

School Best Practices for Inclusive Education (BPIE) Assessment

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

DILLARD 6-12

District Name: Broward

MSID Number: 0371

Date Meeting Held: 9/26/2025

Initial Information

School Principal: Alfred Broomfield

School Type: Senior High

FIN Trained Meeting Leader/Title: Safiya Scott, Assistant Principal

Team Members Name/Title:

Safiya Scott

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	PM 1, PM 2, PM 3, FAA, IEP Goals, FBA/BIP, Curriculum council meetings, RTI data, and IEP meetings
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.	Fully	School Improvement Plan Leadership Meetings. CTE Program.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist IEP meetings, parent/teacher conferences, quarterly goals progress reports, daily student service logs, emails, and FOCUS gradebook notes.
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	Administrative Meetings, AP's have completed 20 hr ESE course for re-certification, and AP attendance during IEP meeting
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	Student schedules, after school tutoring, teacher trainings and school supported activities.

<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>Surveys, Team & Faculty meetings</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>Fully</p>	<p>School budget, assistive technology, Paper-based options, and supplementary aid accommodations listed on the IEP.</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>Team meetings discussions and ESE Support Facilitator Training.</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>Parent/Teacher Conferences, Inclusion Fair, and Autism Awareness Week, interview questions</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>Bus schedules and rosters, field trip packets, emails and phone calls.</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>Field trip lists and activity rosters</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Graduation list, Award assembly, honors cord and certificates.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	PLC's, PD's and TA
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	Professional Development and Monthly department meetings.
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.	Fully	CBI, UCO, YMCA, VR, PLC's and TA
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Faculty & Team Meetings

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	Support Facilitators Logs, ESE Specialist meetings, and teacher rosters.
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	Ongoing progress-monitoring, quarterly progress reports
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	RTI data, FBA documents, and PD/TA meetings
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	PLC's, FBA/PBIP plans, teacher checklist and weekly progress monitoring
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.	Fully	FAA, PM1, PM2, PM3, DAR, Brigance, TOMA-3, MFA Checklist, SVE classes and Student IEP's

<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 counseling classes, Family counselor sessions, guidance counselor sessions, behavior tech interventions, bully box and STEP program</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>Supplementary aids based on student needs, classroom observations, teacher lesson plans</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>Student schedules, lesson plans, and IEP's</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>Fully</p>	<p>Monthly department meetings, Job descriptions and paraprofessional classroom schedules</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	PLC's, Teacher checklist, team meetings and support facilitation
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.	Partially Almost	Master Schedule, support facilitator service logs, PLC's and departmental meetings
29. Family members of SWD are contributing members of school decision-making groups.	Fully	IEP, Parent/teacher conferences and RTI meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	IEP's Draft Parent Input Form, VR application forms, A Parent's Introduction to Exceptional Student Education guide, Procedural Safeguards, Deferment guide, parent/teacher conferences, DHS 6-12 website, FOCUS SSS, and parent surveys
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	FOCUS contact logs, IEP's, parent/teacher conferences, emails and gradebook notes
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	SIP on school website, FAST/BEST and FSA test scores, IEP Goal Progress Reports,

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>IEP goals, Learning Strategies, STEP program, VR monthly meetings, WOW program, and PASS program.</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>Fully</p>	<p>IEP goals, Learning Strategies, STEP program, VR monthly meetings, WOW program, and PASS program.</p>

School BPIE Assessment Priority Indicators

DILLARD 6-12 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- 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 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.