



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

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

**PALMVIEW ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 1131**

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

# Initial Information

**School Principal:** Kizzy Dailey

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Janice Bradley , Special Education Team Leader

**Team Members Name/Title:**

Robert Gibson, Principal

Kizzy Dailey, Assistant Principal

Janice Bradley, ESE Specialist

Heather Rabina, Literacy Coach

Evadne Johnson, Literacy Coach

Emmanuel Duverneau, Math Coach

Shayla Standifer, School Counselor,

Jean Pierre, Parent

**Domain I: Leadership and Decision Making**

<b>Indicator</b>	<b>Implementation Status</b>	<b>Data Sources/Supporting Evidence</b>
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 are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts.  Data chats are conducted with students to create strong accountability and high expectations.

<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>	<p>Fully</p>	<p>The school has developed a plan indicating goals related to inclusive practices.</p> <p>The leadership team reviews and shares the language and intent of s. 1003.57(1)(f), F.S., with all staff and stakeholders.</p> <p>Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district.</p> <p>The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.</p> <p>All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school.</p> <p>The school provides access to goals related to short- and long-term improvement efforts on the school website and on request in the front office.</p> <p>The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).</p>
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<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>	<p>Fully</p>	<p>There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals).</p> <p>The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices.</p> <p>The key person is identified in various school documents, such as the staff roster, Professional Learning Community (PLC) minutes and Team Planning.</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>	<p>Fully</p>	<p>The principal contacts the district to obtain information about SWDs who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school.</p> <p>The principal requests services and support to follow SWDs in the school. The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities.</p> <p>The school is equipped to provide educational services to all students. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.</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>	<p>Fully</p>	<p>All SWDs, including those with significant disabilities, are scheduled into general education classes for 80% or more of the day.</p> <p>All SWDs receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.574(F), F.S.</p> <p>SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed.</p> <p>SWDs are not assigned to classrooms based on a perceived lack of resources at the school.</p> <p>All teachers ensure that every student feels welcome and achieves his or her potential in general education classes and other natural contexts.</p> <p>All SWDs are involved in before- or after-school tutoring interventions provided for reading and math.</p> <p>Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings.</p> <p>To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings.</p>
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<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>Fully</p>	<p>School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood and kindergarten classes.</p> <p>The school has targets to increase the number of SWDs, ages 3 - 5, who receive special education and related services in inclusive classes with peers without disabilities.</p> <p>General and special education teachers regularly collaborate to plan and implement weekly lessons based on academic state standards for early childhood.</p> <p>Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions</p> <p>All children receive support and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs.</p> <p>Developmentally appropriate behavior supports are provided for students.</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>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:</p> <p>-- General and special education</p>

teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.

-- SWDs are not the sole responsibility of special education personnel during academic and non-academic school activities.

-- School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher).

-- All school personnel are trained and responsible for safety and evacuation procedures for SWDs.

Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices.

Administrators survey staff to determine beliefs and attitudes about inclusive practices.

Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.

Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.

<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>School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices.</p> <p>School administrators provide and monitor the use of resources across all school teams, such as:</p> <ul style="list-style-type: none"> <li>-- Supplemental materials for core subject areas related to all academic standards;</li> <li>-- Text sets with differentiated reading levels;</li> <li>-- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print);</li> <li>-- Assistive technologies, supports and services;</li> <li>-- Time for instructional planning; and</li> <li>-- Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).</li> </ul>
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<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>	<p>Administrators provide all school personnel with ongoing information and resources on a person's first language. Administrators provide guidelines on the use of a person's first language in written, electronic, and verbal communication.</p> <p>Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label).</p>
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<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>School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc.</p> <p>School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices, such as:</p> <ul style="list-style-type: none"> <li>-- Please describe your role in a co-taught classroom.</li> <li>-- How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?</li> <li>-- Tell me how you would respond if a parent of a student with a significant disability inquiry about enrolling their child at this school? A School interview team members include job interview questions for non- instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as:</li> <li>-- Tell me how you would respond if a parent of a student with a significant disability inquiry about enrolling their child at this school.</li> <li>-- Give me an example of a time when you facilitated relationship- building between students with and without disabilities.</li> </ul>
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<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>Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (e.g, physical access, health and safety measures, adequate supervision for all bus arrivals and departures)</p> <p>All bus arrivals and departures occur at the same time and location for students with and without disabilities.</p> <p>There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.</p> <p>The principal has made a formal request to the district for bus schedules to be changed.</p> <p>Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.</p> <p>SWDs do not arrive late and leave school early based upon the bus schedule.</p>
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<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 SWDs have access to all school facilities and non-academic activities. Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs can fully participate in the same activities as those students without disabilities.</p> <p>Athletic coaches include students with disabilities in the same activities as those without disabilities.</p> <p>Club sponsors are chosen because of their commitment to include SWDs in all club activities.</p> <p>Case managers monitor the participation of SWDs in non-academic activities.</p> <p>All personnel advocate for the inclusion and full participation of SWDs.</p>
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<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 SWDs, including those who are working on a modified curriculum, are included in honors and awards programs.</p> <p>(e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards),</p> <p>except those honors and awards based solely on the requirements of the standard curriculum</p> <p>(e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities.</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; staff and family needs assessments/ surveys.</p> <p>Administrators analyze data from classroom observations.</p> <p>Administrators obtain input from IEP teams to identify specific PD and TA (e.g.,</p> <p>Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers.</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>Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups.</p> <p>Strategies for effective inclusion are provided and modeled in the classroom setting.</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>A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.</p> <p>School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments.</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> <p>Administrators provide structures for release time planning (e.g., floating substitute teachers, duty of release).</p> <p>Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan.</p> <p>The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common.</p> <p>Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions.</p> <p>Agendas and logs from collaborative planning sessions are available for administrators to review.</p> <p>There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment.</p>
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## 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	<p>The ESE teachers provide monthly updates with specific student information, instructional strategies, and/or useful articles to teachers.</p> <p>ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers determine the effectiveness of instructional accommodations or modifications.</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.	Fully	<p>IEP goals and objectives for all SWDs are aligned to the state standards.</p> <p>General and special education teachers can articulate what all students need to know, understand, and be able to do in relation to state standards.</p> <p>The instructional goals and learning targets of students with the most significant cognitive disabilities are based on access points.</p> <p>Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using the same, or similar, age-appropriate materials as those used by students without disabilities.</p>
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	Fully	<p>School personnel use a problem-solving process to identify appropriate instructional and behavioral</p>

students with and without disabilities.

interventions.

There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework.

Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams.

PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes.

PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWDs in general education classrooms and natural contexts.

Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.

Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBS plans.

An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.

School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBS plans.

An FBA process is used to identify triggers and replacement behaviors for

		<p>any student who needs additional behavioral support. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a school-wide PBS plan.</p>
<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.</p>	<p>Fully</p>	<p>General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts</p> <p>to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts, such as:</p> <ul style="list-style-type: none"> <li>-- Checklists</li> <li>-- Profiles</li> <li>-- FBA tools;</li> <li>-- Ecological inventories;</li> <li>-- Task analysis;</li> <li>-- Portfolios;</li> <li>-- Performance assessments;</li> <li>-- Reading assessment tools; and</li> <li>-- Scoring criteria/rubrics.</li> </ul>

<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>Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans, and identify opportunities for learning in general education and natural contexts.</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>The school has one or more schoolwide programs in place that address the following:</p> <ul style="list-style-type: none"> <li>-- Formal, academic and social peer support</li> <li>-- Social and community inclusion</li> <li>-- Anti-bullying</li> <li>-- Conflict mediation</li> <li>-- Student problem solving</li> <li>-- Character education</li> <li>-- Self-determination and self-advocacy</li> <li>-- Community service projects</li> <li>-- Global cultural and diversity awareness</li> </ul> <p>Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities. School guidance counselor(s) are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc.</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 differentiate instruction to allow multiple means of representation, expression, and engagement.</p> <p>Lessons are presented in visual and oral formats.</p> <p>The student responds using eye gaze, choices of cards, and/or gestures.</p> <p>Appropriate response time is given for SWDs to participate.</p> <p>Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms.</p> <p>Teachers and support personnel use assistive technology for students who need it.</p>
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<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 SWDs during reading instruction.</p> <p>When providing in-class support, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment.</p> <p>Collaborative teachers can explain why they selected a structure for a particular lesson.</p> <p>Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students.</p> <p>Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</p>
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<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>Paraprofessionals receive ongoing training on topics relative to their work responsibilities</p> <p>(e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic support; health, safety and hygiene needs; and confidentiality). The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</p> <p>The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings.</p> <p>Teachers and paraprofessionals discuss strategies and methods to provide individual support to SWDs in general education classrooms and natural contexts.</p> <p>Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of support provided to SWDs.</p> <p>Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve.</p>
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### 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	<p>An elementary school special education teacher is an active member of the third-grade team.</p> <p>Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.</p>
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	<p>Teachers determine appropriate accommodations and other supports (e.g., behavior, visual, and communication) for individual students. Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students.</p> <p>Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.</p> <p>Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters).</p> <p>Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Almost</p>	<p>Data are gathered from families via surveys, interviews, focus groups, suggestion boxes, etc.</p> <p>Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals, and student data.</p> <p>Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals, and postsecondary school opportunities.</p> <p>Schedule ongoing learning opportunities is provided to all families via newsletters, websites, emails, etc.</p>

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community.</p> <p>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.</p> <p>Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs.</p>
<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 all school personnel as part of pre-school activities and throughout the year. The school administrator provides a report to families as part of school open house activities.</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 SWDs from grade to grade and from grade to school.</p> <p>SWDs have opportunities to learn and practice skills associated with self-determination.</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>Support is in place and is passed seamlessly between sending and receiving parties.</p> <p>Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral support for individual students.</p> <p>Administrators proactively ensure that supporters follow all SWDs as they transition from grade to grade, school to school, and district to district.</p> <p>Structures are in place for educational and transition teams to communicate and plan post-school opportunities for SWDs.</p> <p>Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade.</p> <p>The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another.</p>
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# School BPIE Assessment Priority Indicators

PALMVIEW 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 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.