

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

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

**SEAGULL SCHOOL**

**District Name: Broward**

**MSID Number: 0601**

**Date Meeting Held: 5/20/2025**

# Initial Information

**School Principal:** CHARISSE MERCHANT-JAMES

**School Type:** Combination Elementary & Secondary

**FIN Trained Meeting Leader/Title:** Renee Hudson, Special Education Team Leader

**Team Members Name/Title:**

Kendra Nichols, Assistant Principal

Renee Hudson, ESE Specialist and Team Leader

Caroline Cullen, Teacher & Parent

Belinda Smith, School Counselor

Kia Samuel, Social Worker

Barbara Wadsworth, ESE Teacher

Stacy Haywood-Marquez, Literacy Coach

Camelia Mot, Dept. Chair

Brittany Lamar, Media Clerk

Anthony Schmieder, ESE Support

## 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	Literacy meeting notes, graduation data, progress towards IEP goals and educational environment (percentage of time in general education).
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	Previous BPIE assessment and School Advisory Council minutes.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Staff roster and Professional Learning Community (PLC) minutes.
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	IEP goals progress reports, previous BPIE Assessment and SAC minutes.
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	Class rosters and IEP services placement.

<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>Partially Almost</p>	<p>iObservation results, faculty meeting minutes, and leadership team meeting minutes.</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>RTI Chart and Principal's binder of school-wide programming.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Beginning</p>	<p>School newsletter and staff handbook.</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>Interview questions for various instructional and non-instructional positions.</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 schedule, rosters, and field trip documentation.</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>Rosters for mentoring programs and field trip documentation.</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Awards data information.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Minutes from leadership team meetings and MTSS/RTI data.
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.	Fully	PLC minutes, school based and off site workshop rosters.
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	Teacher schedules and PLC minutes.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	School master schedule and PLC minutes.

## 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 Beginning	Common planning time reflected in the school master schedule and IEP data collection.
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	Sample lesson plans, iObservation and master schedule.
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.	Fully	MTSS Team minutes and notes logged in Focus for individual students.
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	Individualized curriculum (Reading 180, System 44), Functional Behavior Assessment and MTSS/RTI team results reflected in Focus.
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.	Not Yet	This indicator is not applicable to our school. All of our students spend 80% or more of their day in general education classes.
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.	Fully	Mentoring rosters and bulletin boards.

<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 Beginning</p>	<p>Differentiated instruction and lessons plans that reflect the use and implementation of 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>Partially Almost</p>	<p>Support facilitator schedule, rosters for Learning Strategies class and class rosters.</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>Paraprofessional job description and in-service records.</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 rosters and school master schedule indicating common planning.
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	School master schedule indicating common planning, PLC rosters and classroom observations.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	Monthly SAC meeting rosters and parent meetings for Adults with Disabilities which are held twice a year.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	IEP documentation.
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	Meeting notes and phone logs.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Principal's binder, School Improvement Plan and SAC meeting minutes.
33. The school uses a person-centered planning process for SWD.	Fully	Documentation of meetings, Transition IEP's, and contact notes in Focus.

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).	Fully	Collaborative process used for incoming students and IEP meetings.
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# School BPIE Assessment Priority Indicators

SEAGULL 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 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- Indicator 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.