

School Best Practices for Inclusive Education (BPIE) Assessment

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

DEERFIELD PARK ELEMENTARY SCHL

District Name: Broward

MSID Number: 0391

Date Meeting Held: 9/25/2025

Initial Information

School Principal: THOMAS DARBY

School Type: Elementary

FIN Trained Meeting Leader/Title: Jolie Stevens, Assistant Principal

Team Members Name/Title:

Jolie Stevens, Assistant Principal

Vesta Kinsey, ESE Specialist

Samantha Sainthea Support Facilitator

Gidette Augustin, Literacy Coach

Detelina Petrova, Math Coach, ESOL Liaison

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>	<p>Fully</p>	<p>PLC meetings, grade level team meetings, ILT meetings, grade level data chats with administration, RTI meetings, I-Ready and FAST diagnostic scores for literacy and mathematics, weekly assessments, classroom walk-throughs conducted by administration and coaches</p>

<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>	<p>Fully</p>	<p>At Deerfield Park Elementary, the leadership team has established measurable short- and long-term goals that guide the school's efforts to strengthen inclusive practices, aligned to the language and intent of s. 1003.57(1)(f), F.S. These goals are developed through the Best Practices for Inclusive Education (BPIE) process, which the school completes every three years and reports to the district, ensuring accountability and continuous improvement. To monitor progress, the leadership team meets quarterly to analyze data and evaluate the effectiveness of strategies designed to support inclusive education. Agendas, meeting notes, and leadership team rosters reflect diverse representation, ensuring that decision making includes administrators, instructional staff, families, and community partners. Family input is gathered in multiple ways, including surveys, interviews, and focus groups, to ensure that stakeholders have an active role in shaping inclusive practices. Goals and improvement efforts are communicated broadly, made accessible through the school website, and available in the front office upon request. The school handbook and website also reflect the process of shared decision making, reinforcing transparency and collaboration. Together, these systems demonstrate Deerfield Park Elementary's commitment to providing equitable access, monitoring progress, and engaging all stakeholders in the implementation and improvement of inclusive educational practices.</p>
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3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.

Fully

At Deerfield Park Elementary, the oversight, coordination, and monitoring of best practices for inclusive education are managed by the school's ESE Specialist, who serves as the key person responsible for ensuring that Students with Disabilities (SWDs) receive high-quality, inclusive support. This individual's clearly defined role includes communicating regularly with staff and families, analyzing data to monitor progress toward BPIE goals, and leading action steps based on priority indicators identified through the school's BPIE assessment. The ESE Specialist collaborates closely with the leadership team, instructional staff, and district personnel to align inclusive practices with both short- and long-term improvement efforts.

The key person is identified across multiple school documents and communication platforms. Their name and role appear on the staff roster, in PLC minutes, and within team planning logs, ensuring visibility and accessibility to all stakeholders. Information about their responsibilities and contact details are also included in the staff handbook, school website, and newsletters, reinforcing transparency and access for families and the community. In addition, communication logs, schedules, and meeting notes reflect their ongoing coordination of professional learning, family engagement opportunities, and collaborative problem solving with grade-level teams. Through these systems, Deerfield Park ensures that inclusive practices are consistently monitored, aligned to student needs, and embedded into the school's culture

		of shared responsibility.
<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>	Fully	<p>At Deerfield Park Elementary, school administrators actively advocate for all Students with Disabilities (SWDs) to have the same access to school choice options as their non-disabled peers, ensuring that students receive services in their neighborhood school or the school of their choice. The principal works closely with the district to obtain information about any SWDs who are not enrolled due to the type or severity of their disability or the perceived lack of services, and requests that appropriate supports and resources be provided so those students can attend Deerfield Park. The school is committed to maintaining a diverse student population that reflects the full range of learners in the community, including students with the most significant cognitive disabilities, and has the staff expertise, facilities, and instructional supports necessary to meet their needs. Families are encouraged to share input and are provided with clear communication about the school's ability to serve all students. Through inclusive practices, transparent decision making, and ongoing advocacy, Deerfield Park ensures that every child, regardless of disability, has equitable access to high-quality educational services within their neighborhood school.</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>	Fully	<p>At Deerfield Park Elementary, school data demonstrate that Students with Disabilities (SWDs), regardless of type or severity of disability, receive their education and related services in age-</p>

and grade-appropriate, heterogeneous general education contexts for 80% or more of the day. SWDs are scheduled into general education classes alongside their peers in both core academic subjects and elective areas, reflecting natural proportions and ensuring that classrooms are inclusive and diverse in alignment with s. 1003.57, F.S. Placement decisions are never made based on exceptionality, the need for supplementary aids and services, or a perceived lack of school resources. Instead, individualized supports are integrated within general education settings to the maximum extent possible.

Teachers at Deerfield Park foster inclusive classrooms where all students feel welcome, supported, and challenged to achieve their full potential. Related services, such as speech-language therapy, are embedded in natural contexts to avoid unnecessary removal from instruction. For example, service providers frequently collaborate with general education teachers to co-plan and co-deliver lessons, ensuring that academic goals and IEP objectives are addressed within the classroom. Additionally, SWDs participate in before- and after-school tutoring and interventions in reading and math alongside their peers, further reinforcing access to equitable learning opportunities. Caseloads for support personnel are managed to allow services to be delivered in inclusive environments, prioritizing co-teaching, push-in support, and small-group instruction within general education classes. These practices reflect Deerfield Park's commitment to

		<p>the least restrictive environment (LRE) and ensure that SWDs remain active and valued members of the school community.</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>At Deerfield Park Elementary, administrators and instructional staff are committed to ensuring that all Students with Disabilities (SWDs), ages 3–5, receive special education and related services in inclusive Pre-K classrooms alongside their peers without disabilities. In collaboration with the district, the school has established early childhood programs that integrate students of all abilities, reflecting the belief that inclusive settings provide the strongest foundation for social, emotional, and academic growth. Targets are set to increase the number of Pre-K SWDs served in general education contexts, and administrators monitor data monthly to track placement, service delivery, and student progress.</p> <p>General and special education teachers work together consistently to co-plan lessons aligned to Florida’s early learning and developmental standards. Through this collaboration, teachers embed curriculum adaptations such as adjusting the physical environment, modifying materials, breaking down steps into manageable tasks, and providing assistive devices when needed. These strategies are designed to benefit all students, not just those with identified disabilities, and are implemented without requiring additional resources. Developmentally appropriate behavioral supports are also embedded into daily routines, ensuring that all children can access</p>

		<p>learning in a supportive environment.</p> <p>Prior to special education referrals, Pre-K students receive tiered interventions and supports to address learning or developmental needs within the general classroom. Related services are scheduled and delivered in natural contexts to minimize disruption and to promote peer interaction. By embedding services and supports directly into inclusive Pre-K classrooms, Deerfield Park affirms its commitment to early intervention, equity, and inclusive practices that prepare every child for long-term success.</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>At Deerfield Park Elementary, school administrators clearly communicate the expectation that all personnel share collective responsibility for every student in the building, with Students with Disabilities (SWDs) recognized first and foremost as general education students. This message is consistently reinforced through faculty meetings, PLCs, School Advisory Council meetings, and weekly staff communications. Both general and special education teachers are expected to collaborate in providing instructional and behavioral support, ensuring that SWDs are fully included in all academic and non-academic activities rather than viewed as the sole responsibility of ESE staff.</p> <p>To promote a culture of respect, staff members are encouraged to refer to colleagues by name rather than by the exceptionality of the students they serve, reinforcing the professionalism and shared responsibility of the entire faculty. Administrators also review staff</p>

		<p>schedules to ensure that all personnel—including instructional assistants, paraprofessionals, and support staff—have opportunities to engage with and support all students, regardless of disability status. Regular training is provided on safety and evacuation procedures, with an emphasis on ensuring that every staff member understands their role in protecting SWDs, particularly those with extensive support needs.</p> <p>Administrators further promote inclusive practices by sharing research-based resources, professional articles, and practical strategies in newsletters and professional learning sessions. Staff beliefs and attitudes toward inclusion are periodically assessed through surveys and informal feedback, helping guide professional development and decision making. These systems of communication and accountability reflect Deerfield Park’s strong commitment to equity, inclusion, and shared ownership of every student’s success.</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>At Deerfield Park Elementary, school administrators are intentional in obtaining, allocating, and monitoring resources to ensure that best practices for inclusive education are implemented effectively for all Students with Disabilities (SWDs). Resources are distributed equitably to support student learning across classrooms and grade levels, with a focus on accessibility and inclusion. Administrators provide supplemental instructional materials aligned to state standards, including text sets at differentiated reading levels</p>

		<p>and accessible instructional materials such as electronic formats, large print, or audio versions when needed. Assistive technologies and adaptive supports are available to ensure SWDs can fully participate in the general education curriculum.</p> <p>Time and structures for collaborative planning are built into the school schedule, enabling general education teachers, ESE teachers, paraprofessionals, and therapists to co-plan lessons and interventions that address the diverse needs of students. Instructional coaches in reading and math, along with the ESE Specialist and related service providers, work side by side with teachers to provide in-class support and model effective inclusive strategies. Administrators also align personnel assignments strategically to ensure SWDs have access to the supports they need within general education classrooms rather than in segregated settings.</p> <p>The use of resources is regularly monitored through data reviews, planning meeting notes, and feedback from teachers and staff, ensuring that materials, technologies, and personnel are being used to maximize learning outcomes. By prioritizing equitable allocation of resources, Deerfield Park reinforces its commitment to creating an inclusive environment where every child has the tools and support needed to succeed.</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>At Deerfield Park Elementary, administrators consistently communicate the expectation that all</p>

school personnel use person-first language in every form of communication—written, verbal, and electronic. This practice reflects the school’s commitment to fostering a respectful, inclusive environment where students are recognized as individuals first, rather than defined by their disabilities. Staff are provided with guidelines and examples during faculty meetings, PLCs, and professional development sessions to reinforce the importance of person-first language, such as saying “students with disabilities” rather than “disabled students” or referring to a child by name instead of using exceptionality labels.

Administrators model this expectation in all communications, including the school improvement plan, newsletters, family resources, and the school website. The staff handbook and other internal documents also include clear guidance on using person-first language, ensuring consistency across the school. Ongoing resources and reminders are shared through staff emails and meeting discussions, along with strategies to eliminate disability-related labels in both formal and informal communication.

By embedding person-first language into daily practice, Deerfield Park emphasizes dignity, respect, and equity for all students. This expectation not only shapes professional communication but also influences the culture of the school community, reinforcing that every child is valued for their strengths, abilities, and unique contributions.

<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>At Deerfield Park Elementary, school administrators ensure that job interview protocols include questions designed to assess applicants' knowledge of, respect for, and commitment to inclusive educational practices. Whether hiring instructional or non-instructional staff, the interview team intentionally evaluates responses to determine an applicant's willingness and ability to support Students with Disabilities (SWDs) in inclusive settings.</p> <p>For instructional staff, interview questions focus on topics such as co-teaching, collaborative planning, and differentiation in mixed-ability classrooms. Candidates may be asked, for example, to describe their role in a co-taught classroom, explain how they would modify instruction for students on an adjusted curriculum, or discuss how they would support students with significant cognitive disabilities while maintaining access to grade-level content. These questions help ensure that teachers demonstrate both the knowledge and mindset necessary to create inclusive learning environments.</p>
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<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>At Deerfield Park Elementary, the school works closely with the district's transportation department to monitor schedules and make formal requests for adjustments when needed, designated staff and bus monitors are responsible for overseeing arrival and dismissal procedures, ensuring that transportation is safe, efficient, and equitable for all students. In addition to daily transportation, Deerfield Park ensures that SWDs participate fully in field trips, school-sponsored events, and community-based activities with their peers. This includes academic trips, enrichment activities, and extracurricular opportunities, reinforcing that all students—regardless of disability—have equitable access to experiences that extend learning beyond the classroom.</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>At Deerfield Park Elementary, Students with Disabilities (SWDs) are provided the same opportunities as their peers without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities. The school is intentional about ensuring equitable access to electives, clubs, field trips, school performances, community service projects, and celebrations. Case managers and the ESE Specialist monitor the participation of SWDs in these activities to ensure that all students are included and supported.</p> <p>Supports such as adaptive equipment, modified materials, and communication tools are provided when needed so that SWDs can fully engage in the same activities as their peers. Teachers, coaches, and club sponsors work</p>

collaboratively to create inclusive environments that encourage and support student involvement. For example, SWDs attend and participate in the school's field trips, clubs, and performances alongside their classmates; separate "ESE only" events are not encouraged, as inclusion is prioritized.

School personnel also model strategies that promote natural interactions between students with and without disabilities during non-academic times such as lunch, recess, and assemblies. Student leaders and same-age peers are encouraged to provide natural supports to facilitate social inclusion during activities. Families of SWDs, including those with the most significant cognitive disabilities, receive the same information and invitations to events as all families, ensuring awareness and encouragement for participation.

Through these practices, Deerfield Park fosters a culture where every child is valued as a full member of the school community and has equal access to both academic and non-academic opportunities.

<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>	<p>At Deerfield Park Elementary, all students, including Students with Disabilities (SWDs), are given equal consideration for recognition through honors, awards, and other designations offered by the school. Recognition is inclusive of students working on both standard and modified curricula, with opportunities for SWDs to be acknowledged for their accomplishments alongside their peers. Awards such as honor roll, attendance, citizenship, academic excellence, and participation in schoolwide events (e.g., science fair, art showcases, and performances) are open to all students, ensuring equitable access to recognition programs.</p> <p>SWDs are celebrated in the same manner and at the same time as students without disabilities during awards ceremonies, assemblies, and classroom recognition events. Administrators, teachers, and case managers work collaboratively to ensure that criteria for honors and awards reflect student growth, effort, and achievement, not just standard curriculum benchmarks. This practice ensures that all students feel valued for their contributions and successes.</p>
<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>	<p>At Deerfield Park Elementary, administrators regularly analyze multiple sources of data to identify professional learning (PL) and technical assistance (TA) needs that will strengthen inclusive practices for all Students with Disabilities (SWDs). Student performance data, classroom observation data, and staff/family</p>

needs assessments are reviewed to determine areas where staff require additional support. In addition, input from IEP teams is considered to guide training in specialized areas such as augmentative and alternative communication (AAC), positive behavior supports (PBS), and differentiated instructional strategies.

Professional learning and technical assistance are differentiated based on staff needs, ensuring that teachers, paraprofessionals, and support personnel receive relevant, job-embedded training. Administrators encourage staff to include inclusive practice goals within their individual professional learning plans, fostering accountability and alignment with schoolwide priorities. Instructional coaches and district specialists are leveraged to provide targeted support, including modeling, co-teaching, and feedback cycles.

Regular review of student learning data occurs during quarterly data chats and leadership team meetings, where inclusive practice implementation is discussed and ongoing PL/TA needs are identified. These structured discussions allow the school to respond quickly to trends, providing timely resources and training that directly impact student achievement. By embedding data-driven decision making into professional development planning, Deerfield Park ensures that all staff are equipped with the knowledge and tools necessary to implement inclusive practices effectively.

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		SIP-style compliance narrative (200–225 words), or keep it expanded for BPIE evidence documentation?
<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>	<p>At Deerfield Park Elementary, school leaders ensure that job-embedded professional learning (PL) is provided for all school-based personnel, aligned to their specific roles and responsibilities, with a focus on best practices for inclusive education for Students with Disabilities (SWDs). Administrators identify collaborative teams that include general education teachers, ESE staff, paraprofessionals, and support personnel, ensuring that inclusive practices are embedded across the entire school community.</p> <p>Professional learning is delivered through established structures such as Professional Learning Communities (PLCs), collaborative team planning, faculty meetings, coaching cycles, and peer observations. Inclusive strategies are modeled in real classroom settings so teachers and staff can observe and apply practices such as differentiated instruction (DI), universal design for learning (UDL), positive behavior interventions and supports (PBIS), and curricular accommodations. In addition, PL emphasizes embedding IEP goals into general education instruction, aligning access points and modified curriculum to grade-level standards, and using assistive technology, communication supports (AAC), and visual supports to enhance student learning.</p> <p>PL opportunities are made available throughout the school year, and new staff members hired mid-year receive</p>

		<p>targeted onboarding support to ensure they are prepared to implement inclusive practices. School leaders actively participate in many of these professional learning sessions alongside teachers, modeling a shared commitment to inclusion. By prioritizing ongoing, job-embedded professional learning, Deerfield Park ensures that all personnel are equipped to support SWDs in both academic and non-academic settings.</p>
<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>At Deerfield Park Elementary, school leaders actively facilitate job-embedded technical assistance (TA) to ensure that all personnel are equipped to implement best practices for inclusive education for Students with Disabilities (SWDs). The ESE Specialist serves as the key coordinator, working with administrators and instructional coaches to align TA with identified staff needs from data reviews, professional learning sessions, and teacher feedback.</p> <p>Teacher leaders and instructional coaches are identified to provide ongoing follow-up, feedback, and support for teachers and paraprofessionals. This structure allows for sustained, hands-on coaching rather than one-time sessions, ensuring strategies are implemented with fidelity. Administrators monitor and adjust technical assistance efforts based on student performance data and classroom observations, reinforcing continuous improvement.</p>
<p>17. School administrators ensure that collaborative planning time</p>	<p>Fully</p>	<p>At Deerfield Park Elementary, school</p>

is used productively and reflected in general and special education staff schedules and instructional plans.

administrators ensure that collaborative planning time is intentionally structured, used productively, and reflected in both general and special education staff schedules and instructional plans. The school's master schedule includes designated PLC and grade-level planning blocks where general education teachers, ESE staff, and instructional coaches come together to review student data, align instruction, and plan inclusive strategies.

Administrators provide structures such as duty adjustments, floating substitutes, and release time to ensure collaborative teachers have opportunities to meet consistently. These sessions are not limited to logistics; instead, they focus on curriculum alignment, data-driven interventions, and co-teaching strategies that support Students with Disabilities (SWDs) in the least restrictive environment. Monthly professional development days also include time for collaborative teams to plan interventions and review progress on grade-level or subject-area needs.

Agendas, meeting logs, and planning documents show evidence of shared responsibility for instruction, assessment, and accommodations. Lesson plans developed collaboratively reflect differentiated strategies, embedded IEP goals, and clear roles for both general and special education teachers. PLC records further demonstrate that student data—academic and behavioral—are reviewed and used to guide decisions about instruction, supports, and

interventions.

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Fully	<p>At Deerfield Park Elementary, school leaders ensure that specials, electives, and related instructional staff have ongoing opportunities to collaborate with ESE teachers and related service providers to support Students with Disabilities (SWDs). This collaboration is built into the school’s instructional framework and ensures that all students, regardless of disability, can fully participate in classes such as art, music, dance, and physical education.</p> <p>ESE teachers and service providers regularly observe students in specials and elective classrooms to provide guidance on accommodations, modifications, or behavior supports. For example, the physical therapist consults with the P.E. coach to recommend adaptive equipment and strategies for students with mobility needs, while occupational therapists advise teachers on fine motor supports such as adaptive writing tools or keyboards. Music, art, and dance teachers collaborate with ESE staff to ensure that instructional practices and materials are accessible to all students, often incorporating visual supports, modified instruments, or peer assistance.</p> <p>Communication between general and special education staff is ongoing. ESE teachers provide monthly updates that include student-specific strategies,</p>

		<p>progress notes, and resources such as articles or practical tools to support inclusion in non-core areas. The district's LATS (Learning and Technology Services) team also provides training and guidance on the use of assistive technology, ensuring that devices are used effectively across all instructional settings.</p> <p>Through these structured consultations and ongoing collaboration, Deerfield Park ensures that SWDs receive the supports they need to thrive in specials, electives, and enrichment programs, reinforcing the school's commitment to full inclusion.</p>
<p>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.</p>	<p>Fully</p>	<p>ChatGPT said:</p> <p>At Deerfield Park Elementary, both general and special education teachers use Florida state standards as the foundation for instruction for all Students with Disabilities (SWDs), including those with the most significant cognitive disabilities. Individualized Education Program (IEP) goals and objectives are carefully aligned to grade-level standards, ensuring that instruction remains rigorous and connected to what all students are expected to learn. For students with the most significant cognitive disabilities, instructional targets are developed using access points, which provide appropriate entryways into the standards while maintaining high expectations.</p> <p>General and special education teachers collaborate regularly to plan lessons, ensuring they can clearly articulate</p>

		<p>what students need to know, understand, and be able to do in relation to the state standards. Instructional modifications and accommodations are implemented so that students with significant needs use the same or similar age-appropriate materials as their peers without disabilities. This approach supports both inclusion and equity, while also helping students remain engaged with grade-level content.</p> <p>Teachers at Deerfield Park are supported by instructional coaches, the ESE Specialist, and district personnel to ensure that lessons are standards-based, differentiated, and inclusive. Through this standards-aligned approach, the school ensures that every student, regardless of disability, is provided access to high-quality instruction that promotes growth and achievement.</p>
<p>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.</p>	<p>Fully</p>	<p>At Deerfield Park Elementary, a Multi-Tiered System of Supports (MTSS) and structured problem-solving process are consistently used to ensure that all students, with and without disabilities, make progress in the general education curriculum across all grades and settings. Teachers, specialists, and administrators collaborate within grade-level and leadership team meetings to identify students in need of intervention, analyze academic and behavioral data, and match supports to student needs.</p> <p>The school has a schoolwide MTSS framework that includes ongoing professional development (PD) and technical assistance (TA) for staff.</p>

		<p>Training focuses on effective problem-solving, data analysis, differentiated instruction, and behavior interventions, with documentation of outcomes and evaluation criteria to measure progress. Members of the MTSS team are assigned to grade levels to provide coaching and support for implementing tiered interventions, including academic and behavioral strategies.</p> <p>For Students with Disabilities (SWDs), interventions are integrated into general education classrooms and natural contexts whenever possible. IEP goals are aligned with MTSS supports, and even students with the most significant cognitive disabilities are included in the problem-solving framework through the use of access points and individualized accommodations. Families are provided information about MTSS through meetings, conferences, and written resources, helping them understand how tiered interventions support their child's growth.</p> <p>Administrators allocate resources—including interventionists, instructional coaches, and behavior support personnel—to ensure fidelity of implementation. Functional Behavior Assessments (FBAs) are used when needed to identify triggers and replacement behaviors, which are then supported by Positive Behavior Interventions and Supports (PBIS) strategies across classrooms, hallways, and shared spaces.</p>
<p>21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and</p>	<p>Fully</p>	<p>At Deerfield Park Elementary, all instructional and related services</p>

evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

personnel consistently use formative assessment processes and tools to monitor the effectiveness of instruction and behavioral interventions for students with and without disabilities. Teachers collaborate with ESE staff, paraprofessionals, and related service providers to collect and analyze data within general education classrooms and other natural contexts. A variety of tools are used to track progress, including checklists, portfolios, task analyses, rubrics, performance assessments, reading assessments, and FBA tools.

Formative assessment data are used to make instructional decisions in real time, allowing teachers to adjust lessons, modify strategies, and revise behavior plans based on student responses. For Students with Disabilities (SWDs), this ensures that they are considered general education students first, with supports identified through data-driven decision making rather than predetermined placement or labels.

Designated staff, including the ESE Specialist, instructional coaches, and school counselors, provide expertise in analyzing student data and supporting teachers in embedding formative assessment practices into daily instruction. This ensures that data is consistently used to guide both academic and behavioral interventions.

Additionally, SWDs have full access to the school's multi-tiered interventions (MTSS), receiving targeted supports within general education settings alongside their peers. Through these

		<p>practices, Deerfield Park ensures that all instructional decisions are based on ongoing evidence of student learning and that interventions are responsive, inclusive, and effective.</p>
<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>At Deerfield Park Elementary, all Students with Disabilities (SWDs) are served in general education classrooms for 80% or more of the school day, with the exception of Pre-K ESE, which provides specialized early intervention services. For Pre-K students, teachers and service providers use formative assessment data—including observational notes, developmental checklists, portfolios, and progress monitoring tools—to guide instructional and behavioral supports. This ensures that even in early learning contexts, students are working toward their IEP and developmental goals in natural settings alongside peers.</p> <p>General education teachers, the ESE Specialist, and the Support Facilitator collaborate to use formative assessment data to adjust instruction, embed IEP goals into daily lessons, and identify supports that promote student success within inclusive classrooms. Related services, such as speech and occupational therapy, are also delivered in natural contexts like circle time, centers, or play-based activities, allowing students to generalize skills with peers.</p> <p>As students transition from Pre-K ESE into kindergarten, assessment data is used to identify the instructional and behavioral interventions that will help them make a smooth entry into full-time general education. This early,</p>

		<p>data-driven approach reflects Deerfield Park's commitment to inclusion, ensuring SWDs receive the supports they need to thrive academically, socially, and behaviorally in age-appropriate, general education settings.</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>	<p>At Deerfield Park Elementary, there is a schoolwide approach to building positive, interdependent relationships and fostering social responsibility among all students, with and without disabilities, across general education and natural contexts. The school promotes inclusion through programs and initiatives that emphasize respect, teamwork, and character development.</p> <p>The school counselor, ESE Specialist, and support staff collaborate with teachers to implement initiatives such as anti-bullying campaigns, conflict resolution strategies, and peer support opportunities. Programs like Positive Behavior Interventions and Supports (PBIS), Kids of Character, and peer mentoring encourage students to practice problem-solving, kindness, and responsibility. These efforts not only reduce negative behaviors but also promote a culture where all students feel safe, supported, and valued.</p> <p>Classroom teachers embed team-building and class-building structures into their daily routines to strengthen peer interactions. These activities help students learn to work together, value differences, and support classmates with diverse needs. SWDs participate fully in schoolwide activities such as community service projects, cultural events, and character education</p>

		<p>lessons, which reinforce social inclusion and shared responsibility.</p> <p>Additionally, the school celebrates diversity and promotes disability awareness through family nights, assemblies, and classroom discussions, helping students develop empathy and global awareness. By embedding these practices into both academic and non-academic contexts, Deerfield Park ensures that inclusion extends beyond instruction and becomes part of the school culture, preparing all students to thrive as responsible citizens.</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>Fully</p>	<p>At Deerfield Park Elementary, there is a schoolwide approach to planning and implementing Universal Design for Learning (UDL) so that instruction and activities are accessible to all students across both academic and non-instructional contexts. Teachers plan lessons using multiple means of representation, engagement, and expression, ensuring that students can access content in varied ways and demonstrate understanding through strategies that align with their needs.</p> <p>Classroom instruction includes a mix of visual, oral, and hands-on formats, with supports such as graphic organizers, manipulatives, visual schedules, and choice boards to guide learning. Students are provided with appropriate response time and are encouraged to demonstrate knowledge through varied formats, including oral responses, gestures, or the use of response cards. Assignments and assessments are tiered and differentiated, allowing for multiple entry points without lowering rigor.</p>

		<p>Assistive technology is integrated into instruction, ranging from low-tech supports like pencil grips, Velcro-based visual schedules, and raised work surfaces, to high-tech solutions such as communication software, digital text, and FM systems. Instructional technology is used purposefully across classrooms to promote engagement and independence for Students with Disabilities (SWDs).</p> <p>Teachers and support staff also embed UDL principles into non-instructional contexts such as lunch, specials, and extracurricular activities. By consistently applying UDL strategies, Deerfield Park ensures that SWDs are not only included but also actively engaged in learning experiences that promote higher-order thinking, independence, and meaningful participation</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>Fully</p>	<p>ChatGPT said:</p> <p>At Deerfield Park Elementary, a variety of service delivery models are implemented across all grade levels to ensure that Students with Disabilities (SWDs) receive instruction and related services in general education classrooms and natural contexts. Administrators and staff can clearly articulate how services are provided inclusively, emphasizing that SWDs are general education students first.</p> <p>The school's master schedule is designed with SWDs scheduled first, ensuring that services and supports are built into the day rather than added as an afterthought. The schedule reflects</p>

multiple service delivery models, including co-teaching, support facilitation, consultation, and small-group instruction. Within classrooms, teachers use flexible structures such as station teaching, parallel teaching, and alternative teaching to match student needs with instructional goals, while maintaining access to grade-level standards.

Related services are also embedded in natural contexts whenever possible—for example, speech and language support provided during reading instruction, occupational therapy delivered during writing activities, and physical therapy integrated into P.E. or recess. This approach minimizes pull-outs and keeps students engaged with their peers.

General education teachers, the ESE Specialist, and the Support Facilitator share accountability for co-planning, co-delivering, and co-assessing instruction, ensuring that roles are balanced and responsibilities are clear. Administrators monitor the effectiveness of these collaborative practices through walkthroughs, feedback, and the teacher evaluation process, reinforcing the expectation that inclusive service delivery models are consistently used across the school.

<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>At Deerfield Park Elementary, paraprofessionals are provided with ongoing professional learning (PL) to ensure they are well-prepared to support Students with Disabilities (SWDs) in general education classrooms and natural contexts. Training includes clear descriptions of their roles and responsibilities, as well as practical strategies for supporting students' communication, physical, social, behavioral, and academic needs. Administrators ensure that confidentiality, health, safety, and hygiene procedures are consistently addressed in professional learning.</p>
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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	<p>At Deerfield Park Elementary, all special education teachers are treated as full, collaborative members of general education curriculum teams, ensuring that inclusive practices are embedded across all grade levels. Their role is not limited to providing services; instead, they are integral contributors to curriculum decisions and strategies that support all students, including Students with Disabilities (SWDs). General education teachers are the primary instructors of SWDs in their classrooms, while ESE specialist and support facilitators provide specialized support, co-teaching, and consultation. Together, they collaborate during scheduled planning times, grade-level PLCs, and data chats to review student progress, adjust instruction, and plan interventions. Agendas and meeting notes reflect this joint participation, and all team members have access to meeting outcomes and input into instructional decisions.</p>
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	<p>At Deerfield Park Elementary, general education teachers, the ESE Specialist, and the Support Facilitator use regularly scheduled collaborative planning time to clarify roles and responsibilities while planning effective instruction and assessment for all students. During grade-level PLCs and team meetings, they work together to review student data, align instruction to</p>

		<p>state standards, and determine the best strategies to meet the needs of Students with Disabilities (SWDs) within inclusive classrooms.</p> <p>Planning discussions include the integration of specially designed instruction, Universal Design for Learning (UDL), and Differentiated Instruction (DI) to ensure that lessons are accessible to all learners. The team also determines appropriate accommodations and supports—such as behavior interventions, visual schedules, or communication strategies—so that SWDs can access grade-level curriculum alongside their peers.</p> <p>Roles and responsibilities are shared so that the general education teacher, ESE Specialist, and Support Facilitator each contribute equitably to planning, instruction, and assessment. This ensures that SWDs are seen as general education students first, supported through collaboration rather than isolated practices. Consensus is also reached on grading procedures when accommodations or modifications are in place, ensuring fairness and consistency.</p> <p>Administrators provide ongoing support by monitoring collaborative planning, offering resources, and giving feedback, ensuring these structures remain productive and effective. This system reinforces a culture of shared ownership for student success across all classrooms.</p>
<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>At Deerfield Park Elementary, family members of Students with Disabilities</p>

		<p>(SWDs) are encouraged and supported to serve as active, contributing members of school decision-making groups. Administrators actively recruit families of SWDs to participate in the School Advisory Council (SAC), where they provide input on schoolwide goals, resources, and improvement strategies, including those connected to inclusive practices and student outcome data.</p> <p>In addition to SAC, families of SWDs are involved in the Parent-Teacher Association (PTA) and subcommittees that support schoolwide events such as cultural nights, academic showcases, and community celebrations. Their participation ensures that the perspectives of families of SWDs are considered in both academic and non-academic planning.</p> <p>Families are also engaged in reviewing school performance data, including outcomes for students with and without disabilities, and use this information to help guide decision-making and provide feedback to leadership. This engagement allows families to contribute to discussions about equity, resources, and the supports needed to strengthen inclusive practices.</p> <p>By embedding family participation into multiple levels of decision-making, Deerfield Park affirms that the voices of parents and guardians of SWDs are essential in shaping school culture, guiding improvement efforts, and ensuring that decisions reflect the needs of all students.</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and</p>	<p>Fully</p>	<p>At Deerfield Park Elementary, administrators and staff work</p>

student data.

collaboratively to ensure that families of Students with Disabilities (SWDs) have access to meaningful learning opportunities and resources that are responsive to their needs. Input is regularly gathered from families through school climate surveys, IEP meetings, parent-teacher conferences, and informal feedback opportunities such as suggestion boxes and community forums. This data is used to identify priority topics and resources that support both student learning and family engagement.

Based on identified needs, the school provides families with information and strategies on a variety of topics, including supporting homework routines, test preparation, understanding the Least Restrictive Environment (LRE) and inclusion, and contributing to the development of meaningful IEP goals. Families are also connected to resources and guidance about transition planning and postsecondary opportunities. Learning opportunities are offered throughout the year during parent nights, SAC meetings, and workshops, and schedules for these events are communicated through newsletters, the school website, emails, and flyers sent home.

Recognizing the diverse community it serves, Deerfield Park ensures that resources and events are accessible to families whose first language is not English. Materials are translated, and interpreters are available at meetings to ensure equitable access to information. Through these practices, the school empowers families as partners in the

		<p>educational process and provides them with the tools and strategies needed to actively support their child's success in inclusive settings.</p>
<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>	<p>At Deerfield Park Elementary, all personnel recognize families as essential partners and resources in supporting the success of Students with Disabilities (SWDs). From the start of the school year, teachers provide families with clear communication about classroom expectations, homework routines, grading policies, and strategies to reinforce good study habits at home. This proactive outreach helps build trust and establishes a foundation for collaboration.</p> <p>Family input is actively sought and incorporated into planning and problem solving for both academic and behavioral supports. Notes from team and department meetings reflect that families are engaged in discussions about strategies for their children, including contributing to Functional Behavioral Assessments (FBAs) and Positive Behavior Support (PBS) plans. When behavior support plans are developed, families are provided with tools such as checklists, point systems, or strategies that can be used consistently at home and in the community.</p> <p>Teachers maintain ongoing communication with families through phone calls, conferences, emails, and progress updates to ensure alignment between home and school. Educators also obtain family input when creating student profiles, especially for students</p>

		<p>with significant behavioral or academic support needs, incorporating strategies that have been effective in other environments. Structures such as IEP meetings, parent-teacher conferences, and collaborative planning sessions provide regular opportunities for families and staff to share information about student access, progress, and needs. Through these efforts, Deerfield Park fosters a strong home-school partnership that emphasizes shared responsibility and continuous collaboration.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>At Deerfield Park Elementary, administrators ensure that progress toward implementing and improving inclusive practices is communicated annually to families, district personnel, and community members. Each year, the school compiles a summary report aligned with the BPIE priority indicators, outlining improvement efforts, outcomes, and next steps. This report is submitted to the district as part of accountability and continuous improvement requirements.</p> <p>To maintain transparency with families, administrators share updates on inclusive practices during schoolwide events such as Open House, SAC meetings, and parent workshops, highlighting the school's efforts to strengthen supports for Students with Disabilities (SWDs). Information is also included in school newsletters, the website, and through direct communication so that families remain informed about progress and opportunities to provide feedback.</p> <p>Staff are updated during pre-planning</p>

week activities and throughout the school year during faculty meetings and PLCs, ensuring that all personnel understand the school's inclusive priorities and are actively engaged in their implementation. In addition, administrators communicate progress and share strategies with colleagues at district leadership meetings, reinforcing a culture of collaboration and accountability across schools.

By consistently disseminating progress reports to multiple stakeholder groups, Deerfield Park fosters transparency, builds trust, and ensures that inclusive practices remain a shared responsibility supported by families, staff, and the wider community.

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>At Deerfield Park Elementary, a person-centered planning (PCP) process is used to support Students with Disabilities (SWDs) as they transition across grades and prepare for future learning and independent living. The school has established protocols to ensure smooth transitions from grade to grade, with collaboration among general education teachers, ESE staff, families, and administrators. Transition planning is embedded in IEP development, where student strengths, interests, and goals are prioritized to guide decision-making and support services.</p> <p>Students are provided opportunities to develop and practice self-determination skills, such as goal setting, problem solving, and self-advocacy, which prepare them for increasing independence. For students preparing to transition beyond elementary school, the ESE Specialist and school counselor collaborate with families and district transition teams to connect students with appropriate supports. When appropriate, outside agencies and community partners are included to provide information about available services and resources.</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>At Deerfield Park Elementary, a team decision-making process is in place to ensure that Students with Disabilities (SWDs) transition smoothly from grade to grade and from school to school, with placements consistently aligned to the Least Restrictive Environment (LRE). Administrators, teachers, ESE staff, and families collaborate to review</p>

student data, IEP goals, and support needs, ensuring that services and accommodations are carried over seamlessly to the next setting.

Vertical planning occurs each spring, when sending and receiving teachers meet to discuss individual student needs, effective instructional strategies, and behavioral supports. This process ensures that knowledge of student strengths and accommodations follows the student, reducing disruptions to learning. The school also participates in structured transition activities for students moving from elementary to middle school. These include orientation sessions, building tours, and student handbook reviews, which help familiarize students with new routines and expectations. When appropriate, additional supports—such as social stories, visual schedules, or paraprofessional assistance—are provided to prepare students with autism spectrum disorder or other significant needs for a successful transition.

Administrators work proactively with district personnel to ensure that resources, services, and supports remain in place across transitions, whether within the school or to a new site. Inclusive scheduling is used as part of this process to maintain access to general education settings and ensure continuity of supports. By combining collaborative planning with individualized transition supports, Deerfield Park affirms its commitment to placing every student in the LRE while preparing them for success in new environments.



School BPIE Assessment Priority Indicators

DEERFIELD PARK ELEMENTARY SCHL 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 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.
- Indicator 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.