

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

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

**PARK RIDGE ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 1951**

**Date Meeting Held: 9/26/2025**

# Initial Information

**School Principal:** Samantha WHITEHEAD

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Cynthia Lassiter, ESE Liaison

**Team Members Name/Title:**

Samantha Whitehead, Principal

Cynthia Lassiter, ESE Specialist

Jessica Glass, Reading Coach

Donal Ricks, Reading Coach

Jennifer Snider, General Education Teacher

Shauntis Burgess, ESE Parent

## 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>	Fully	<p>Data chats are held monthly to discuss students' progress. IEP goals are adjusted to reflect students' academic functioning skills and services that are needed to meet their learning goals. RTI/MTSS meetings are held regularly to ensure students who are non-proficient are receiving appropriate interventions.</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>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Fully	<p>The school utilizes benchmark assessments, i-Ready, and progress reports to support shared decision making. The SAC meetings are held to provide family input on inclusive practices that contribute to student success.</p> <p>ESE Survey are discussed every year. Parents are given the opportunity to complete a digital survey by the Department of Education.</p>
<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>	Fully	<p>Cynthia Lassiter, ESE Specialist                      Jessica Glass, Primary Reading Coach, MTSS                      Donal Ricks, Intermediate Reading Coach, MTSS                      Lisa Delgado, Speech and Language Pathologist                      Amanda Robinson, ESE Facilitator</p>

<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>Schedules include mainstreaming of SWDs, lunch, specials, and structured PE.</p> <p>Communication with district staff, local agencies and other schools to provide support (behavioral support and through services like physical and occupational therapy) as well as consultation to ensure appropriate provisions of additional staff to meet the needs of SWD's in the school setting.</p> <p>Schoolwide positive behavior intervention systems.</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>Schoolwide schedules include lunch, structured PE, and specials to include all students. Teacher lesson plans reflect differentiated instruction and accommodations to ensure all students achieve his/her potential.</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>Our school provides a PreK program for students with specialized needs as they progress using district recommended programs to help develop students for Kindergarten. The are included with the school population as they attend specials, school events such as assemblies and/or school events.</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>General and ESE Facilitators share instruction and behavioral supports. School personnel are trained and responsible for safety and evacuation procedures. Students who are identified as Tier 2 and Tier 3 is monitored closely.</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>ESE specialist monitors the needs of students with disabilities to provide access to assistive technology equipment, differentiated text and instruction.</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>Our school uses many sources to communicate; School website faculty meeting agendas parent links Class Dojo posts and flyers.</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>Applicant interview members include teachers, support staff, and administration.</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>Field trip documentation, bus synopsis, communication with transportation department per the IEP process, appropriate staffing of bus during arrival and dismissal.</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>School field trips, after care sign up roster, clubs, school-sponsored promotion activities, flyers sent home for all school sponsored, non academic activities.</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Honor roll agendas, assemblies and grade level activities, Just Do It Award.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	PLC attendance rosters, Data chats, Planning day staff development, TDA 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	PLC attendance roster, RTI meetings, district department supports and collaboration.
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	Student individual schedule, school wide collaboration, instructional technologies, implementation of appropriate accommodations and modifications.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	PLC Team Meetings, grade level meetings twice a month, review lesson plans.

## 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	Master school schedule, class roster, lesson plans, ongoing communication between occupational therapist, physical education and art teacher to ensure needs of students are being met.
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	Differentiated Lesson plans, PLC, teacher observations and IEP goals and objectives are aligned to 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	MTSS training, RTI weekly meetings with classroom teachers and support staff, including psychologist and social worker, Social Emotional Learning, Behavior assembly.
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	PLP checklist, report cards, test scores, informal assessment data, data collection sheets, and differentiated lesson plans.
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	District and state assessments, classroom data and IEP progress reports.

<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>Schoolwide programs including anti-bullying and peace week. Grade level activities and scheduling such as the Harvest Drive, Tier 1 counseling and social worker supports.</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>Assistive Technology, Differentiated instruction in lesson plans, visual schedules, pencil grips, specialized computer software, adaptive equipment as needed and evidenced during classroom walk-throughs.</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>Provider Scheduling, Support Facilitator logs, database of student accommodations, service provider schedules (OT,PT, SLP).</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>TDA for Instructional Assistants to attend staff development activities and training flyers.</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	PLC team meeting logs, grade level meetings to ensure ongoing communication about curriculum and student needs.
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	SAC Meetings, Agenda's and attendance logs.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Invitation to SAC meetings, agenda and attendance logs.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Annual ESE Parent Survey, school website, district information shared with parents via school website, hard copy sent home, emails and parent link.
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	IEP Meetings, Parent /teacher conferences, Senate Bill 1108 Parent Input Form, Social Worker referral and parent consent and parent input is received for all FBA and PBIP updates.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	State, district and school test results are shared with staff to remediate skills and strategies for all students. Parent Link and phone calls and flyers sent home.

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation Meetings for students entering kindergarten and middle school. School tours for parents of children with disabilities.</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>Matriculation Meetings for students entering kindergarten and middle school. School tours for parents of children with disabilities.</p>

# School BPIE Assessment Priority Indicators

PARK RIDGE ELEMENTARY 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 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school 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.