

School Best Practices for Inclusive Education (BPIE) Assessment

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

THE QUEST CENTER

District Name: Broward

MSID Number: 1021

Date Meeting Held: 6/5/2025

Initial Information

School Principal: Leigh Townley

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Leigh Townley, ESE Liaison

Team Members Name/Title:

Leigh Townley

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	1. Florida Alternate Assessment (FAA) Results analyzed through Professional Learning Communities (PLC) - Data from State, Alternate Assessment 2. UNIQUE Curriculum Assessment Scores related to Access Points (assessed by the FAA) analyzed through PLC and Lesson Study with teachers and administrators - School Assessments
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	- SBPIE integrated in School Improvement Plan (SIP) every year and reviewed/updated every three years - Monthly SAC/SAF Meetings - Website monitored and updated - PLC Scheduled for all teachers and coaches - UNIQUE Data Checkpoints/Benchmark Assessments
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	The Following tasks are assigned to complete key roles in the school: Staff roster, Staff Handbook - A. Swift and C. Humphrey Professional Learning Community (PLC) - P. Kujack SAC/SAF - K. Gordon and S. Johnson School website - A. Miller Newsletter (Monthly) - L. Townley

<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>	<p>Fully</p>	<ul style="list-style-type: none"> - Transition Night, Guardianship Night, and Abilities Awareness Night - events to share information with all parents of students here and at other schools within the community (invitations shared with all schools) - Principal attends monthly Principal Meetings in person, through TEAMS, or by phone - School Administrator is involved with Florida Association of School Administrators and advocates in Tallahassee for needs of students with disabilities
<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>	<p>Not Yet</p>	<p>The Quest Center is a school for students with complex disabilities ages 5-22 and while the school is a part of the services continuum is considered the most restrictive environment. Our students spend 0 minutes per day within the general education setting. However, our students do have opportunities to interact with their non-disabled peers, however, through the following activities:</p> <ol style="list-style-type: none"> 1. Best Buddies 2. Community Based Instruction (CBI) 3. Special Olympics 4. Outside Volunteer Programs <ul style="list-style-type: none"> - As students show gains with improvements with behavior, students, teachers and parents establish visits, visit, and hold change of placement meetings to support the learner's transition back to the Least Restrictive Environment (LRE)

<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>	No Pre-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	<ul style="list-style-type: none"> - Bi-Annual Surveys to all students - Parent Surveys - Monthly Staff Meetings - Classroom Visits and Meetings with all staff - Staff Handbook - Social and Collaborative Opportunities - Monthly Newsletter - Positive Affirmations and Relationships with all staff (teachers, ESPs, related services, custodial, cafeteria, etc.)
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	<ul style="list-style-type: none"> - Integration of Full Time UNIQUE Curriculum throughout the campus - AAC Devices purchased to encourage and foster student communication throughout the school across all areas - Higher percentage of Planning for teachers versus traditional schools; honoring scheduled planning times for all teachers - Review of FAA data and UNIQUE Benchmark assessment data with all teachers through PLC and Team Meetings

<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<ul style="list-style-type: none"> - Monthly School Newsletter - Visuals throughout the school for student use - Staff Handbook sent both electronically and tangibly as needed based on staff need - School Website monitored and updated with current and relevant information for staff
<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 identify and ask for elaboration on the following areas:</p> <ul style="list-style-type: none"> - knowledge of ESE and students with disabilities - short term and long term professional development goals - problem solving goals requiring elaboration and knowledge-based application
<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>	<ul style="list-style-type: none"> - School-based Transportation Liaison - Staff Support Bus Duty in the AM and PM - Administration, Coaches, and ESPs support student transportation needs - Communication between Transportation, Parents, and school encouraged and supported by all staff to resolve conflict or concerns. - Coordination with Community Based Instruction (CBI) activities - Activity Bus to After School ARC Program

<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>	<ul style="list-style-type: none"> - Specials - Adaptive Art, Adaptive Music, Adaptive PE - are accessible to ALL students on a rotating schedule - Community Based Instruction (CBI) available to all students - 4 School-Wide Shows (Hispanic Heritage, Winter, Black History, and the Spring Show) held and are open for participation by all students with modifications and accommodations available - Character Awards (Monthly) - School Wide Celebrations (Fall Festival, Pep Rally, Multicultural Day etc.) - Swimming with Swim Central throughout the school year - Access to the Transition Lab for all students of Transition Age - Certified Snoozellen Room accessible to all students
<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>	<ul style="list-style-type: none"> - Character Awards (Monthly) - Honor's Day (End of Year) - District Just Do It! Awards - STEAM Fair - Recycled Art Fair
<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>	<ul style="list-style-type: none"> - PLC - Data Chats - Behavior Chats - Student Progression Chats - Child Study - Team Meetings - On-site SLPs who directly train on AAC/AT as needed

<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>	<ul style="list-style-type: none"> - PLC - Curricular accommodations and modifications in all classes and non-instructional activities - Embedding IEP goals into CBI - Specially designed instruction - Access points for math, language arts, science and social studies (UNIQUE CURRICULUM) - Universal design for learning (UDL) - Differentiated instruction (DI) - Classroom management strategies/Positive Behavioral Intervention Plan (PBIP) strategies - Data collection and analysis with FAA and UNIQUE Benchmark Assessments - Accessible instructional materials - Assistive technology - Communication supports (AAC) with ABLENET My Way Communication Kids and assigned AAC devices to students - Visuals and Visual supports - PBIS (SPACE STATION) - Collaborative planning (Think Tank and PLC) - School-family communication/collaboration SAC/SAF
<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>	<ul style="list-style-type: none"> - 6 Instructional Coaches to support Teachers (ESE Specialist, Behavior Specialist, Autism Coach, Transition Specialist/Curriculum Specialist, Support Facilitator, and Job Coach) - Scheduled PLC and schedule in class support by coaches - Child Study - District Support for Curriculum Development/Implementation

<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>	<ul style="list-style-type: none"> - Scheduled Team Leader Meetings - Scheduled PLC - Think Tank (Annually) - Monthly Staff Meetings - Informal and Formal Observations - Support and Feedback provided by Instructional Coaches
---	--------------	--

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	<ul style="list-style-type: none"> - Scheduled Team Leader Meetings - Scheduled PLC - Think Tank (Annually) - Monthly Staff Meetings - Informal and Formal Observations - Support and Feedback provided by Instructional Coaches
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	<ul style="list-style-type: none"> - New Integration of UNIQUE Curriculum - Teachers fully aware of Access Points; new curriculum allows better integration and student specificity with related work tasks - Think Tank Annually reviews curriculum pieces - PLC reviews monthly curriculum concerns
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	<ul style="list-style-type: none"> - School Wide PBIS - SPACE STATION - MTSS completed in Lesson Study, Behavior Chats, and in part through PLC - NEW: Child Study - School-Based Behavior Specialist reviews all FBAs/PBIPS with all teachers, ESPs, and Behavior Techs and other relevant school staff; behavior data tracking/progress monitoring weekly for all 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	<ul style="list-style-type: none"> - PLCs - Team Meetings - Lesson Study - Think Tank - Staff Meetings
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	<ul style="list-style-type: none"> - Formative Assessments are given three times a year - Summative Assessments are given monthly - Florida Alternate Assessment (FAA) given annually to students in 3-11 grades on Access Points
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	<ul style="list-style-type: none"> - Weekly visits by the assigned School Social Worker <p>Programs Include:</p> <ul style="list-style-type: none"> - Character education - Self-determination and self-advocacy integrated into classroom activities - Community service projects (volunteering through on campus efforts) - Global cultural and disability awareness (School Liaison D. Lazerson) - Resiliency Education

<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>	<ul style="list-style-type: none"> - IEP Accommodations and Modifications are utilized across school campus by multiple staff - Teachers plan instruction to allow multiple means of representation and engagement - Lessons are presented in visual and oral formats. - The student responds using multiple modes of communication and with the assistance of various devices - Joint Attention is maintained and appropriate response time is given for all students to participate
<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>Not Yet</p>	<p>The Quest Center does not have students without disabilities on campus. ALL of our students are scheduled at the same time with grade level, specific behavioral and medical needs, and supports to meet their unique needs.</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>	<ul style="list-style-type: none"> - Zone Defense Plan created, reviewed with all staff, and updated throughout the school year - ESP Trainings are provided throughout the year by teachers and related services to all ESPs to help support positive school outcomes - Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD - Staff Handbook: The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. - Monthly Staff Meetings - Classroom Meetings (as needed throughout the school year) - Support from Instructional Coaches for ESPs - From the District and School: Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality).
---	--------------	--

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.	Not Yet	The Quest Center is a separate day school. Currently there are no general education teachers on campus. However, our ESE teachers who are also certified in Gen Ed K-6 support all classroom teachers and participate in PLC and IEP Meetings throughout the school year.
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	<p>The Quest Center is a separate day school. Currently there are no general education teachers on campus. However, our ESE teachers who are also certified in Gen Ed K-6 support all classroom teachers and participate in PLC and IEP Meetings throughout the school year.</p> <p>All Teachers participate in PLC, collaborative learning opportunities, Team Leader Meetings, and monthly staff meetings. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities. When planning, teachers consider the application of specially designed instruction, UDL and DI as part of every lesson.</p>
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC and SAF Parent Make and Take

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	<ul style="list-style-type: none"> - ESE Surveys - SAC and SAF - Newsletters and Robocalls - Guardianship Night, Transition Night, and Abilities Awareness Night - Informal Conversations - Parent Make and Take
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	<ul style="list-style-type: none"> - ESE Surveys - SAC and SAF - Newsletters and Robocalls - Guardianship Night, Transition Night, and Abilities Awareness Night and Make and Take - Informal Conversations - Open House - FOCUS (new system with Parent Portal) for logging calls and planning IEPs/Evaluations - Established communication between parent(s)/guardian(s) and school staff
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	<ul style="list-style-type: none"> - SAC/SAF Reports, FAA Scoring Reports - Parent Links - Monthly Newsletter
33. The school uses a person-centered planning process for SWD.	Fully	<ul style="list-style-type: none"> - IEPs - Meetings, goals, parent input, collaboration between services - Transition Planning - Life Plan Meetings between school ,parent(s), guardian(s), and community agencies - Guardianship Night, Abilities Awareness Night, and Transition Night

<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>	<ul style="list-style-type: none"> - IEPs - Meetings, goals, parent input, collaboration between services - Transition Planning - Life Plan Meetings between school ,parent(s), guardian(s), and community agencies - Guardianship Night, Abilities Awareness Night, and Transition Night
---	--------------	--

School BPIE Assessment Priority Indicators

THE QUEST CENTER 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 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.
- Indicator 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.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.