School Best Practices for Inclusive Education (BPIE) Assessment

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

MARJORY STONEMAN DOUGLAS HS

District Name: Broward

MSID Number: 3011

Date Meeting Held: 6/3/2025

Initial Information

School Principal: Jay Milmed

School Type: Senior High

FIN Trained Meeting Leader/Title: Jessica Decarlo, ESE Liaison

Team Members Name/Title:
Jessica Decarlo - ESE Specialist
Jay Milmed - Assistant Principal
Jennifer Diveronica Support Facilitator
Gail Saltzman - SVE teacher
Patty Thompson - ESE Parent
Gabby Prochilo - Literacy Coach
Elisa Williamson - Gen Ed Teacher
Jessica Mcbride - School Psychologist

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
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.	Partially Almost	Focus data
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. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Partially Almost	SIP Plan
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Jessica DeCarlo-ESE Specialist/LEA Representative
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.	Fully	Focus reports
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.	Partially Almost	Focus

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. *schools with Pre-K programs only	No Pre-K	
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.	Fully	Teacher schedules
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Orders are placed as needed for materials for ESE classrooms, swd given access to Learning Ally, consult with district to ensure students have appropriate A/T and access to supplemental materials approved by district
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Staff has been trained and is using person first language
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.	Fully	Interview questions include questions related to Differentiated instruction, behavior management in the classroom

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.	Fully	District transportation is used daily to transport ESE students. ESE specialist consults with district transportation liaison and transportation router Administration is assigned to supervise bus arrival and dismissal and communicates with transportation department as needed.
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.	Partially Almost	Our SWD are included in all school activities including but not limited to field trips, prom, graduation, Grad Bash, pep rallies, sporting events, dances, Homecoming, and grade level assemblies
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	SWD are recognized at Senior Awards Night, Underclass Awards Night. Recognized for academics accomplishments including cords for graduation. Recognized for perfect attendance. list of honorees and award recipients
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	PD related to SWD is encouraged. ESE staff communicate with gen-ed teachers prior to start of school to review how to access accommodations, support, 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	Modifications to curriculum provided to our students who in in gen ed and instructed on Access Points. Differentiated instruction is expected. Assistive technology is available to students who have that as a special consideration on their IEP. AAC devices are used for students per IEP
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	PLC's meet to discuss curriculum, data, concerns, best practices.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Beginning	Teachers in SVE program collaborate with planning, curriculum, etc. Lesson plans are submitted annually to administration.

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	Teacher schedules, All teachers have access to Support Facilitators and ESE Specialist to ask questions, get support, etc. SVE teachers assists in general education electives as needed (for example modifying test in culinary arts). Occupational Therapist consults with teachers weekly/monthly regarding student needs.
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	Lessons Plans
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.	Fully	minutes of MTSS meetings, schoolwide behavior plan, FBA documents.
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	MTSS meeting minutes, data collected by SF from gened ed teachers

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	MTSS meeting minutes, Data are used to drive placement, goals, progress, FBA/PBIPs, adjust instructional needs, etc. SWD are included in LRE
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.	Fully	Conflict Mediation as needed Peer Counseling Community Service projects Community Service encouraged through clubs Academic support offered through afterschool tutoring program NHS and Math NHS offer academic support after school Best Buddies Saturday academic camps
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	Lessons are differentiated to meet student needs. Many students have accommodations to allow for extra time to process and respond orally and to written information. Students in SVE classrooms use visual schedules. Classrooms accommodate students with limited mobility, concerns with weight (larger chair and table) Students in SVE use choice boards

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.	Partially Almost	Master schedule, services per IEP's, student schedules, classroom observations
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.	Fully	Available trainings sent by email Monthly meetings with paraprofessionals Paraprofressional attendance at IEP meetings as determined appropriate

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	Special education teachers collaborate with general education teachers but are not active members of the subject specific departments.
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	Master schedule, lesson plans,Support Facilitators collaborate with general education teachers to ensure student needs are being met. Accommodations are discussed and/or clarified with teachers as needed.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parents of SWDs are active members of our school advisory committee. They are encouraged to be active and have input in our (SIP) school improvement plan. Parents of SWDs are involved in our Band program, athletics, clubs, etc. Parent participation in IEP meetings.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Transition resources emailed with meeting notice to ESE parents and to parents at all IEP meetings, provide resources in languages other than English as available, send district transition meeting schedule to parents of SWD.

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	meeting notes, phone logs, planning documents, Parent input at IEP/re-evaluation meetings Parents included in RtI meetings Parent Teacher Conferences Parent link (calls, emails) Contacts documented in focus
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	Annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.
33. The school uses a person-centered planning process for SWD.	Fully	Support Facilitator for every SWD student Matriculation meetings Presentations at feeder middle schools School Tours Freshman Invasion Fly Like an Eagle Community Agencies Post Secondary options such as: Project Wow, Project Search, College Living Experience Consult with Vocational Rehabilitation
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).	Fully	district and school matriculation plans, procedures and policies. Consult among grade level support facilitators Tours of school Freshman invasion Fly Like an Eagle

School BPIE Assessment Priority Indicators

MARJORY STONEMAN DOUGLAS HS 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 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

- 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.