

District BPIE

Indicator Rating Tally Sheet

District: Orange

District Contact/Title: Vickie Cartwright; ESE Director

Date Completed: 5.23.17

FIN Facilitators: Elaine McCann and Ann Kerben

BPIE Team Members:

Participant Name	Title/Role	Participant Name	Title/Role
1. Randall Longhouse	Math coach	2. Lisa Coffey	Program Specialist
3. Vickie Cartwright	ESE Director	4. Carol Ann Martin	Principal
5. Tajuana Wenze	Sr Administrator	6. Ian Gesundhiet	Sr Director
7. June Sellers	Sr Administrator	8. Jennifer Walsh	OT team lead
9. Sandy Mercer	ESE Resource Teacher –LK Silver	10. Sandy Chambers Collins	FDLRS-FIN
11. Chris Elliott	Program Specialist	12. Toni Medina	Senior Administration
13. Lynda Langa	ESE Director	14. Leigh Austin	ESE Director
15. Meg Bowen	Elementary C& I director	16. Zerek Taylor	Social Worker
17. Monica Emery	C& I director	18. Rahim Jones	East Area Director
19. Rosa Grant	Senior Director	20.	
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BPIE DISTRICT INDICATOR Tally Sheet

Leadership and Decision-Making				
Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.	Not Yet	PA	Fully	2016 LEA Profile: Regular Class 81%; 2017-2018 State target 83% Resource Room: 3% Separate Class: 13%; 2017-2018 State target 7% Other Separate environment: 3%; 2017-2018 State target <1.25 EDW (Educational Data Warehouse) tracks multiple data points (including behavior) and is accessible at the district and school level
2. District data reflects that in each school there is alignment to the natural proportion of SWDs in the district.	Not Yet	PM	Fully	Program specialist monitor LEA indicator 5 excluding charter schools in this discussion. Disproportionality exists in center/cluster schools.
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.	Not Yet	PB	Fully	School resources vary due to school needs and priorities. A more consistent process is desired to serve SWDs in their neighborhood school or school of choice.

Leadership and Decision-Making

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.		PB		<p>2016 LEA Profile: Services inside the classroom: 15% Services outside the classroom: 15% Separate class: 68% Home or service provider: 2%</p> <p>Washington Shores Primary Learning Center-is a designated site for inclusive VPK. Discussions are occurring with county and schools to advance services for SWDs within a regular early childhood program..</p>
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.		PB		<p>Inclusive scheduling is not yet utilized district wide. Transitions from elementary to middle is not yet implemented with consistency especially when students are transitioning to less restrictive environments.</p>
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.		PB		<p>ESE staff at the county level has expertise and are very competent in best practices for inclusive education. District ESE personnel partner with FDLRS/FIN.</p> <p>Digital learning (PD) is available. Schools and staff are not necessarily utilizing digital PD. Face to face PD and TA seem preferred.</p> <p>ESE instructional coaches (8 coaches) focused on 34 schools based on data particularly in math. It was suggested that more Public Relations/marketing may be needed to communicate available TA and expertise.</p>

Leadership and Decision-Making

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
7. District has key personnel with expertise in the 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.		PB		One person is assigned to support this district of this size. More support and training is needed at different levels of leadership and at schools.
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.		PB		<p>2016 LEA Profile: Suspended or expelled greater than 10 days:<1% Discipline Risk Ratio.30</p> <p>There is a need for proactive behavior support rather than reactive/crisis support. A more comprehensive approach to behavior and discipline is desired.</p>
9. District transportation policies and schedules indicate all SWDs arrive and leave schools and district facilities at the same time, in the same place and on the same buses as students without disabilities, unless otherwise stated in the student's IEP.		PM		<p>Bus schedules at cluster sights have created a strategic need with regards to transportation. Bus driver vacancies exist.</p> <p>Students with less Significant Disabilities are transported at the same time and in the same manner as typical peers.</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.		PM		<p>Transition meetings occur to bridge transitions from elementary to middle to high schools.</p> <p>Decision making is well received by administrators for retention and grade advancement.</p> <p>Resources are often a barrier.</p> <p>High schools now offer support facilitation model and continuum of services.</p>

Leadership and Decision-Making

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.		PB		District departments include job interview questions related to student diversity. OT and PT interview questions focus on educational settings verses hospital setting.

Instruction and Student Achievement

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.		PM		2016 LEA Profile: Regular Class 81%; 2017-2018 State target 83% Resource Room: 3% Separate Class: 13%; 2017-2018 State target 7% Other Separate environment: 3%; 2017-2018 State target <1.25% OT/PT services occur within the natural context (usually in the classroom). There is a desire to consider serving more students in their home schools rather than in cluster/ center school sites.

Instruction and Student Achievement

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
13. District and school leaders receive ongoing and current information and professional development about best practices for inclusive education for all SWDs.		PM		<p>Blackboard is the platform used to provide current information and PD.</p> <p>Face to face and digital professional learning opportunities are provided.</p> <p>Opportunities for continued professional growth for teachers in this area is wanted.</p>
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.		PM		<p>Learning opportunities are provided with standards based focus for teachers.</p> <p>Collaboration exists with curriculum and ESE district departments to incorporate and align Florida Standards.</p> <p>General Ed and ESE have greatly improved integration of Florida Standards with IEP goals and objectives.</p>
15. District provides ongoing PD and TA to all school leaders on the implementation of a flexible 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.		PM		<p>Technical support for inclusive scheduling is available upon administrators' requests.</p> <p>Guidance services and ESE departments work together to provide guidelines for scheduling.</p> <p>FIN has provided training on inclusive scheduling to some schools in the district.</p>

Instruction and Student Achievement

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.		PM		District provides on going PD, resources and TA in gathering and analyzing data particularly in math, an area targeted in select schools. Behavior data collection is ongoing. Access to and use of tools for analyzing mental health, and OHI are limited. More layers of support for school based administration and IEP teams are needed.
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 the Florida Standards.		PM		Curriculum resources are scaffolded with SWD in mind. Community of practices for specific populations of teachers for support facilitation, gifted, and ESE resource teachers. District monthly coaches meetings are through the content areas. Support at the school level need amplified.
18. District facilitates and supports access to 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.		PA		There is an established process for SWDs to acquire necessary communication devices. FDLRS provides supports and AT resources to schools. AT team has partnered with the digital curriculum team to provide cross training with OT and PT. AAC-device does has yet to follow students in natural contexts.
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.		PB		General education teachers lack training on devices at school level. Family does not yet consistently receive information or PD in their native language. Training is offered through FDLRS and through OCPS; district training is advertised through annual calendar.

Instruction and Student Achievement

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.		PB		The district message is for IEP goals to be standards based. Guidance has been created on serving students in the least restrictive environment. An online module, Access Participation and Progress in the least restrictive Environment, is a preamble to all existing PD for teachers and administrators. The module gained the attention of the ESE Bureau Chief, and she requested access to the module.
21. District data reflect that SWDs receive supplemental supports and services in order to participate in all school and district extracurricular activities.		PM		SWDS have the same opportunity to attend school and district activities; removing contextual barriers for more access was determined as means to advance this indicator.
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.		PM		District has Peer supports in 7 schools and has been a model pilot for the state. Character education is provided throughout the district. Up Standards, Learning for Life, Social skills, Act for Change, and Best Buddies are programs used in various schools.
23. District data reflect that all SWDs are given equal consideration for recognition through honors, awards and other designations offered by schools.		PB		Data is not readily available provided from the district as intentional data collection across the district does not yet exist.

Communication and Collaboration

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.	NY			Some documentation is evident; although there is not a district wide initiative to use person first language. PR department needs to be given person first language.
25. District documents, forms, program materials and other communication that refer to SWDs reflect the use of person first language.		PB		Information is provided through the ESE department using person first language.
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.			PM	<p>Indicator # 8 - 2016 LEA Profile: 74.26% (State Target 76%) of parents with a preschool child receiving special education services report that schools facilitate parent involvement as a means of improving services and results for children with disabilities. (Target Not Met) 78.45% (State Target 76%) of parents with a child in K-12 receiving special education services report that schools facilitate parent involvement as a means of improving services and results for children with disabilities. (Target Met)</p> <p>Parent support team and our ACE conference need more information to all schools about research based practices.</p> <p>Parents need more information regarding new placement of IND; for example: CARD.</p> <p>FDLRS/ receives many inquiries and provides information and disseminating to about trainings</p>

Communication and Collaboration

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
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.		PB		<p>The IEP process includes family collaboration and invites input for increased student achievement and learning.</p> <p>Quarterly parent based videos, housed on the OCPS website, provide families information on how to support students at home.</p> <p>Parent academy conference. ACE conference invite collaboration and provide resources to families.</p>
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.		PM		<p>Examples of tools used: Annual survey, bi-annual survey. Round table parent/community group, Facebook page, ESE website, twitter, and parent support team</p>
29. District disseminates information to all families in the same manner and at the same time.		PA		<p>Information is distributed in the same manner and the same time through these avenues: Robo calls, surveys, code and conduct, and district management calendar. ESE center schools are not always included or may receive information late.</p>

Communication and Collaboration

Indicator	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
<p>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.</p>			fully	<p>Indicator # 14 - 2016 LEA Profile:</p> <ul style="list-style-type: none"> • 35.29% (State Target 31%) of youth exiting in 2013-14 who are no longer in secondary school, had IEPs in effect at the time they left school, were found enrolled in higher education within one year of leaving high school. (Target Met) • 50.30% (State Target 44%) of youth exiting in 2013-14 who are no longer in secondary school, had IEPs in effect at the time they left school, were found in higher education or competitively employed within one year of leaving high school. (Target Met) • 61.93% (State Target 57%) of youth exiting in 2013-14 who are no longer in secondary school, had IEPs in effect at the time they left school, were found enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (Target Met) <p>Examples of some partnerships include: UCF inclusive education services, Valencia State College, (especially low prev. populations.) OCPS Transition program partnerships with businesses are very strong.</p>

Priority Indicators:

#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

6 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.

#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.

#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.

Additional Comments/Notes:

Suggestions during discussions:

For Indicator 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.- Funding models should be reconsidered. Example: When a student with EBD is successful the matrix decreases; thus, the funding decreases.

Indicator # 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. - Module on interviewing questions are needed for job interview questions including knowledge and beliefs of inclusive best practices and seeking out mindset of support facility /co teaching.

Indicator # 13: District and school leaders receive ongoing and current information and professional development about best practices for inclusive education for all SWDs- Opportunities for continued professional growth for teachers in this area is wanted.

Improve communications with administrators and teachers about continued professional learning opportunities for administrators and teachers.

Indicator # 15: District provides ongoing PD and TA to all school leaders on the implementation of a flexible 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.- Provide orientation to the inclusive scheduling process and collaborative teaching through the administrative district meetings, so principals are aware of available support.

FOR # 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.: Collaboration with

other departments (curriculum) especially with certification requirements within the state are desired. Training is desired for Access points within the general ed classroom through UDL and scaffolding with the standards.