

School Best Practices for Inclusive Education (BPIE) Assessment

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

BANYAN ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2001

Date Meeting Held: 9/9/2025

Initial Information

School Principal: Lisa Campolo

School Type: Elementary

FIN Trained Meeting Leader/Title: Melissa Glynn, ESE Liaison

Team Members Name/Title:

Lisa Campolo, Assistant Principal, Jennifer Harrison ASD Coach

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>	Partially Almost	<p>Inclusive Scheduling</p> <p>IEP Meetings</p> <p>RTI Meetings</p> <p>Data Chats</p> <p>Student Data Folders</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>School Improvement Plan (SIP)</p> <p>BPIE Assessment</p> <p>Data Chats</p> <p>SAC/SAF Meetings</p> <p>PLCs</p> <p>Faculty Council</p> <p>Leadership Meetings</p> <p>Team Meetings</p> <p>School Website</p> <p>Parent & Family Engagement Survey</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>School administrators, ESE Specialist, Instructional Coaches, and ASD Coach</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>ASD Program increased from K-1 to K-4</p> <p>Leadership Meetings</p> <p>Reassignment</p> <p>McKay Scholarship</p> <p>Step Up Program</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>Inclusive Class Scheduling</p> <p>Inclusive ELO</p> <p>ESE Support Facilitator and Resource Teacher schedules</p> <p>Speech-Language Pathologist Schedule</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>Lesson Plans include curriculum adaptations.</p> <p>Supports and interventions are provided through related services through two SLPs and OT.</p> <p>Supports and interventions are determined at IEP meetings.</p> <p>Developmentally appropriate behavior supports are provided by ASD Coach, District Behavior Specialist, and District Curriculum Specialist.</p> <p>PMATS monitor progress of SWD (3-5 year olds) in special education.</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 Almost</p>	<p>Faculty Meetings SAC/SAF Meetings School Newsletter "A" for all students – SWDs are everyone's responsibility. Teacher Survey Teacher/Paraprofessional Schedules</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>PLCs Technology Purchasing Intervention Materials.</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>Written/Verbal Communication Utilizing students' names rather than a label</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>Partially Beginning</p>	<p>School administrators need to formulate job interview questions that assess knowledge and beliefs of inclusive educational practices.</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>ESE Specialist and transportation liaison ensure safety of all students, including SWDs, and identify potential problem areas. Transportation liaison monitors and supervises the bus area during arrival and departures.</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 Beginning</p>	<p>SWDs participate in class field trips with same-age peers without disabilities.</p> <p>All families of SWDs receive information about all school-sponsored activities and non-academic activities.</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>Fully</p>	<p>Quarterly award ceremonies and end-of-the-year achievement parties.</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 Beginning</p>	<p>Administrators analyze data from classroom observations.</p> <p>PLCs</p> <p>Professional Development (PD) facilitated by district and school support personnel.</p> <p>Additional training is needed for new staff and ESPs.</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>Partially Almost</p>	<p>Master schedule allows for team collaborative planning time after school.</p> <p>PLCs and PDs include effective inclusive best practices.</p> <p>Strategies for effective inclusion are provided/modeled in the classroom setting utilizing the coaching cycle.</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>Instructional coaches and TIER mentors provide ongoing follow up, coaching and feedback to teachers and teams.</p> <p>District provides outside resources, such as FIN, FDLRS and CARD.</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>Partially Almost</p>	<p>The school master schedule reflects collaborative planning time for collaborative teaching teams.</p> <p>Professional Planning Days (PPD)</p> <p>PLCs</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.	Partially Beginning	<p>ESE Specialist and/or ASD Coach is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students.</p> <p>Informal meetings between special elective teachers and special education teachers occur.</p> <p>Electronic communications between special elective teachers and special education teachers occur when consultation is needed to implement strategies that support the learning of all SWD in their classes.</p>
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.	Partially Beginning	<p>Lesson plans include Florida B.E.S.T. Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.</p> <p>Special education teachers develop IEP goals and assess progress toward meeting those goals quarterly.</p>
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	<p>Weekly RTI meetings with the Collaborative Problem-Solving Team.</p> <p>Parents are provided information and invited to RTI meetings to understand tiered interventions for their child.</p>

<p>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.</p>	<p>Not Yet</p>	<p>The Resource Teacher and ESE Support Facilitator have expertise in gathering and analyzing student data and provide ongoing support in the use of formative assessment processes.</p>
<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>Partially Beginning</p>	<p>Teachers of students in self-contained settings use formative assessment and observation data to increase time SWD receive instruction in the general education classes.</p> <p>All students in self-contained settings are given instruction in natural contexts, such as the cafeteria, media center, music, recess, and physical education.</p> <p>Special education teachers are beginning to use formative assessments to monitor students progress.</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>Lesson focusing on life skills and wellness, anger management, conflict resolution, bullying prevention, and BCPS character traits are provided by the school counselor and/or media specialist.</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 Beginning</p>	<p>Lessons are presented in visual and oral formats.</p> <p>Appropriate response time is given for SWD to participate.</p> <p>Setting of the classroom environment should be age-appropriate.</p> <p>Teacher are in need of differentiated instruction training.</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 Beginning</p>	<p>Related services are provided in general education classes and natural contexts: language therapy is provided to SWDs in the classroom and in small groups.</p> <p>SWD students are scheduled first when developing the master schedule.</p> <p>Teacher evaluation system.</p> <p>ESE Support Facilitator provides specialized instruction according to the IEP.</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>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</p> <p>Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts.</p> <p>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	<p>Special education teachers are active members in their grade level team.</p> <p>PLCs and PPD</p> <p>Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.</p> <p>All team members receive minutes of team meetings and have input into decisions when not available to attend in person.</p>
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	<p>Grade level team planning after school once a week.</p> <p>Teacher lesson plans show collaborative planning.</p> <p>Classroom walkthroughs.</p> <p>Teachers share roles/responsibilities.</p>
29. Family members of SWD are contributing members of school decision-making groups.	Fully	<p>Active members of the PTA</p> <p>ESE Parent Representative on the School Advisory Committee (SAC)</p> <p>Parent and Family Engagement Survey</p>

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>Parent and Family Engagement Survey School Climate Survey ESE Meetings School Newsletter School Website Family Nights Multiple Language Flyers distributed</p>
<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>School Newsletter Parent meetings/conferences Class Dojo Parent Input Forms Progress Reports</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>Parent survey results along with SIP outcomes are shared multiples times per year.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Beginning</p>	<p>Review and analyze data to develop IEPs, RTI, interventions and 504 plans.</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</p> <p>RTI Meetings</p> <p>504s</p> <p>Articulation</p> <p>Incoming 6th grade orientation at neighborhood schools.</p> <p>Extended School Year opportunity and transportation.</p>
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School BPIE Assessment Priority Indicators

BANYAN 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 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 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.