

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

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

**COCONUT CREEK HIGH SCHOOL**

**District Name: Broward**

**MSID Number: 1681**

**Date Meeting Held: 5/30/2025**

# Initial Information

**School Principal:** NICOLE NEAROR

**School Type:** Senior High

**FIN Trained Meeting Leader/Title:** Britnee Duhart, Teacher Leader

**Team Members Name/Title:**

Nicole Nearor - Principal

Tiffany Soto - Assistant Principal

Britnee Duhart - Inclusion Specialist/ ESE Teacher

Tamaria Smith - ESE Specialist

## 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.	Partially Almost	Observations from walk-throughs
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	Meetings related to inclusive practices held periodically throughout the school year
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Britnee Duhart - Inclusion Specialist britnee.duhart@browardschools.com
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	.
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	All students are placed in LRE regardless of SWD status

<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 Beginning</p>	<p>Results of surveys, self-assessments, questionnaires, and interviews indicate improvements are needed in this area</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>Partially Almost</p>	<p>School administrators schedule planning periods and professional development for staff</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>All communications sent by admin make use of first person language</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>During interview sessions, administrators use questions that evaluate the knowledge of perspective personnel</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>There is a collaborative effort between administrators and specialists to ensure inclusive transportation options</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Partially Almost</p>	<p>SWD students are invited to participate in many school activities</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	SWD students are recognized for all achievements
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	Admin offers many opportunities for Professional Development in inclusive practices
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	Administrators provide clear information on inclusive best practices
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	Staff are given technical assistance from the school microtech or assistive technology representative
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	ESE staff are integrated into general education PLCs

## 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	ESE personnel are available to collaborate with general education teachers and elective 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	Lesson plans are all required to align with state standards
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.	Partially Almost	Students utilize sign in sheets and progress monitoring to track progress across all settings
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	SWD students are given annual and quarterly assessments to ensure effective instruction
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	SVE teachers utilize Brigance testing materials and various behavioral interventions to assist in SWD 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.	Partially Almost	There are numerous initiatives in place to support community development between general ed and SWD students

<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>School personnel are trained on UDL and provided support for implementation</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>Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</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>	<p>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). The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD.</p>

### Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences)
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	Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. 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.	Partially Beginning	Family members of SWD 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.	Partially Almost	Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc 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>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>Partially Almost</p>	<p>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 Structures are in place for educators and families to share ongoing information about access and progress of SWD Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</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 other school administrators during district meetings.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers Personnel use the Students Transitioning to Adult Roles (STAR) Person-Centered Planning (PCP) process for SWD transitioning from school to postsecondary education. The school involves adult and community agencies and postsecondary education institutions in person-centered planning</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>Partially Almost</p>	<p>Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another, to spend time in the receiving school's classrooms for a week, with appropriate support (e.g., paraprofessional, visual schedule, social supports). Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWD</p>
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# School BPIE Assessment Priority Indicators

COCONUT CREEK 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 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 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.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.