

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**GULFSTREAM ACADEMY OF HALLANDALE BEACH**

**District Name: Broward**

**MSID Number: 0131**

**Date Meeting Held: 9/4/2025**

# Initial Information

**School Principal:** Lynne Bonny

**School Type:** Combination Elementary & Secondary

**FIN Trained Meeting Leader/Title:** Janet Cohen, ESE Liaison

**Team Members Name/Title:**

Gail Williams- Assistant Principal

Noely Cruz- General Education Teacher

AnneMarie Poulos- General Education Teacher

Jennifer Gerdes- General Education Teacher

Liliana Davidson- General Education Teacher

Janet Cohen ESE Representative

Marlee Rennert- SLP

Sheri Pratt- ESE Support Faciliator

HANS LOUIS- ESE Support Facilitator

Joanne Jones Russ- School COunselor

Gaynette Martin- ESE Teacher

Christina Cruz- ESE Teacher

## Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Fully	PLCs, we meet during planning when possible
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.  *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Partially Beginning	data collection meetings with admin
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Partially Beginning	AT this time we don't have a contact
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	We have SWD from other school zones
5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully	We focus on LRE

<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>teacher schedules</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>this isn't fully because we feel we would like more common planning for example, a teacher with grades 1 and 2, how can she plan with both grades.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>newsletters, family resources</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>questions for interviews included asking about a variety of learning needs.</p>
<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>Field trips , advocating for the family to provide transportation,ensuring that swds have vests etc</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Fully</p>	<p>social events, curriculum events, swds are always included</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	SWDs are recognized consistently
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Data is reviewed with teachers including SVE /special class teachers
15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Partially Almost	more emphasis on collaborative planning, more emphasis on fair grading, too many of our SWDs in general education fail quarter after quarter
16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Partially Almost	Team meetings, PLCS
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Beginning	we have PLCS in the morning, but we aren't provided with time to collaborate with subs

## Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Partially Almost	OT, PT provide services, elective teachers have access to the students with IEP
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Partially Almost	lesson plans in most teachers classroom align with the student's needs. curriculum maps include opportunities to differentiate instruction
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.	Partially Almost	administration needs to do more to ensure that the MTSS meetings are occurring regularly FBA documents are written at the ESE level, and sometimes written at the TIER 3 level. There is a PBIS plan school wide and meetings occur regularly
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.	Partially Almost	classroom data, documentation MTSS minutes on the middle school side occur more consistently
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Partially Almost	classroom data

<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>peer support, school counselors are available and provide character education, we have monthly character counts awards.</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Almost</p>	<p>lesson plans and team meetings occur to address all learning profiles</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Partially Almost</p>	<p>there is a continuum of services , school master schedule is adjusted when students are moving from more restrictive to less restrictive ,</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Partially Almost</p>	<p>training before the school year started for para professionals, follow up training in zone defense plans,</p>

### Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Partially Almost	the teachers do collaborate there isn't a teacher focused only for grade 3 or for social studies but they do collaborate. ESE teachers are pulled for IEP meetings because of the scheduling during teacher planning for IEPS
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Fully	teachers communicate often in the halls, through emails, not always during common planning because of schedules .
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	all parents are invited to participate in PTA and decision making groups
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	resources are provided, partnership with UNITED WAY, information is provided in more than ENGLISH
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	parents are included in all meetings and teachers keep communication logs
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	BPIE results have not been shared but the school administrators do communicate school wide behavior plans, school wide plans to improve scores,

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>transition IEPs are held and students are invited. IEP goals are addressed for post middle school</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Partially Almost</p>	<p>district personnel assist with planning, school based admin is involved, teachers are part of the plan as we move students LRE</p>

# School BPIE Assessment Priority Indicators

GULFSTREAM ACADEMY OF HALLANDALE BEACH has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.
- Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.