

School Best Practices for Inclusive Education (BPIE) Assessment

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

PINEWOOD ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2811

Date Meeting Held: 5/30/2025

Initial Information

School Principal: JOSIANNE VALME

School Type: Elementary

FIN Trained Meeting Leader/Title: Shavonne Brown-O'Meally, Speech -Language Pathologist

Team Members Name/Title:

School Principal: Josianne Valme

Assistant School Principal : Peter Policastro

FIN Trained /Title : Shavonne Brown - O'Meally M.S., CCC-SLP

Team Members /Title:

Shavonne Brown-O'Meally M.S., CCC-SLP FIN

Jasmine Walker - ELA Coach

Karen Balfour-Tutein- Science Coach / Teacher

Marjorie Gomez - Instructional Support

Sifnide Belizaire- Math Coach

Judy Mobley - 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>RTI/MTSS information in FOCUS</p> <p>Documentation of routine RTI/MTSS meetings</p> <p>Data Chat</p> <p>Progress Monitoring Reports</p> <p>Annual IEP Meetings</p> <p>PD and PLC Documentation</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>	Partially Almost	<p>Participation in schoolwide activities for SWDs with Gen Ed population</p> <p>Inclusive specials</p> <p>ESE Parent Survey</p> <p>Inclusive lunch and recess</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 Beginning	<p>Designated Instructional Team Member as the Inclusion Champion</p> <p>District monitoring tool with documentation of all student progress (FOCUS, Accelify)</p> <p>Principal's roles and responsibilities and weekly meeting</p> <p>MTSS/RTI Meetings and Data chat notes</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>Administration and Leadership team closely monitor students participation and ensure access to the appropriate services</p> <p>Pinewoods Master schedule indicating SWD and General Education students have equal access to instructional opportunities (i.e. specials , extracurricular activities, field tris, etc.)</p> <p>Special Olympics Program</p> <p>Award recognition program/events (e.g. Kids with Character) for SWD and Gen Ed. Students</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>FOCUS scheduling</p> <p>Master Schedule (lunch, recess & specials)</p> <p>ELO and extra curricular activities schedules</p> <p>Field trip documentation</p> <p>After school childcare (YMCA, Pinewood Aftercare)</p> <p>Field Day activities</p> <p>Special Olympics (YAP)</p> <p>Support Services Schedule (i.e. Instructional facilitator, occupational therapist, resource teachers, physical therapist, in-person speech services)</p> <p>State and District Testing</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>Child outcome summary</p> <p>IEP annual goals and meeting minutes</p> <p>Data monitoring for Developmentally Delayed Students</p> <p>VPK curriculum</p> <p>Specialized PreK curriculum</p> <p>Intensive PreK curriculum</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>Staff weekly newsletter- Panther Gazette</p> <p>Faculty and PD meeting agendas</p> <p>Meeting notes with the school nurse and district health personnel</p> <p>Instructional support 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>Fully</p>	<p>Pinewood's Master schedule reflects Grade level and Teachers' common planning</p> <p>Campus access to supplemental materials and assistive technologies</p> <p>Paraprofessional schedules and zone monitoring expectations</p> <p>Support facilitator schedules</p> <p>Service Provider schedules</p> <p>Administrator surveys the staff (i.e. Mid-year check-in, End of Year survey, School wide positive behavior survey)</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>Bilingual teacher assistants support both SWD and Gen Ed students</p> <p>Provide written information (e.g. meeting notices) in multiple languages- English, Spanish, Haitian Creole, etc.</p> <p>Translators used in IEP and student focused meetings</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>Interview based questions (i.e. Review of past work experiences, ability to differentiate information, general knowledge of SWD etc.)</p> <p>Questions for ESE teachers and providers focus on inclusion evidence based practices (e.g. What are some ways you can create a inclusive learning experience in a General Education classroom)</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>Assigned Bus Monitors and Assistants who assist with bus procedures</p> <p>Arrival & Dismissal procedures for SWD and Gen Ed students</p> <p>Bus schedule</p> <p>Field trip attendance logs</p> <p>Bus synopsis and hallway map</p> <p>ESE Specialist request for transportation for SWD to ensure safety procedures are adhered to</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>After school club attendance Field day schedules Field trip attendance Musical performances (holiday show & season concerts) 'Real Man Read' event Character Parade Box Top participation Literacy Week Events Kahoot Challenge</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 & award ceremonies recipient list 5000 Male Role Model participants list Morning Announcements recognition Accelerated reader awards list</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>PD Thursdays Data Chat schedule Student specific visual support School Improvement Plan Leadership Team Classroom visit log Educator's self-growth assessment</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 Beginning</p>	<p>Faculty Meeting agenda & sign in sheet TIER meeting coach rosters & coaching logs RTI/MTSS meetings & notes PD schedules & Sign In sheets</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 Beginning</p>	<p>Designated staff member serving as an-Inclusion champion ESE District support log Content coaches Push-in & walk-thru Administration Walk-thru</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>School Master Schedule PD Schedule & Meeting Notes Faculty meeting agenda, sign in sheets & minutes Leadership team classroom visit log</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.	Fully	<p>Speech Therapist, Physical therapist, & Occupational meetings</p> <p>Master schedule</p> <p>Media Specialist use of amplification technology</p> <p>PE & Music students' using adaptive technology</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 Almost	<p>Teacher lesson plans documenting use of Unique curriculum and access points</p> <p>IEP Meetings reviewing PLP, Goals, Placement, Services, etc.</p> <p>Support Facilitation</p> <p>Small group instruction during classroom lessons</p>

<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.</p>	<p>Fully</p>	<p>HOT Lab - FOCUS tutorials for MTSS components</p> <p>MTSS and RTI documentation in FOCUS</p> <p>MTSS training roster & sign in sheet</p> <p>Schoolwide Positive Behavior Plan</p> <p>MTSS Weekly Meetings</p> <p>Parent /Teacher conferences</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>Fully</p>	<p>MTSS/ RTI meeting notes in FOCUS</p> <p>Documented use of FBA tools (e.g. graphs, anecdotal records, etc.)</p> <p>Implementation of classroom behavior plans</p> <p>Counseling notes on FOCUS</p> <p>Tracking of School Wide Data</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>Individualized Education Plans (IEP)</p> <p>Related documents on FOCUS</p> <p>Quarterly progress reports</p> <p>Data collection and monitoring tools (e.g. graphs & anecdotal records, etc.)</p> <p>MTSS/RTI documentation on FOCUS</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>Student positive behavior incentives (i.e. After school clubs)</p> <p>School Counseling Plan (i.e. student meetings, small support groups)</p> <p>Character Education</p> <p>Morning Announcements</p> <p>Bullying staff training</p> <p>Mental Health training for staff</p> <p>Safety Patrol program</p> <p>FAST Level -Up events</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>Fully</p>	<p>Faculty Meetings & Sign In Sheets</p> <p>Lesson plans documenting use of ACCESS points, assistive technology, and other technological devices</p> <p>Leadership team classroom visit logs</p> <p>Speech, Physical Therapy and Occupational Therapy IEP meetings to discuss PLP, service times, accommodations, 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>Fully</p>	<p>Pinewood Elementary's master schedule</p> <p>IEPs documented on FOCUS</p> <p>Different modals used by specials teachers (i.e. assistive devices, visual, etc.)</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.	Partially Almost	Paraprofessional schedules Meeting agendas, sign-in sheets and minutes
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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 rosters & PD sign in sheets and minutes IEP meeting participation Grade Level/ Team collaboration Parent Conferences
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	Master schedule Team rosters Support facilitation schedule Service providers schedule Classroom visits and coaching logs Teacher lesson plans
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC composition report Title 1 meeting
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Annual BCPS customer service survey List of resources on the school website Parent Curriculum events (flyers, agenda, sign-in sheets) List of parent volunteers

<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>IEP Meetings Quarterly Progress Reports Parent-Teacher Conferences School website Student planner Parent Communication Apps</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>Inclusion expectations included in Welcome Back presentation for staff Parent Open House meeting presentation Testing Meeting Parent Conference Night Family Subject Content Nights</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation Meetings schedules Articulation cards Kindergarten & Middle School matriculation events /Open House schedules</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 schedules and notes</p> <p>IEP Meeting with New school</p> <p>Matriculation cards</p> <p>Kindergarten & Middle School Open House schedules</p> <p>Team collaboration to review student placement</p>
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School BPIE Assessment Priority Indicators

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