

School Best Practices for Inclusive Education (BPIE) Assessment

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

COLLINS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0331

Date Meeting Held: 5/29/2025

Initial Information

School Principal: TRACY JACKSON

School Type: Elementary

FIN Trained Meeting Leader/Title: Rebekah Anderson, ESE Liaison

Team Members Name/Title:

Rebekah Anderson, ESE Specialist

Tracy Jackson, Principal

Maureen Keenan, Assistant Principal

Nuria Casamitjana, School Counselor

Melissa Tobar, Literacy Coach

Tikysha Herring, Math Coach

Carol Murray, ESE Support Facilitator

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<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>	Fully	<ul style="list-style-type: none"> *Data chats with leadership team and grade level teams *School increases the number of SWDs who receive educational services in inclusive classroom and natural contexts.
<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Fully	<ul style="list-style-type: none"> *Florida Parent Survey for ESE Students *School Improvement Plan (SIP) *FAST Data Reports *Leadership Team meeting notes *Family input on inclusive practices is gathered in a variety of ways (parent surveys, interviews, focus groups, etc.)
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	Fully	<ul style="list-style-type: none"> *ESE Specialists schedules meetings to develop annual goals for all SWDs

<p>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.</p>	<p>Fully</p>	<p>*The principal requests services and supports to follow SWDs in the school. (Financial Assistance packets are completed for students in need of additional assistance.) * 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. (Demographics Report) *The school is equipped to provide educational services to all students. (Various district support personnel provide ESE services)</p>
<p>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.</p>	<p>Fully</p>	<p>Services are delivered in both "push-in" and "pull-out" models as indicated on IEPs: *VE Schedule *SLP Schedule *IEPs of all SWDs *FAST Camp *Only PK students spend less than 80% of time with non-disabled peers.</p>
<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>Fully</p>	<p>*Collins has two PK classes with SWDs: Head Start and a Pre-K intensive special program where all students receive services with SWDs.</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>	<ul style="list-style-type: none"> *School Advisory Committee meetings *PLCs *Safe Team Meetings *Faculty meetings *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
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<ul style="list-style-type: none"> * Reading and Mathematics materials ranging from remediation to enrichment are available in all classes. *Common planning times *"Push in" and "Pull out" schedules *Achievement data for all SWDs *Additional resources have been acquired
<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>	<ul style="list-style-type: none"> *FERPA *Teacher Handbook *Florida Professional Code of Ethics
<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>Partially Beginning</p>	<p>Although we do not have written evidence of interview questions, recent applicants have verified that these types of questions were a part of the interview process.</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>	<ul style="list-style-type: none"> *Bus schedules *IEP with identified transportation requirements (harnesses, wheelchairs, etc) *Field trip documentation *Attendance list

<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>	<ul style="list-style-type: none"> *Field Trips *Attendance and Transportation Requests *Master Schedule reflective inclusive practices *Specials and Lunch
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<ul style="list-style-type: none"> *Honor Roll celebrations *EOY ceremonies *Kids of Character education *Perfect Attendance Recognition *Newsletter *Website
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<ul style="list-style-type: none"> * PL and TA are differentiated for each staff member, as per their assessed needs *Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PL and TA needs of teachers.
<p>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.</p>	<p>Fully</p>	<ul style="list-style-type: none"> *Sign in sheets from PLCs *Master Schedule (common planning times) *Curricular accommodations and modifications in general education classes and non-instructional activities *Embedding IEP goals into the general education instructional activities and natural contexts *Universal design for learning (UDL) *Differentiated instruction *Classroom management strategies *Data collection and analysis *Visual supports

<p>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.</p>	<p>Fully</p>	<p>*School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PL -- Development of professional learning --Classroom demonstration of instructional strategies --Team problem solving -- Planning and implementing behavior supports; --Planning and implementing visual supports</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>*Master Schedule *Minutes from PLC *PLC Schedule *Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.</p>

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	<ul style="list-style-type: none"> * A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students. * ESE teachers and support services personnel solicit feedback from specials and electives to determine the effectiveness of instructional accommodations or modifications.
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.	Fully	<ul style="list-style-type: none"> * IEPs * Lesson plans * Walk thru data * Ongoing Progress Monitoring (OPM) data
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	<ul style="list-style-type: none"> * MTSS (RTI) meeting minutes * There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. * 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.

<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>	<p>Partially Almost</p>	<ul style="list-style-type: none"> * MTSS meeting * Classroom data * Tier 2 and Tier 3 data * 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 context to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts * All SWDs have access to the same multitiered interventions as those without disabilities.
<p>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.</p>	<p>Fully</p>	<p>*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.</p>
<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>	<ul style="list-style-type: none"> * Anti-bullying Program (K-2) and (3-5) * Character Education (K-5) * Schoolwide Positive Behavior Plan * Lauren's Kids Program

<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>Fully</p>	<ul style="list-style-type: none"> * Classroom observations * Visual schedules * Choice boards * Lesson plans * Teachers differentiate instruction to allow multiple means of representation, expression and engagement. * Appropriate response time is given for SWDs to participate. * 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: -- A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; -- Choice boards or software programs for visual schedules and assignments; * Teachers allow students to respond orally on assessments. * Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.
<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>Fully</p>	<ul style="list-style-type: none"> * "Push in" schedule * IEPs * Classroom observations * Master schedule
<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 Beginning</p>	<ul style="list-style-type: none"> * Paraprofessionals are given opportunities for PD on topics relative to their work responsibilities. * Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts.

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.	Fully	<ul style="list-style-type: none"> * Team meetings, notes and minutes * MTSS (RtI) Meetings * PLC Sign-in Sheets * Schedule of ESE Teacher * Schedule of monthly ESE conferences
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	<ul style="list-style-type: none"> * IEP Meetings, * Monthly schedule of ESE Conferences * 1108 Attendance Form * PLC Minutes and Attendance * Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	<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)
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	<ul style="list-style-type: none"> * Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. * Family learning opportunities include content and activities that are translated for families whose first language is not English. (Power point Live)

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<ul style="list-style-type: none"> * Parent-Teacher conferences * Agendas of individual student * Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</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. *Indicators chosen from BPIE are included in the School Improvement Plan * 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.
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</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. * SWDs have opportunities to learn and practice skills associated with self-determination.

<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>Fully</p>	<ul style="list-style-type: none"> * Matriculation activities and transition ESE conferences for all students entering middle school. * 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. * 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.
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School BPIE Assessment Priority Indicators

COLLINS ELEMENTARY SCHOOL 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 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.
- Indicator 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.