

District Best Practices for Inclusive Education (BPIE) Self-Assessment

Okaloosa County School District



District BPIE Indicator Rating Tally Sheet

Date Completed: 11/06/18

District : Okaloosa

District Contact/Title : Melody Sommer

FIN Facilitators: Suzanne Day

Robin Petrick

Caren Pritchard

Emily McCann

BPIE Team Members:

Pat Dombrowski, Specialist/ESE Department

Penny McLean, Specialist/ESE Department

Brad Burnette, President/Executive Director, Autism Spectrum of the Emerald Coast & Parent of SWD

Amy Bowles, Assistant Principal, Northwood Elementary & Parent of SWD

Jordan Berry, Dean of Students, Lewis School

Carol Bernich, Transition Staffing Specialist, Choctawhatchee High & Ft. Walton Beach High

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
1. District analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high- incidence disabilities in general education and natural contexts in every school.	Fully	District employs a systematic approach when looking at data in schools. Walkthroughs are conducted periodically as well as two district data chats per year with each school. A school performance plan is created to address areas of need found in data chats and walkthroughs.
2. District data reflects that in each school there is alignment to the natural proportion of students with disabilities (SWDs) in the district.	Fully	LRE data reflects that 83.38% of students with IEPs ages 6 to 21 are serviced inside regular class 80% or more of the day. Okaloosa County is broken into three geographical regions (North, Central, and South) to accommodate the needs of SWDs. Not every school has every program; however, within each region, the same opportunity exists for IEP dictated needs to be met.
3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	Partially Almost	District has criteria to determine placement of all SWDs in their neighborhood school or school of choice. Within each region (North, Central, and South), the same opportunity exists for IEP dictated needs to be met. Assignments of all SWDs to schools or programs is not based on exceptionality or perceived lack of resources available at the

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		neighborhood school.
4. District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.	Partially Almost	Opportunities exist for PreK to interact with general education Kindergarten classes as PreK units are housed within general education locations. This inclusive philosophy is reflected in 70% of ESE PreK students entering general education Kindergarten classes. It is acknowledged that pockets of the county (Southend) seem to have less opportunity for interaction with non SWDs.
5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.	Fully	District has allocated additional ESE teachers, paraprofessionals, Behavior Specialists, Speech/Language Pathologists and other resources as needed based on analysis of IEPs.
6. District has key personnel with expertise in inclusive best practices for all SWDs who oversee, coordinate, monitor and provide technical assistance (TA) for the implementation of best practices for inclusive education at the district and school levels.	Fully	The district carries the philosophy to include all students in general education and this effort is reflected in LRE data. The monitoring of district progress towards goals established from the BPIE is ongoing; Monthly professional development

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		delivered to staffing specialists (PreKD, Transition) who then train key staff (teachers, MTSS coordinators, administrators).
7. District has key personnel with expertise in the multi-tiered system of support (MTSS) and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi- tiered behavior supports in general education classrooms and natural contexts.	Fully	District allocates sufficient time and resources for personnel to train and support school-based MTSS teams and functional behavior assessment (FBA) teams. This is demonstrated by the addition of 4 behavior specialists and 12 mental health counselors who are now part of the MTSS process due to a noted change in student behavior and an increase in the ESE population.
8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.	Fully	In-school and out-of-school suspension and expulsion data reflect that SWDs in general education classes are not suspended or expelled at a higher rate than those without disabilities.
9. District policies and student transportation schedules indicate all SWDs arrive and leave schools and district facilities at the same time, in the same place and on the same daily schedule as students without disabilities, except for those SWDs who have an individualized education program (IEP) indicating a shortened school day.	Fully	Occasional time delays are resolved with the transportation department directly and swiftly; it is the policy of the district that SWDs do not spend more time on the bus or lose instructional time than their peers without disabilities.

Leadership and Decision Making

Indicator	Implementation Status	Data Sources/ Supporting Evidence
<p>10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school to school and district to district to maintain placement in the least restrictive environment.</p>	<p style="text-align: center;">Fully</p>	<p>The district employs a systematic transitioning process evidenced by transition meetings conducted to articulate SWDs needs when making moves from school to school, PreK to K, Elementary to Middle, Middle to High, and ESE to General Education classes. Please note: It is the expectation that current and future teachers meet to ensure a smooth transition for all students, not just SWDs.</p>
<p>11. All district departments and schools use job interview questions to appraise an applicant’s knowledge and beliefs pertaining to diversity and best practices for inclusive education, as applicable to the position.</p>	<p style="text-align: center;">Partially Almost</p>	<p>At schools and many departments who have interaction with SWDs these questions are included; however, there is not a district policy or set question list to use when interviewing new employees.</p>

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
12. District data reflect that SWDs receive most, if not all, of their education and related services in age- and grade-appropriate general education classes, regardless of the type or severity of their disability.	Partially Almost	LRE and graduation data indicate the district is above the state average. Post-secondary transition programs are available to all students, regardless of disability. SWDs are not assigned to schools because of their disability or lack of resources. Related services are provided in general and natural contexts. Student placement is dependent upon student need.
13. District and school leaders receive ongoing and current information and PD about best practices for inclusive education for all SWDs.	Fully	District provides information, materials, PD, and TA to district/school leaders in multiple formats: principal meetings, monthly staff meetings, weekly behavioral intervention meetings, faculty meetings.
14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the Florida Standards in general education classes and natural contexts.	Fully	District collaborates across departments to provide PD and TA that include implementation of methods to integrate IEP and other learning goals. Summer Institute for educators and admin. Monthly release of PD and TA schedule.
15. District provides ongoing PD and TA to all school leaders on the implementation of an inclusive scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability.	Partially Almost	District publishes schedule of PD opportunities available throughout the year for all leader on a monthly basis. Technical assistance for best practices for inclusive

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		education is provided within the district. Community agencies provide resources and training based on teacher need. District has PD and TA in place to promote inclusive practices.
16. District provides PD and TA to schools in the use of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional <i>and</i> behavioral interventions for all SWDs in general education and natural contexts.	Fully	District schedules and provides ongoing PD, resources, and TA to teachers and support staff in the use of data collection and analysis tools.
17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on all Florida Standards.	Fully	District provides PD and TA in all areas in instruction and assessment, open to all educators (gen ed and ESE). Monthly meetings focus on identified needs and concerns.
18. District facilitates and supports access to assistive technology (AT), including augmentative and alternative communication (AAC) devices, as determined by the assessed need of SWDs for meaningful learning, participation and communication in general education and natural contexts.	Fully	Systematic approach with Assistive Technology Specialist to provide PD and TA. District provides supports and equipment to all SWDs, based on identified need, to communicate and participate with same-age peers.
19. District provides job-embedded, collaborative PD and TA on the use and integration of AT (including AAC) to special and general education teachers, instructional support personnel and family members at all schools.	Fully	In addition to notes in item 18, PD and TA are provided to families in their native languages. District has access to 56

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
		languages to meet the needs of all students.
20. District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services and curricular modifications as stipulated in student IEPs.	Partially Almost	SWDs are provided accommodations/modifications to be involved in and make progress toward achieving academic standards and IEP goals. Students with low-incidence disabilities are provided accommodations/modifications to be involved and make progress in general education. School and team specific training as the student need arises. Teachers are provided supplementary resources and materials for instructions for students receiving instruction through ACCESS points in the gen ed classroom.
21. District data reflect that SWDs receive supplemental supports and services in order to participate in all school and district extracurricular activities.	Fully	No student is denied because of a disability. District allocates materials and resources to participate in all activities, regardless of disability.
22. District provides support and resources to schools to facilitate the development of positive, interdependent relationships among all students with and without disabilities in instructional and non-instructional general education and natural contexts.	Fully	District embedded social skills courses, character education training, positive behavior support to all students, regardless of disability.

Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/ Supporting Evidence
23. District data reflect that all SWDs are given equal consideration for recognition through honors, awards and other designations offered by schools.	Fully	Within the same guidelines as their peers without disabilities, all SWDs are eligible and are given the same consideration for recognition through honors, awards and other designations offered by schools.

Communication and Collaboration

Indicator	Implementation Status	Data Sources/ Supporting Evidence
24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.	Partially Almost	District has available print or electronic resources on the use of person first language. ESE department has provided such materials to schools.
25. District documents, forms, program materials and other communication that refer to SWDs reflect the use of person first language.	Partially Almost	District has available print or electronic resources on the use of person first language. The extent to which all district communication complies with person first language is unknown.
26. District provides information to families about research-based, inclusive educational practices and ways they can support their child’s learning, independence and participation at home, at school and in the community.	Partially Almost	District provides parents and community members researched-based, inclusive educational practices via their online site, as well as in specific areas as the need or request arises. Needs are identified in part by parent surveys.
27. District provides resources to all district and school staff that include strategies for effective family communication and collaboration to increase learning and achievement for all SWDs in inclusive classrooms and natural contexts.	Partially Almost	District provides parent/teacher engagement opportunities at each school. Parents are included at each school in a variety of ways: SIP, IEP, parent conferences. District provides educators with appropriate training in how to communicate inclusive practices to families in their native language. District has online resources to assist parents of students with disabilities. Project 10 online resources linked on districts site.

Communication and Collaboration

Indicator	Implementation Status	Data Sources/ Supporting Evidence
28. District uses a variety of processes and tools to involve family members of students with and without disabilities in district-wide decision-making and planning processes, including initiatives related to inclusive practices.	Partially Almost	District participates in the state's annual surveys with families of all SWDs, school and district BPIEs, school performance plans, SAC teams. District does not exclude parents of students with disabilities to participate in any parent involvement activity.
29. District disseminates information to all families in the same manner and at the same time.	Fully	Families of SWDs receive all information in the same manner as their non-disabled peers.
30. District has partnerships with colleges, universities and career and technical schools to provide inclusive, postsecondary educational and career opportunities for students with a significant cognitive disability, ages 18–21, to enroll in programs with adults without disabilities.	Partially Almost	District has partnered with local vocational technical schools and colleges to provide postsecondary and career opportunities for all students, regardless of disability.

Priority Indicators Selected by District:

4,15,20,24,25,27

4. District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.

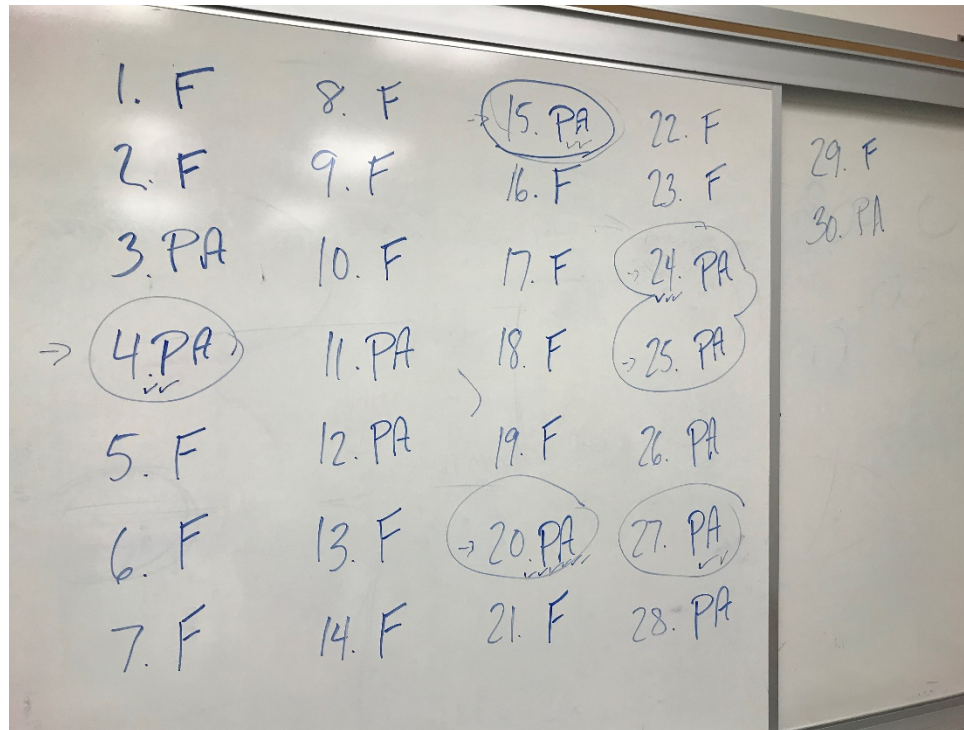
15. District provides ongoing PD and TA to all school leaders on the implementation of an inclusive scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability.

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27. District provides resources to all district and school staff that include strategies for effective family communication and collaboration to increase learning and achievement for all SWDs in inclusive classrooms and natural contexts.



Additional comments or notes:

While rated fully on indicator 8, we want to acknowledge a continuation of that success.