

School Best Practices for Inclusive Education (BPIE) Assessment

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

SANDERS PARK ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0891

Date Meeting Held: 6/6/2025

Initial Information

School Principal: KAREN NESBETH

School Type: Elementary

FIN Trained Meeting Leader/Title: KAREN NESBETH, School Principal

Team Members Name/Title:

Athlean Clarke-Smith - ESE Specialist

Marchard Desire - AP

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 Classroom Walkthroughs IEP Goals - Quarterly Progress Reports
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	Leadership Meetings Team Leader Meetings School Improvement Goals - focus on SWD's
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Athlean Clarke-Smith : ESE Specialist Taleta Whyte: ESE Support Facilitator & Inclusion Champion
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	Class Rosters Master Schedule
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	Student schedules All SWD not assigned to the Special Programs are fully included in General Education Classrooms Special Program students attend specials/electives with their age/grade level 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>	<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>Fully</p>	<p>Meeting agendas School Newsletter</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>Achievement Data Teacher Schedules/Master Schedule PLC Meetings</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>Improvement is still needed in this area</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</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 Schedules & Rosters 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>Student Schedules Field Trip Documentation Club/Activity Roster Observations of students with and without disabilities in non-academic contexts (school events)</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Flyers Event Programs
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	PLC Agenda PD Activities
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 and PD Documentation Additional training needed for Paraprofessionals
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 Beginning	Additional support is needed in this area.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Master Schedule PLC Schedule

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	Consultation with service providers
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	Lesson Plans
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/RTI Meetings FBA Documents PBIS Plan
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	Behavior Plans FBA Documentation Consultation with Behavior Tech.
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 Adjustments Formative assessments Progress Monitoring
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	Kids of Character (Character Education) Best Buddies Day of Service and Love service projects

<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>Fully</p>	<p>Master Schedule Student Schedules Staff/Teacher Schedule Teacher Interviews</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>Additional PD is needed for paraprofessionals</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	PLC Attendance
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	Classroom Observation Teacher conversations
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	SAC Membership SAF Membership
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Flyers with resources and learning opportunities 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.	Fully	Conference Forms Phone Logs IEP Planning Documents - parental input
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	BPIE is included in the School Improvement Plan which is shared with families and staff
33. The school uses a person-centered planning process for SWD.	Fully	Policy and procedures for transition. Matriculation meetings

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	Matriculation meetings Grade level articulation meetings Family matriculation meeting
--	-------	---

School BPIE Assessment Priority Indicators

SANDERS PARK 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 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.