

School Best Practices for Inclusive Education (BPIE) Assessment

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

PIPER HIGH SCHOOL

District Name: Broward

MSID Number: 1901

Date Meeting Held: 4/8/2025

Initial Information

School Principal: MARIE HAUTIGAN

School Type: Senior High

FIN Trained Meeting Leader/Title: Jaime Boyett, ESE Liaison

Team Members Name/Title:

Jaime Boyett, ESE Specialist/504 Liaison, FIN Trained Meeting Leader

Holly Robison, Parent of ESE student

Kay Patterson, SAC Committee, PTA member

Damelias Cedelias, Literacy Coach

Amanee Adams, 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	Educational environment (percentage of time in general education) Behavioral Data FAA/FAST/EOC 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.	Fully	SIP plan Data Reports School Leadership Team meetings and minutes
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Jaime Boyett, ESE Specialist, 504 liaison Course Selection Handbook Scheduling with the Guidance Department
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	Feeder pattern rosters ROBO calls Special recruiting and showcase events
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	School level LRE data

<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>Fully</p>	<p>Teacher course schedules Class rosters PLC and faculty meeting attendance and minutes</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>Inventory lists Packaging lists County provided curriculum</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 News letters Job interview questions</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>Job interview questions and follow-up Job descriptions</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>Pick up/drop off locations Field trip/activities rosters</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>Fully</p>	<p>Club/organization rosters and attendance rosters Elective rosters</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Achievement awars rosters Achievement Assemblies
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	Needs assessment data PLC attendance and minutes Workshop opportunities
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	PD topics, rosters and minutes Master Schedule showing collaborative planning
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	PLC schedules District PD offerings PBIS meetings MTSS meetings
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	Master schedule Walk through notes

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	PLC meeting notes Teacher Schedules
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	CPalms District provided curriculum
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	MTSS meetings and minutes
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	PLC meetings MTSS meetings and minutes CARE cycle 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	CARE cycle data IEP data Formative and summative data
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	PBIS data Character Education programs Awards assemblies

<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>Walk through data PLC meetings Lesson Plans</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>Classroom observations Admin feedback IEP review and implementation</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 Beginning</p>	<p>Paraprofessional PD logs</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	Communication evidence between general education teachers and ESE teachers
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 Beginning	Staff interviews Evidence of accommodations provided Gen Ed teachers knowledge and implementation of IEP Ged Ed communication with parents regarding grading practices
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC Committe meetings SIP plan PTA meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Survey sample results List of resources shared and available
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Beginning	Correspondence between Ged Ed teachers and parents of SWD
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	SAC Committee minutes SIP plan
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation meetings District Support Personnel Transition Department Support

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	Matriculation meetings Training from the ESE Department
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School BPIE Assessment Priority Indicators

PIPER 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 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.
- Indicator 31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.