

School Best Practices for Inclusive Education (BPIE) Assessment

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

NORTHEAST HIGH SCHOOL

District Name: Broward

MSID Number: 1241

Date Meeting Held: 9/25/2025

Initial Information

School Principal: Rafael Rivera

School Type: Senior High

FIN Trained Meeting Leader/Title: Robert Jenkins, Special Education Team Leader

Team Members Name/Title:

Robert Jenkins, ESE Specialist

Cynthia Hankerson, Speech/Language Pathologist

Priscilla Haynes, Teacher

Jennie Gabriel, Support Facilitator

Lecorey Beavers, Teacher

Kristine Hessler, Parent

Rafael Rivera Jr. Assistant Principal

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	Student assessment data, Professional Learning Communities (PLCs), Performance Matters Data
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	The Exceptional Student Education Department (ESE) and designated Inclusive Champion
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Department and 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	ESE Department collaboratives with administrative staff and Guidance Department regarding student scheduling concerns.
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	SWDs are provided with support services that are available for all academic areas which the IEP reflect the percentage of time SWDs spend in general education settings.

<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>During meetings, ESE Department provides updates and training regarding individualized educational plans. Administrative team supports special education protocols.</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>Students and the ESE department are provided the necessary materials for academic settings for all SWDs.</p>
<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 utilize and demonstrate expectations in verbal and written form across all settings such as email, dialogue, etc.</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>Partially Almost</p>	<p>Administrative staff along with ESE Department use interview questions and related scenarios that seek to probe the individual's knowledge of inclusive practices.</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 arrivals and departures, special event transportation and bus monitors are assigned. Transportation protocols are assigned to accommodate SWDs.</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.	Partially Almost	SWDs are allowed to participate in extracurricular activities and community service activities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	The ESE department submits names for awards, honors and other special recognition offered by the school.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Through professional learning communities, support facilitation, and data review chats.
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	Teachers are allotted time for professional development to enhance knowledge of skills of SWDs.
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	Lesson plan development with the ESE department and allotted time for professional learning communities.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Through professional learning communities and SWDs services are reflective upon schedules.
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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.	Partially Almost	Collaboration between special, electives and career teachers with special education teachers is on an individualize basis.
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, IEP goals, ACCESS Points, and FAA data
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	Response-to-Intervention meetings are held monthly by multi-staffed team. Staff is provided training on expectations and protocols.
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	Data gathered from Performance Matters and Sharepoint 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	Informal and alternative assessments are provided to obtain IEP data and monitor student progress.
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	School provides and develops school-wide expectations for all student with or without a disability.

<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>Educators differentiate instruction and allow students to use a variety of delivery methods for responding to questions.</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>Pull-out, push-in, support facilitation, and tutoring for all academic areas.</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>Paraprofessionals are provided training and expectation procedures towards supporting students.</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	Collaborative lesson reflections are utilized through professional learning community.
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	Teachers are allowed planning time to enhance lesson and knowledge for all students.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School Advisory Council, IEP meetings, and School Improvement Plan
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Parents are provided resources and various options during conferences and IEP meetings.
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	Stakeholders are provided the opportunity to present feedback and concerns regarding student progress.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Provided through ParentLink, district meetings, and newsletters.
33. The school uses a person-centered planning process for SWD.	Fully	School uses individualized data from Performance Matters, formal and informal assessments to assess educational enhancement for SWDs.

<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>ESE Department collaborates with matriculating school to assist with transition of SWDs while informing teachers of academic strengths/concerns.</p>
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School BPIE Assessment Priority Indicators

NORTHEAST HIGH 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 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.
- Indicator 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.
- 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.