

School Best Practices for Inclusive Education (BPIE) Assessment

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

BAIR MIDDLE SCHOOL

District Name: Broward

MSID Number: 2611

Date Meeting Held: 9/16/2025

Initial Information

School Principal: Steven Williams

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Courtney Kraus , Special Education Team Leader

Team Members Name/Title:

Steven Williams- Principal

Lynnette Lendick- ESE Assistant Principal

Courtney Kraus - ESE Specialist

Kahane Williams- Guidance Director

Tamara Florence- Literacy Coach

Joseph Stubbs- Math 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>Data from State assessments and Alternative assessments. Class placement through scheduling Support facilitator-student data chats/logs Progress reports on IEP goals</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 SIP Plan SAC Committee meetings</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>	Partially Almost	<p>Mrs. Lynnette Lendick, Assistant Principal ESE Ms. Courtney Kraus, ESE Specialist Ms. Monique Alexander, 504 Liaison Mrs. Kahane Williams and Ms. Courtney Kraus, RtI Coordinators</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>E-mails reflecting a continuing conversation with the district to provide support through services (behavioral, occupational, physical, speech/language) as well as adequate staffing to meet the needs of our SWD population. Hospital Home bound e-mails and documentations. Parent notifications, e-mails, phone calls.</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>Schedules reflect appropriate general education classes, services met using current IEP Teachers are given IEP and accommodations to assist with core academics. Speech and Language Pathologist, Occupational Therapist, Behavior Counselor are assigned natural settings to give their 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>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 Almost</p>	<p>School administrators communicate expectations to all school personnel for shared responsibilities for all students to include SWD. To include new staff. Staff development session, Professional development communities, PLC, modeling strategies via department coaches. Feedback with teacher, parent, and student surveys. Mini Assessments (Bair Check) common formative assessment. School personnel receives continuous training for safety and evacuation procedures for SWD.</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 monitors the idea ficial funding request for the needs of all SWD (paraprofessional, teacher assistants) access instructional materials, Speech/Language assessment testing materials. ESE Specialist will monitor the need for equipment such as hoyer lifts, batteries, assistive Technology equipment, test material to include single-sided printed material for the FAA.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>Administrators will provide faculty and staff with information pertaining to first language services and resources. Administrators will provide family/stakeholders with resources via school website.</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>Review of applicants qualifications, employment history, certificates, experience, knowledge, and ability to understand the need for adaptability with our SWD population will be addressed through interview questions and a through reference check.</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>Partially Almost</p>	<p>Mr. Stubbs transportation liaison monitors arrivals/departure of all buses to ensue safety of all students. School security monitors, ESE Specialist, administration oversee bus procedures of all students to include SWD. Transportation request/acceptance. Documentation for all off campus activities.</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>Meet with club sponsors and coaches to ensure guidelines include recruiting SWD students. Include SWD in all school wide award assemblies, SEL activities, and off campus field trips Use surveys, rooster sign in sheets to monitor participation.</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>Honor Roll/Attendance Ceremonies.</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>Administration, Department Coaches, ESE Specialist will attend district and online trainings. They will meet with staff and support facilitators to disseminate training information. Conduct school site training with staff. ESE Specialist will attend the monthly ESE Specialist meetings. Analyze SWD data during school wide data chats. ESE Specialist will meet with support facilitators for classroom feedback, behavior observation (FBA/BIP) conduct follow up with guidance counselors with students placed in RTI.</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>Field trips off campus, afterschool activities (flag football, dance, step, track and field, basketball events) student government, MTL program.</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>ESE Specialist Ms. Kraus, ESE AP Mrs. Lendick, Literacy Coach Dr. Florence, Math Coach Mr. Stubbs will coordinate/facilitate provision of technical assistance for staff and collaborative teams such as in class modeling, classroom demonstration of instructional strategies. Support facilitators will have training on completing facilitation logs. Quarterly professional development calendar will contain technology trainings available to all staff, support personnel.</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>Administration will factor in common planning for teachers to ensure all teachers are allowed time for collaboration with their departments. Department Heads will meet in monthly PD's to include ESE to plan, discuss grade level and or subject area concerns, interventions, and strategies. Meeting logs, sign in sheets will be used as evidence of collaboration sessions.</p>
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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 support facilitators will observe, advise and review accommodations with Gen Ed teachers, serving appropriate support for all SWD in class. Physical therapist and occupational therapist will provide guidance for SWD who require adaptive devices to be successful in the general education class. Elective teachers will collaborate with the support facilitators solicit feedback on instructional accommodations provided.
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	IEP's reflect obtainable goals and objectives, teachers lesson plans include accommodations for SWD according to their IEP's.
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	There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.

<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>Partially Almost</p>	<p>All SWDs have access to the same multi-tiered interventions as those without disabilities. School has designated personnel (support facilitators) with expertise in gathering and analyzing student data who 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>Fully</p>	<p>FSAA/FSA assessment results are analyzed to gather gains of goals and objectives as well as level growth as described by the Department of Education. Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and school store.</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>Partially Almost</p>	<p>School has anti bullying policy as well as peer counseling, family counselor, and guidance meeting with student grade level counselor. Guidance along with ESE specialist have meeting to discuss self advocacy an self determination with targeted students</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>Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software. Teachers involve students with disabilities by regularly using instructional strategies that support more complex higher order thinking. ESE Specialist will monitor the use of students switch units, available laptop units. SVE teachers will create visual schedules make room wheelchair accessible.</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>ESE specialist will articulate different ways to deliver special education services in the general education setting. Relayed service providers will give schedule of time and days to teachers for services to students. When developing the school's master schedule, SWDs are scheduled first. Support Facilitators will provide teachers with list of students from their class and a schedule of when the push in/pull out.</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>School administrators and ESE Specialist encourages paraprofessionals, support facilitators, general education teachers to attend a variety of PD's relative to their work assignment offered by the district.</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	Support Facilitators collaborate with general education teachers to share and implement instructional decisions made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support 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.	Partially Almost	Support facilitators collaborate with all grade level teachers, during planning, PD's, PLC's (math + reading), grade level RTi meetings. ESE Specialist conduct faculty PD on IEP's accommodations, enter tier 1 and 2 strategies and or interventions in FOCUS. General education teachers will receive flyers to attend ESE trainings.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School recruits parents of SWD to join SIP, PTA, S.A.C , as well as volunteer to be chaperones on field trips. Monitored via parent rooster of PTA, volunteer request and package submission. We have SWD parent as well as an ESOL parent on our advisory committee.

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Almost</p>	<p>Annual ESEpParent survey results. Monthly school newsletter disseminated to parents via email. All updates posted on our school website.</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>All parents/guardians are invited, encouraged and welcome to attend/participate in any RTi and IEP meetings related to their child/children. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.</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>Via our stakeholders survey, our stakeholders demonstrate a clear understanding of our inclusive practices for our SWD's. Our schoolwide SIP also identifies these practices and are shared with all stakeholders as well as parents.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>We have established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. Transitional goals are created for matriculation from middle school to high school. Guidance department introduces Florida Choices to parents of matriculating students.</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>Scheduled transition IEP meetings for students entering high school and matriculating from elementary schools. Records of school tours for individual parents of children with disabilities. Consultation with parent and student advocates.</p>
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School BPIE Assessment Priority Indicators

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