

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

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

**TEDDER ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0571**

**Date Meeting Held: 4/23/2025**

# Initial Information

**School Principal:** Raylene Thomas

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Carmen Conde , ESE Liaison

**Team Members Name/Title:**

Raylene Thomas, Intern Principal

Carmen Conde, ESE Specialist

Valerie Bignall, School Counselor

Yusmaris Beltran, Support Facilitator

Vonda Allen, Math Coach

## 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	<p>Data is analyzed and monitored for all students, including SWDs and instruction revised based on the data.</p> <p>Schedule data chats are held with each grade levels and individually.</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>	Fully	<p>The students participated in process monitoring assessments such as, i-Ready Diagnostics and Performance matters.</p>
<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	<p>The attends PLC's and professional development trainings.</p>
<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>The school is equipped to provide educational services to all students.</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>	Partially Almost	<p>Support services personnel have caseloads that allow for inclusive scheduling of services to SWD in general education classes and other settings.</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>	Partially Almost	Developmentally appropriate behavior supports are provided for students.
<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>	Fully	<p>All school personnel are trained and responsible for safety and evacuation procedures for SWD.</p> <p>The school offers regularly scheduled PLC 's.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	<p>The school has supplemental materials for core subject areas related to all academic standards. The school has common planning for each grade level.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Partially Almost	<p>The school provides all school personnel with ongoing information and resources on person first language.</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>	Fully	<p>Administration uses interview questions geared to specific roles during 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>	Fully	<p>All bus arrivals and departures occur at the same time and location for students with and without disabilities.</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>All SWD have access to all school facilities and non-academic activities. Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic activities.</p>
<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>All students participate in honor award assemblies.</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>Administrators analyze student performance data through data chats.</p>
<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>Teachers have daily collaborative planning time and regular bi-weekly team meetings. The school master schedule has common planning time for each grade level.</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>The school offers planning and assist with implementing behavior 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>The school master schedule reflects collaborative planning time for collaborative teaching teams.</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	<p>A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students.</p> <p>Special Teachers have consulted and collaborated with special education teachers to help support students.</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.	Partially Almost	IEP goals and objectives are aligned to student needs and state 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	<p>School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.</p> <p>Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans.</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.	Fully	Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.

<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>Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education.</p> <p>Teachers use data and intervention to make adjustments in instruction and behavior.</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>School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)</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>Teachers plan instruction to allow multiple means of representation, and engagement such as small group instruction, visuals and technology.</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>Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities.</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>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</p> <p>Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD.</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.	Fully	An elementary school special education teacher is an active member in general education team meetings and PLC's.
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Fully	Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD are active members of groups such as SAC.  The families are encourage to attend Fall and Winter Festivals.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, phone calls.
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	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>	<p>The school administrator provides a report to families as part of school open house activities.</p> <p>The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school.</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.</p>

# School BPIE Assessment Priority Indicators

TEDDER 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 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 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.
- Indicator 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.
- Indicator 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.