School Best Practices for Inclusive Education (BPIE) Assessment

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

ANNABEL C. PERRY PK-8

District Name: Broward

MSID Number: 1631

Date Meeting Held: 9/19/2025

Initial Information

School Principal: JENIFFER O'NEAL

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Kristin Chandler, Instructional Coach

Team Members Name/Title:
Yoray Corrales - ESE Specialist
Stacy Philipson - Autism/ESE Coach
Sandra Laborde - Assistant Principal
Kristin Chandler - Science/Instructional Coach

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 Sources: Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, observations from classroom walk-throughs and progress monitoring toward individual educational plan (IEP) goals. *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 throughout the year.

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	Data Sources: Copy of SIP, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings, and canvas. *The school has developed an action plan indicating goals related to inclusive practices, which are included in the SIP. *The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school. *The school provides access to the SIP on the school website and on request in the front office. Family input on inclusive practices is gathered in a variety of ways during our SAC meetings, on school's website or hard copies sent home (surveys, interviews, focus groups, etc.).

3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Data Sources: ESE Specialist job description, including the role and responsibility. Schedule or communication log of activities/meetings. Samples of documents of inclusive practices. *There are clearly identified roles and responsibilities for ESE Specialist our key person to coordinate and monitor such as ongoing communication, data analysis and progress monitoring of BPIE goals. ESE Specialist and ASD Coach our key person is identified in various school documents, such as: * Staff roster * Professional Learning Community (PLC) minutes *Staff handbook *School website *Newsletters *IEP *EZ-IEP ESE Specialist has the main responsibility of seeing that all IEP's are in compliance, goals are relevant to the area of need, and that accommodations are being provided in the general education classroom to SWD.

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	Data Sources: Data Chats, Team meetings, RTI meetings.
		*The school 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.
		*The school administration requests services, such as, behavior support.
		*McKay letters are sent home on a yearly basis offering choices to families of SWD. Surveys are sent home for parents to have input or a score card of how the program is working. SWD receive core instruction in general education utilizing accommodation in the classroom. SWD are invited to after-school programs to receive extra instruction, and ELO camp.
		*Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.

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	Data Sources: Teacher rosters, Assessment reports, IEPS, Pull-out/Push-in schedule. *All SWDs, including those with significant disabilities, are scheduled into general education classes 90% of the day. *Students in our cluster program are given maximum allowable opportunities to participate with non-ESE peers. *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. *All teachers receive training throughout the school year on basic behavior strategies (i.e. first then) to ensure that every student feels welcome and achieves his or her potential in general education classes and other natural contexts. *Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings and to consult and collaborate with teachers as needed.

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. *schools with Pre-K programs only	Fully	Data Sources: Schedules of SWDs, ages 3-5, indicating the location(s) where related services are provided to those students. Data showing the percentage of time each SWD, ages 3-–5, spends with same-age peers without disabilities. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWDs in the general education, early childhood curriculum. *Pre-K ESE students are identified and receive an enriched language curriculum with specialized instruction infused throughout the school day. *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. * All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. *Developmentally appropriate behavior supports are provided for students. *All PreK classes are included in Specials daily with typical kindergarten classes. *Developmentally appropriate behavior supports are provided for students. *A special needs para is provided as a support for the specials/electives teachers.

| 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. | Partially Almost | Data Sources: Results of surveys, self-assessments, questionnaires, PLC minutes, Data Chat schedules, teacher schedules, School Advisory meetings, and the school's website and newsletter.

*Expectations are also communicated weekly during grade-level meetings and concerns regarding SWD are addressed to ensure equity.
*General and special education teachers share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.
*School personnel refer to special education teachers by their name rather than exceptionality of students on their caseload
* Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices.
*All school personnel are trained and responsible for safety and evacuation procedures for SWDs.
*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. |

| 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD. | Fully | Data Sources: Achievement data for all SWDs. Inventory lists available to all staff indicating supplemental materials available for use with all students across all content areas and grade levels; schedules of teacher planning time; and minutes from planning meetings with support personnel, coaches/administration.

*Administrators provide various resources for all students regardless of their educational levels to ensure that best practices are employed and shared among school personnel.
* School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices.
* School administrators provide and monitor the use of resources across all school teams, such as: Supplemental materials for core subject areas related to all academic standards; Text sets with differentiated reading levels; Assistive technologies, supports and services; Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists). |

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Data Sources: School documents (e.g., SIP, surveys), family resources, guidelines, written and verbal communication, observation and parent meetings. * Written and verbal communications are communicated using person first language and this is monitored by administrators. * 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).

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.	Fully	Data Sources: Interview questions used for various positions at the school, including front office staff, cafeteria staff, teachers, paraprofessionals, coaches, etc., include questions related to diversity and effective inclusive practice, as applicable to the position. * School Administrators ensure that the appropriate interview questions are used when recruiting potential applicants, to ensure that candidates have a working knowledge of inclusive practices and diversity. * School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office) that assess knowledge and beliefs of inclusive educational practices, such as: How you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school."

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.	Fully	Data Sources: Bus schedules and rosters, school site map (including bus locations), field trip documentation; documentation of emails or other communication between school leaders and district transportation office requesting changes to bus schedules. * Students with and without disabilities attend field trips, community-based career and school sponsored trips together. *All bus arrivals and departures occur at the same time and location for students with and without disabilities. *Administrators and support staff 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) *There are designated bus monitors in each areal who are responsible for overseeing bus procedures and identifying potential problems.

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.	Fully	Data sources: Student schedules, observations of students with and without disabilities in nonacademic contexts, e.g., recess, in between class and school social gatherings and surveys. *All SWDs have access to all school facilities and non-academic activities, such as Spring dance, fields trips, promotional activities, clubs) *Club sponsors are chosen because of their commitment to include SWDs in all club activities. * Case managers monitor the participation of SWDs in non-academic activities. * Families of students with significant cognitive disabilities receive information about all school sponsored, non-academic activities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Data Sources: School handbook, flyers, newsletters, website disseminated to teachers, students and families; list of honorees and award recipients * All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll assemblies, citizenship awards, academic awards, science fair and attendance awards), * All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities.

14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Data Sources:Survey from school staff and family members, record of survey and SAC agendas/sign-in sheets,PLC's notes and agenda, * Administration and support staff analyze student performance data, staff and family needs assessments/ surveys. *Regular review of student learning data is reflected in the SIP in an effort to determine ongoing PD and TA needs. * Administrators obtain input from IEP teams to identify specific PD and TA.
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	Data Sources: Agendas/sign-in sheets from professional development activities, master schedule (showing collaborative planning time) * Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. *Support staff and Team leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. *Administrators provide ongoing support for new personnel who are hired after the beginning of the school year. * PD is provided through existing school structures, such as PLCs, collaborative team planning, and peer coaching.

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.	Fully	Data Sources: Schedule of PD, data from various needs assessment instruments is collected and distributed to all individual staff members. *Case managers coordinate activities related to needs assessments and TA for individual staff and collaborative teams. *ESE Specialist and case managers facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: In-class coaching on collaborative teaching models; Development of professional learning communities; Classroom demonstration of instructional strategies; Planning and implementing behavior supports; instructional technologies and planning and application of curricular accommodations/modifications. *Outside sources are used regularly, such as, FDLRS, FIN, and CARD.

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Data Sources: Master schedule, teachers' lesson plans, agendas and logs from collaborative planning sessions, walk-through notes, PLC's feedback, meeting reports *The school master schedule reflects collaborative planning time for collaborative teaching teams. *Administration provides structures for release time for planning (e.g., floating substitute teachers, duty release) for Monthly PLC's CARE planning, Data Chats and feedback. *Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. *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. *There is a schedule and record of PLCs related to the review of student work and instructional planning.

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	Data sources: Teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions, PLC's notes, and Data Chats *Specials teachers are aware of SWD and use accommodations to support the learning environment in their classroom. When necessary, the teacher will consult ESE department for guidance and assistance with implementing strategies. * Special education teachers are available to observe students during class and discuss accommodations, modifications, or other appropriate supports for these students. *ESE teachers and support services personnel solicit feedback from specials, electives or teachers to determine the effectiveness of instructional accommodations or modifications. *The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.

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	Data Sources: Lesson or unit plans, curriculum maps, walk-through data, computer software, ongoing progress-monitoring data, adaptable lessons, visuals/schedules etc. *During pre-planning IEPs are given to teacher with explanation of accommodations. (Improvement is required for tracking teachers' documentation of delivery of accommodations in the classroom.) *IEP goals and objectives for all SWDs are aligned to the general education standards. *General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the Florida Standards. *Teachers modify learning goals and instruction for students with a significant cognitive disability using the same, or similar, age appropriate materials as those used by students without disabilities.

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	Data Sources: SIP, PD schedule and sign-in sheets, minutes of RTi meetings, schoolwide PBIS plans, FBA documents. *RtI has met consistently and weekly throughout the 2024/2025 school year. Participation by all stakeholders is essential to ensure interventions are being delivered in the general education classroom. *School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. *There is a schoolwide plan to provide school personnel with ongoing PD *Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans. *Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. *School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan. *Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans.

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	Data Sources: Data Chats, sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans. *FBA's have been developed for students that need a more structured behavior plan. * During RtI behavior plans Tier 2 have been developed to assist teachers with managing students with lesser issues. *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, such as: Checklists, Profiles, FBA tools, Portfolios, Performance assessments, reading assessment tools and Scoring criteria/rubrics. *Instructional personnel consider SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs to make progress in general education and natural contexts.

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	* Annabel C. Perry's model for implementation of IEP goals in elementary is pull-out resource room and in Middle school Collaboration with the general education teachers and support facilitator provides services in the classroom. * Teachers of students in self-contained classrooms use formative assessment data, observations, progress monitoring to increase time SWD's receive instruction in natural contexts, i.e., lunch room, media center, P.E. courts/field and school store suggested
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	Data Sources: Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects. *The school has schoolwide programs in place that address the following: Formal, academic, and social peer support, Anti-bullying, Conflict mediation, Student problem solving, Character education and Global cultural and diversity awareness. IB Character education, self-determination and advocacy. *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 support, etc.

24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	Data Sources: Classroom observation, weekly team meetings, lesson plans reflect use of technology. *Teachers differentiate instruction to allow multiple means of representation, expression and engagement. *Appropriate response time is given for SWDs to participate. *Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. *Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. *Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as: Book pages equipped with foam tabs for Pre-K students to easily turn pages; A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; Table heights adjusted to accommodate students of short stature and Pencil grips to ensure meaningful participation in instructional activities. Visual/adaptable books and schedules. *Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.

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.	Fully	Data sources: student schedules, IEPs, classroom observations, teacher notes, administrative feedback, and therapist notes and observations. *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. *Collaborative teachers can explain why they selected a structure for a particular lesson. *Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.
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.	Partially Almost	Data Sources: Professional development logs, paraprofessional interviews, job descriptions, paraprofessional schedules, teacher and/or coach provides training and development of a zone defense. *The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. *Teachers and paraprofessionals discuss strategies and methods to provide individual support to SWDs in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of support provided to SWDs.

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	Data Sources: Curriculum team rosters, curriculum team meeting schedules and notes * Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. *A secondary school special education teacher is an active member of the social studies department. *Special and general education teachers meet regularly to share information on curriculum and individual student support needs. *All team members receive minutes of team meetings and have input into decisions when not available to attend in person.

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	Data Sources: Master schedule, teacher lesson plans, classroom observation or walk-throughs, PLC's and RTi * Teachers identify and discuss their various roles (e.g., collaborative teaching structures) and distinctions during the lesson-planning process. *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. *Teachers reflect on and assess their effectiveness as collaborative teachers. *Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Data Sources: SAC/PTSA, Decision-making group rosters, and meeting notes *School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council. *Family members of SWDs are active members of school groups such as SAC. *Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Data Sources: List of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English, school website, newsletter *Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc. *Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. *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.
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	Data Sources: Sample correspondence, meeting notes, daily progress notes, phone logs, planning documents, Title 1 meetings, parent conferences *Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. *Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. *Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Data Sources: SIP; annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes. *At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices as described in the SIP. *The school administrator provides a report to families as part of school open house activities.
33. The school uses a person-centered planning process for SWD.	Fully	Data Sources: IEP goals *There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.

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	Data sources: Teacher, family and administrator interviews, district and school articulation plans, procedures and policies. *Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral support for individual students. *Administrators proactively ensure that supporters follow all SWDs as they transition from grade to grade, school to school and district to district. *Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWDs. *Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade.

School BPIE Assessment Priority Indicators

ANNABEL C. PERRY PK-8 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 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.

- Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

- 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.

- Indicator 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.

- 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.