measures: Teacher, family and administrator interviews, district and school articulation plans, procedures and policies.

Note: Aligns with District BPIE Indicator #10.

Comments:
 A transition plan is in place for all students at Fox Trail Elementary thanks to years of experience and guidance from the BCSB "Matriculation Planning For Students with Disabilities: A GUIDE FOR SUCCESS." All 5th grade (SWDs and General Education students) all visit the neighborhood middle school. Accommodations are made for students who need them (e.g., we walk across the street to the school - but if a student requires transportation we secure that prior to the event). SWDs accompany their peers in a large group and participate in the event with any required supports. If a parent seems to need additional support during this transitional time, school staff (e.g., the ASD Coach, ESE Specialist, classroom teacher) may accompany the family when they are touring a school. Our staff is also available to the matriculating school's staff. We participate in parent/teacher conferences and IEP transition meetings prior to the student starting at the new school. We have also conducted mini-training sessions when a large number of SWDs transitioned to middle school.

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

Lynn Burgess, Principal
Lisa Pinder, ASD Coach/ESE Teacher
Jennifer Silvio, Parent
Jennifer Shapiro, Teacher (Specials, Art)
Teresa Vegiard, Teacher (Gen. Ed. & ESE)
Jon Cordero, Teacher (ESE/ASD Special Program)
Eileen Garcia, Teacher (Gen. Ed. & ESE)