

School Best Practices for Inclusive Education (BPIE) Assessment

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

BAYVIEW ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0641

Date Meeting Held: 5/29/2025

Initial Information

School Principal: Marilyn Billins

School Type: Elementary

FIN Trained Meeting Leader/Title: Marilyn Billins, Special Education Team Leader

Team Members Name/Title:

Michael Breslaw, Principal

Christina Murphy, Assistant Principal

Marilyn Billins, ESE Specialist

Maria Kelly, ESE Support Facilitator

Lisa Mueller, Literacy Coach

Elana Cohen, Parent

Suzanna Halley, Teacher

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	Data chats, CPST meetings, data card, intervention meetings, IEP meetings, Eligibility meetings
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	BPIE Review, intervention meetings, SAC meetings, data chats
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Leadership meetings, collaboration with Support Staff, ESE Team, and Teachers
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	PBIPs, Demographics review, IEP meetings, CPST
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	ESE Schedules, Service Logs; all students are in general education classrooms

<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>	Fully	IEP services, evaluations, intervention data; K students are in general education classes for more than 80% of the day; we do not have specialized PreK, we have VPK and Supported K
<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	Data chats, intervention meetings, team meetings, IEP services and service logs. All students are included in field trips, safety trainings, monthly drills.
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	Differentiated reading groups, calming corners in every classroom, sensory tools, reading resource room with leveled books, assistive technology, visual trackers
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	Parent newsletter, school improvement plan, school website, ESE PLCs, Team leader meetings
<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	Interview questions are asked by administration and support staff to assess candidates previous experience with ESE students, effective inclusive practices, and diverse learning needs.
<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	All bus riders are heterogeneously grouped. They arrive at the same time. All students attend field trips.

<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 students are informed of school events through the newsletter and calls home. All students have access to Enrichment after school clubs (ELOP), after care, ORFF Music Program, WBAY News, Safety Patrol, Debate, Student Council, Kindness Crew</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>Kids of Character ceremonies, Caught Being Good Recognition Program, WIN Tickets.</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>Needs assessments, professional development plan, Zones of Regulation Training sign in sheets, AAC Training sign in sheets, ESE PLC on behavior, End of Year Reflection, Data Chats, Team Leader meetings.</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>Master schedule, PLC sign in sheets, Team Leader meetings, TIER Liaison (new teacher mentoring), Zones of Regulation Training</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>Inclusive scheduling, implementing behavior supports, visual supports, AAC training and support, teacher coaching</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>Weekly team meetings, master schedule, Team Leader release time, PLC release time</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.	Fully	ESE PLC with Specials Teacher, case study, review of FBA and BIPs, and accommodations
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	IEP goals, gen ed and ESE Teacher collaboration, progress monitoring data, iReady and FAST/STAR data, lesson plans, instructional focus calendars.
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	Regularly scheduled CPST/MTSS meetings with parents, grade level data chats and intervention meetings
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Almost	ESE team collaboration with classroom teachers, checklists, classroom assessments, classroom walkthrough data, exit tickets, intervention data
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Fully	ESE team collaboration with classroom teachers, FBAs as needed, BIPS, checklists, iReady, FAST/STAR, classroom assessments, data card information, teacher observations

<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>Bayview Buddies, Kindness Crew, counseling small groups, Zones of Regulation program, character education program, Harvest Drive, holiday donations and food drive, classroom guidance lessons.</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>Classroom observations, lesson plans</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Partially Almost</p>	<p>Master schedule, IEPs, teacher observations, ESE service schedules</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 Almost</p>	<p>Paraprofessional schedules, teacher/paraprofessional collaboration, administration meetings as needed.</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	ESE and Gen Ed teacher collaboration, service notes, Team Leader meetings
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, Collaboration logs, master schedule
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC meetings, PTA meetings, SAF meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	ESE Survey, IEP meetings, Parent/Teacher Conferences, interpreter available as needed.
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	Weekly schoolwide newsletter, class newsletters, Remind App, Class Dojo, Interest inventory
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Faculty meetings, SAC meetings, SIP Plan
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation meetings, IEP goals (if applicable)
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	Articulation meetings, support staff meetings, matriculation meetings, Kindergarten Roundup, school tours

School BPIE Assessment Priority Indicators

BAYVIEW 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 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- Indicator 18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.