

School Best Practices for Inclusive Education (BPIE) Assessment

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

WHISPERING PINES EXCEPTIONAL EDUCATION CENTER

District Name: Broward

MSID Number: 1752

Date Meeting Held: 9/11/2025

Initial Information

School Principal: Erica Alexander

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Erica Alexander, School Principal

Team Members Name/Title:

Assistant Principal-Erica Alexander

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	<p>Fully</p>	<p>Every student that attends Whispering Pines is on an IEP. The ESE Specialist puts out the meeting dates for upcoming IEPS a month in advance. The students IEP goals are held inside of their daily point sheets that are calculated towards progress daily. The Behavior Specialists track behavioral data through referrals that are made from teachers.</p> <p>Students take on standards course to achieve a traditional high school diploma. They take state mandated exams and follow a standard graduation track per Broward County Schools. The data is collected from testing determines the placement for students. Most students are below grade level in ELA and math. Consequently, the school has RTI in place for remediation of those student.</p> <p>Students are allowed to matriculate until the age of 22. When students graduate they are allowed to defer and come back to attend the PASS program. Students learn job preparation, internships, and life skills.</p>
<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>Partially Almost</p>	<p>Short term goals:</p> <ol style="list-style-type: none"> 1. Increase reading gains through informational text and vocabulary. 2. Increasing parental involvement through workshops, collaborative decision-making, and participation in school sponsored activities. 3. Decreasing maladaptive behaviors through therapeutic services, targeted behavioral interventions, and classroom management. <p>Long term goals:</p> <ol style="list-style-type: none"> 1. Increase reading scores every year through RTI and interventions. 2. Increasing student attendance through parental involvement and district initiatives. 3. Decreasing maladaptive student behaviors through proactive interventions. <p>Website: https://whisperingpines.browardschools.com/</p> <p>Weekly Middle Child Study Notes: Student: Marci Therapist: Ms. Reynolds</p>

*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.

Concern: interim reports/grades

Possible Solution: Only include feedback based on the dates she has been here. Might not be going to residential for a little while. Waiting for a spot. Put comments and grades based on what we see this week. Mention student has not been able to attend school. Be mindful of her behaviors to help keep her safe. Allowed to keep her bag. Bag is being searched.

Student: Joseph R

Therapist: Dr. Cotton

Concern: escalated behaviors, multiple PIPs, using inappropriate language does not take ownership of his choices

Solution: Dr. Cotton will speak with him. Follow TEAAMS system. Teachers should call dad when he acts up.

Student: Zechariah

Therapist: Reynolds

Concern: grandiose religious comments causing tension with peers

Solution: encourage him to think his thoughts to himself and remind him that it is not appropriate in the classroom

Student: Mason

Therapist: Cotton

Concern: Nurse wanted to know how he is doing

Feedback: seems to be doing better but he also has absences since going on morning meds. Seems calmer. Wants to play basketball with Coach. Encourage him to move up.

School Leadership Team Meetings:

I have identified monthly faculty council meeting dates for the school year. I want to discuss this before sending it out to all staff. The meeting will be held promptly on Tuesdays at 8:50 am.

Sep 2

Oct 7

Nov 4

Dec 2

Jan 6

Feb 3

Mar 3

Apr 7

May 5

School Leadership Team Meetings:

[https://browardcountyschools-](https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/WPS%20TF%20Meeting.docx?d=w32e397c3c9744effa427cb67373a2f5b&csf=1&web=1&e=gDDndY)

[my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/WPS%20TF%20Meeting.docx?d=w32e397c3c9744effa427cb67373a2f5b&csf=1&web=1&e=gDDndY](https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/WPS%20TF%20Meeting.docx?d=w32e397c3c9744effa427cb67373a2f5b&csf=1&web=1&e=gDDndY)

<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>Staff Roster: https://browardcountyschools-my.sharepoint.com/:x:/r/personal/p00074860_browardschools_com/Documents/STAFF%20ASSIGNMENT%202023-2024%20(2).xlsx?d=wff426f868533447dba58447f47978d85&csf=1&web=1&e=aFIUZ7</p> <p>PLC Dates: THURSDAYS from 8:45 AM to 9:15 AM November 3, 2025 November 17, 2025 December 1, 2025 December 15, 2025 January 5, 2026 January 12, 2026 January 26, 2026 February 9, 2026 February 23, 2026 March 9, 2026 March 23, 2026 April 6, 2026 April 20, 2026 May 4, 2026 (Closeout/survey)</p> <p>All meetings are bi-weekly EXCEPT 1/5/26 and 1/12/26 due to Holiday breaks.</p> <p>Team Planning Logs: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/CPS%20Team%20Role.Responsibilities.docx?d=w77e1ad47ab8b469abb932ac379c0178f&csf=1&web=1&e=H1kFYK</p> <p>Principals Newsletter: file:///C:/Users/p00074860/Downloads/Principals%20Corner%20week%204.pdf</p> <p>School Website: https://whisperingpines.browardschools.com/</p> <p>Staff Handbook: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00056020_browardschools_com/Documents/Documents/staffHandbookV1-2526.docx?d=w477dcc5fa6c94226bf062a0c05a1843e&csf=1&web=1&e=fwkEKG</p>
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<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>Whispering Pines is an ESE/EBD center that serves a student population in which every student has an Individualized Education Program (IEP). All students are bused in across southern Broward County. The school provides services to the SWD population based on school/grant resources. Whispering Pines is a K-12 day school that offers traditional curriculum towards a standard high school diploma.</p> <p>The ESE Specialists schedules IEP meetings and IEPs are in compliance. Students are provided with those in class and testing accommodations based on their IEP.</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>Whispering Pine School is an ESE/EBD center. We provide students with on standards education tailored to their exceptionalities. All students are on IEPs. In addition, the academic supports we also provide behavioral and therapeutic services.</p>

<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>Whispering Pines in an ESE/EBD center that serves K-12 students. Students in grades 3-5 are all on IEPs. Elementary students are based on the mandated Broward County course offerings and scheduled minutes.</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>Behavioral Data: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/MonthlyBehData2526%20(1).docx?d=wbe535e3995a54cbc80d536a93490824b&csf=1&web=1&e=kqyjpv</p> <p>Behavioral Assessment Data: Chart 1, Chart element</p> <p>*PIPs answered by Admin, Behavior Sp., and "PIP Team" not included.</p> <p>**Strikeouts included in PIP totals.</p> <p>***Davis, Weech, and Pratt are student/classroom based.</p> <p>8/25 PIP Totals</p> <p>School Wide Referrals: 219...AV: 14.6 per day</p> <p>% From Referral Data *(strikeouts not included)</p>

		<p>Elm: 19</p> <p>Middle: 116 6th: 11.2% (13).....7th: 61.2% (71)..... 8th: 27.6% (32)</p> <p>High: 84..... 9th: 29.8% (25) 10th: 45.2% (71) 11th: 13.1% (11) 12th: 11.9% (10)</p> <p>Top 4 Locations Earning Calls</p> <p>RM.402 (31), RM.603 (26), P.2 (23), 608 (19)</p> <p>Top 4 Students Earning Calls (as of 8/26)</p> <p>M. Denesevch (18), Jer. Washington (16), J. Ennis (12), Stewart/Welch/Bailey (10)</p> <p>Sample Teacher Schedule: https://browardschools.focusschoolsoftware.com/focus/Modules.php?modname=Users%2FUser.php&staff_id=33092#!schedule/366697</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>Testing and Achievement Data: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/MonthlyBehData2526%20(1).docx?d=wbe535e3995a54cbc80d536a93490824b&csf=1&web=1&e=kqyjpv</p> <p>2025-26- Teacher-Paraprofessional Planning: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00127153_browardschools_com/Documents/!WPines/Master%20Schedules/SY26/2025-26%20TEACHERS%20PARA-%20PLANNING.docx?d=w1b6e0d736c5b48f8a1a068738e23335d&csf=1&web=1&e=KPyNws</p> <p>SAC/SAF Meetings https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/2024%20-2025%20SAC%20Meetings.docx?d=wd0bc635bc7f7423793afd5896b4fb034&csf=1&web=1&e=hRjzdZ</p> <p>25-26 Preplanning Week file:///C:/Users/p00074860/Downloads/Preplanning%20Week%202025-2026%20Final%201.pdf</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>SIP Draft: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/SIP-Attendance-Plan-25-26%20(1).docx?d=we21e463b3cf4441cb64dd33baa84a656&csf=1&web=1&e=Qg7e5i</p> <p>Staff Assignments: https://browardcountyschools-my.sharepoint.com/:x:/r/personal/p00074860_browardschools_com/Documents/STAFF%20ASSIGNMENT%202023-2024%20(2).xlsx?d=wff426f868533447dba58447f47978d85&csf=1&web=1&e=FvOVMr</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>District Adopted interview questions are utilized.</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>The Assistant Principal and the ESE Specialist work together with Broward County Public Schools to order and schedule buses for all students. PTWEB is used for synopsis and bus schedules. The school also provides specialized bus order or routes for part time mainstream students.</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>Graduation program student government Field trips Grad bash Intramural sport</p>

<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Partially Almost</p>	<p>Honor roll Student of the month Kid of Character</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>Partially Almost</p>	<p>FOCUS iObservation Staff professional development plans PLC's</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>Collaboration of support staff Team Facilitator Meetings Child Study PLC Data chats Training for non-instructional staff Progress monitoring</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>Partially Almost</p>	<p>Tier 1 Coaches meetings Database Canvas</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>Master Schedule Team Meetings PLC's Child study Data chats</p>

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	Child study Team meetings Master schedule PLC's
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	Standard and objectives on board Board configuration CPALMS IEP goals Canvas Progress Reports District Curriculum Maps
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	RTI Child study FBA/PBIP School Wide Behavior Management System (TEAMS)
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	Performance Matters IEP goal progress monitoring Child study Functional Behavior Assessments BASS FAIR iREADY STEM Read 180 NWEA

<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>Performance Matters IEP goal progress monitoring Child study Functional Behavior Assessments BASS FAIR iREADY STEM NWEA Reading</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>TEAM System Kid of Character Anti Bullying policy Dating Violence Social Responsibilities Red Ribbon Week PEACE Week</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>Partially Almost</p>	<p>PLC's IEP Accommodations CANVAS SEPA iObservation data</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>Master Schedule Student schedules IEP's iObservation Data</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>Paraprofessional trainings Assisting teachers with small group and whole group instruction.</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	Teacher certification Child study PLC's
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	Master Schedule PLC's Team meetings
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC/SIP This is a friendly reminder to our SAC meeting on Wednesday, September 3rd, 2025, at 10 AM in our Cafeteria. Attached to this email, you will find our 25-26 SAC/SAF calendar, September agenda, May's minutes from our previous school year, & our SAC bylaws which we will discuss and adopt in our meeting. We are so excited to start the school year with your presence, and we look forward to seeing returning members as well as new members!
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Parent university (district) Upcoming learning opportunities Parent link Edplan Connect Website Community Liaison IEP's

<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>IEP process Parent/Teacher conferences Parent input on IEP's Phone logs Parent participation in on ground assessments Parent Link School website</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>SIP BPIE</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>IEP Post School Data PASS Deferment programs Vocational rehabilitation Brace advisor</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>Child study Mainstream Process IEP meetings</p>

School BPIE Assessment Priority Indicators

WHISPERING PINES EXCEPTIONAL EDUCATION CENTER has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 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.