

School Best Practices for Inclusive Education (BPIE) Assessment

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

OLSEN MIDDLE SCHOOL

District Name: Broward

MSID Number: 0471

Date Meeting Held: 9/5/2025

Initial Information

School Principal: JANET GIANCARLI

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Amy Mujica, ESE Liaison

Team Members Name/Title:

Ms. Giancarli--Principal

Ms. Cummings--Administrator

Ms. Mujica--ESE Specialist

Mr. Smart--Math coach

Ms. Harris--Magnet Coordinator

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.	Partially Almost	RTI meetings -tracking discipline, academics, attendance, and tardies.
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 Almost	Progress monitoring of students and teachers Quarterly reporting student progress to parents
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Partially Almost	PLC and faculty trainings by ESE department-District and State mandated training for certifications Implementation of accommodations
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.	Partially Almost	Roles are clearly defined via ESE Specialist, Support facilitators, teacher assistants. Facilitators are assigned specific students to monitor and provide direct instruction and set goals.
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.	Partially Almost	A continuum of support services are provided maximizing time with non-disabled peers.

<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>	Partially Almost	Curriculum and materials are designed to maximize individual independence.
<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>	Partially Almost	Master schedule
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Partially Almost	PLC training topics Leadership agendas Parent conferences Parent orientation and curriculum night
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Partially Almost	Written correspondence in native languages Translators present at school events
<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>	Partially Almost	Interview questions require an in depth knowledge of inclusive education of all people and backgrounds to provide a school culture of respect and equality
<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>	Partially Almost	Administration and ESE Specialist coordinate with the district to ensure transportation needs are provided.
<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>	Fully	Students are fully integrated into all activities, sports, fieldtrips, and clubs.

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Honor roll assembly roster Kids of character monthly recognition school newspaper and publications
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	PLCs designed to meet professional development by area and areas of need
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	PLC agendas Leadership team agendas
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	Monthly training conducted by ESE department
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Professional Study days Staff department 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 push in to classroom to provide support and consultations
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	District curriculum calendars and benchmark testing align with Florida standards
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	Roles and responsibilities are clearly defined. Student progress is monitored, evaluated and adjusted quarterly.
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	Informal and formal testing Implementation of individual accommodations student and teacher progress is monitored and evaluated to address student learning needs.
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	IEP meeting notices RTI agendas

<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>Partially Almost</p>	<p>Kids of character Afterschool clubs mentoring innovative programs</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>Classroom observations SVE classrooms</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>Master schedule</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 Beginning</p>	<p>District provides learning opportunities Planning days</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	PLCs include areas of concentration Support facilitators teach core classes
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	PLCs Department meetings
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Parents participate in all aspects of the school curriculum nights Fall festival SAC and SIP meetings award nights and curriculum fairs
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Academic success center 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.	Partially Almost	Daily parent links are maintain communication Newsletters SAC, SAF, PTSA meetings Surveys
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	School Improvement plan State of the School address to stakeholders (Beginning and Mid-year status)

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Matriculation and coordination between elementary/high schools to coordinate services and plans for specific needs of each SWD</p> <p>Ongoing parent conferences with teachers and support teams to ensure smooth student transitions.</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>Spring orientation for matriculation opportunities</p> <p>Beginning and end of year orientations</p>

School BPIE Assessment Priority Indicators

OLSEN MIDDLE 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 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.
- Indicator 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.