

School Best Practices for Inclusive Education (BPIE) Assessment

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

TAMARAC ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2621

Date Meeting Held: 5/30/2025

Initial Information

School Principal: Rebecca Feis

School Type: Elementary

FIN Trained Meeting Leader/Title: Rebecca Feis, ASD Coach

Team Members Name/Title:

Tanya Bodden-Reid- ESE Specialist

Richard Garrick- Principal

Heather Elliot- General Education Teacher

Jeraldyn German- Literacy Coach

Chimere Wright-Math Coach

Carrol Johnson- General Education Teacher

Kristen Dorman- Assistant Principal

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	Data Chats are held with ASD teachers from the intensive setting as well as general education teachers that have SWDs in their classrooms. Adjustments to services and settings are made based on data from academic reports and data from observations.
<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>Input from stakeholders during SAC meetings, home surveys, interviews, and collaboration are reviewed and implemented to improve on short and long term goals.</p> <p>Once every three years the school takes part in completing the SBPIE and developing short and long term goals which are available to our parents.</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>Mrs. Rebecca Feis- Autism Coach, Inclusion Champion Mrs. Tanya Bodden-Reid- ESE Specialist</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>	Fully	The school provides services for speech and language, occupational therapy, and physical therapy, services for students that are in pre-k, and ASD special program services.

<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>Partially Almost</p>	<p>Collaboration logs between service providers and teachers and indication on IEP.</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>Collaboration logs between service providers and teachers and indication on IEP.</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>Staff training, PLCs , and throughout staff meetings.</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>Resources on Clever such as RethinkEd, Suite 360, I-ready, Scholastic , etc.</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 Beginning</p>	<p>Staff trainings, meetings, and School improvement Plan</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>Roster for personnel interviews</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 and transportation documentation</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.	Fully	Recess, assemblies, transitions, lunch, school events and gatherings.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Participation in Honor Roll assemblies, recognition on Morning announcements for awards and kids of character.
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	Sign in sheets for Professional development and PLCs, Agendas from staff meetings, etc.
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.	Partially Almost	Master schedules, Planning sheets, IEPs, sign in sheets for PD.
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	Inclusive scheduling, trainings, meetings, consultations, collaborations,etc.
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	Collaboration/ Consultation logs, lesson plans, conferences, data chats, staff meetings, etc.

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	Specials teachers (PE, Music, and Media) all collaborate with special education teachers to provide accommodations and activities among general education peers.
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 Almost	Lesson plans, team meetings, curriculum maps, etc.
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	RTI notes, meetings, tier 2 behavior plans, and RTI schedule
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.	Partially Almost	FAST/ STAR assessments, I-ready diagnostics, tier 2 and tier 3 RTI data, and Beginning of the year assessments.
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.	Partially Almost	Beginning of the year data, RTI tier 2 and 3 data, STAR/FAST data.

<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>Support groups for various deficits such as anger management and anxiety, in class social emotional learning, school wide zones of regulation implementation, school wide behavior plan.</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 provide students with various accommodations and modifications to ensure curriculum is accessible to every student, Technology, fidgets, headphones, modified curriculum, teacher supports, etc.</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>IEPs , inclusive master scheduling, co-teaching, consultation and collaborations.</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 schedules, interviews, emails, and staff meetings.</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	Team meetings with rosters and verification, staff meetings, team planning, inclusion in special events, assemblies, and field trips, etc.
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	Collaborative meetings and consultations, and staff meetings.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	SAC meetings and collaboration throughout the school year.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Information is provided via Class Dojo, e-mail, flyers, parent links, information is also presented in Spanish and Creole.
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 Almost	IEPs, collaboration through phone calls, Class Dojo, parent surveys, etc.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	School Improvement Plan, website, Open Houser Activities
33. The school uses a person-centered planning process for SWD.	Fully	IEP (goals, PLPs), SAC meetings, Inclusive Scheduling

<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>Matriculation meetings are held for Pre-K students entering kindergarten and 5th grade students entering middle school, ESE scheduling, Middle school and feeder school contacts, etc.</p>
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School BPIE Assessment Priority Indicators

TAMARAC 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 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.
- Indicator 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- Indicator 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.