

School Best Practices for Inclusive Education (BPIE) Assessment

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

CROSS CREEK SCHOOL

District Name: Broward

MSID Number: 3222

Date Meeting Held: 4/23/2025

Initial Information

School Principal: COLLEEN STEARN

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Sarah Samuels, ESE Specialist

Team Members Name/Title:

Colleen Stearn: Principal

Sarah Samuels: ESE Teacher/ESE Specialist

Kristopher Butler: Behavior Specialist

Alicia Jaramillo: Guidance Counselor

Roxanne Rock: Paraprofessional & Parent

Michael Brennan: Teacher

Clevonne Davis: School Resource Officer

Chanel Johnson: Parent

Ireysha Morrison: Teacher

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
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<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>	<p>Partially Beginning</p>	<p>We are an ESE Separate Day School and our students are 100% removed from the general education setting. We have no general education students on our campus and parents must provide written consent annually for their students to be in our placement. Teachers, for the most part, are dually certified in general education content area and in ESE. We have a few students who part-time mainstream for a class or two daily at their boundaried typical middle or high school. Students are continuously discussed in team meetings, at leadership meetings, and in Collaborative Problem Solving Team meetings to determine their readiness for mainstreaming back to a general education setting part-time and then having their placement changed to go back to a traditional general education school setting with some special education services, related services, and accommodations in place. For the 2024-25 school year, Cross Creek averaged about 85 students in grades K-12 and we had 3 students who were able to mainstream part-time. For the upcoming 2025-26 school year, one of our part-time mainstream students will go back to her home high school full time, one will have his percentage of time at his home high school increased, and an additional student will start part-time mainstreaming for 1 class block per day. One of our students who mainstreamed part-time in the 2025-26 school year had some setbacks and his IEP team determined that returning to full-time at the ESE Center was appropriate to meet his needs at this time.</p>
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<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>	<p>Partially Almost</p>	<p>Our school's goal from the last BPIE was to focus on indicator 9 "School administrators communicate expectations for all school personnel to use person first language in all written and verbal communication." This was communicated annually in a faculty meeting during the week of pre-planning through training by administration and the ESE Specialist. Each month at monthly faculty meetings (first Friday morning of each month), reminders of this expectation as well as helpful tips and things to avoid are reviewed. All written communication that is distributed within the school and out to parents and the community from the school are proof-read and reviewed to verify that person-first language is utilized. The BPIE and its goals are also presented and reviewed annually by the school's SAC committee at the March or April meetings. Triennially, when a new BPIE assessment is due, the SAC committee members participate in this process.</p>
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<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>	<p>Not Yet</p>	<p>The school does have an identified Inclusion Champion who is the BPIE facilitator. Because we are an ESE Center school with 0% general education students there are limited "inclusive practices". The school's Inclusion Champion is on the leadership team and works closely with administration and the middle and high school level teams on campus to monitor how our part-time mainstreamed students are doing and to discuss any additional student who may be ready to start part-time mainstreaming. The current Inclusion Champion is our ESE Specialist, SAC Chair, and Middle School team Leader, Sarah Samuels. She can be reached via email at sarah.samuels@browardschools.com</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>Not Yet</p>	<p>N/A-- We are an ESE Center School serving students with Emotional/Behavioral Disabilities and related challenges. There are two EBD Separate Day Schools in Broward County and students whose IEP teams determine are in need of this most restrictive environment, are placed in one or the other EBD Center based on their address/geographic location. Parent choice options for students who have an IEP with placement at an EBD Separate Day School are limited to the 2 available schools able to provide this placement within the district.</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>Not Yet</p>	<p>We are an ESE Separate Day School. With the exception of a few students annually who mainstream part-time at their home middle or high school, the majority of our students are 100% removed from the general education setting and have no interaction with general education peers during the school day.</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>Not Yet</p>	<p>We are an ESE Separate Day School. While all of our students are exposed to/taught on their grade level standards, we do not have any general education students on our campus.</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>Not Yet</p>	<p>We are an ESE Separate Day School. While all of our students are exposed to/taught on their grade level standards, we do not have any general education students on our campus.</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>Our school's goal from the last BPIE was to focus on indicator 9 "School administrators communicate expectations for all school personnel to use person first language in all written and verbal communication." This was communicated annually in a faculty meeting during the week of pre-planning through training by administration and the ESE Specialist. Each month at monthly faculty meetings (first Friday morning of each month), reminders of this expectation as well as helpful tips and things to avoid are reviewed. All written communication that is distributed within the school and out to parents and the community from the school are proof-read and reviewed to verify that person-first language is utilized. The BPIE and its goals are also presented and reviewed annually by the school's SAC committee at the March or April meetings. Triennially, when a new BPIE assessment is due, the SAC committee members participate in this process.</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>Not Yet</p>	<p>We are an ESE Center school. Faculty and staff who interview to work here are applying to work at a school where students are 100% removed from the general education environment.</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>Not Yet</p>	<p>We are an ESE Separate Day School. All students are SWDs and all students require specialized transportation.</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>All students are students with disabilities and all of our students have the same opportunities 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>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>All students are students with disabilities and all students are given equal consideration for recognition through honors, awards and other designations offered by the school.</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>Not Yet</p>	<p>We are an ESE Center School and do not have any general education students on our campus. Faculty and staff are provided with ongoing professional learning, technical assistance, and support regarding meeting the needs of students with disabilities with a focus on mental health, emotional issues, and behavioral issues.</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>We are an ESE Separate Day School and have no general education students on our campus. Teachers and clinical staff (counselors/therapists, psychiatrist, psychologist, social workers) are trained in the school's process to consider whether students are ready and able to be mainstreamed part-time at their traditional home school.</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>We are an ESE Separate Day School and have no general education students on our campus. Teachers and clinical staff (counselors/therapists, psychiatrist, psychologist, social workers) are trained in the school's process to consider whether students are ready and able to be mainstreamed part-time at their traditional home school.</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>Not Yet</p>	<p>We are an ESE Separate Day School and have no general education students on our campus. All students are SWDs. All classes for all subjects are special education classes/specialized instruction.</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	<p>Partially Beginning</p>	<p>We are an ESE Separate Day School and have no general education students on our campus. Elective teachers and content area teachers who come to teach at our school and have less experience/knowledge about students with disabilities, do collaborate/consult with our more seasoned ESE teachers and support staff in order to ensure they are implementing accommodations and supporting the needs of our student population.</p>
<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.</p>	<p>Fully</p>	<p>All students are taught using the state standards for their grade level as a basis/starting point. Teachers use scaffolding, supplemental texts and materials, real-life/functional examples and hands-on projects, and guided practice in order to meet students where they are and fill the foundational level gaps as they expose students to the grade level standards. We have about six students on our campus who are working on the access points to the state standards on their grade level and are assessed using the Florida Alternate Assessment.</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>Partially Almost</p>	<p>Our school has a Literacy Coach who also serves as the school's MTSS Coordinator. She works closely with classroom teachers to ensure that tier 2 and tier 3 interventions are in place for students who need them and continuously analyzes student data to monitor progress and adjust groupings and interventions as needed. Select teachers, support staff, and school administration make up the school's Academic Team. This team meets monthly to review student data trends and develop plans to address any new or changing trends identified.</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>Partially Beginning</p>	<p>The Assistant Principal and members of the Academic Team meet with all teachers a minimum of once per semester and more frequently as needed for data chats. In these meetings, student academic data, behavioral data, lesson plans, rubrics, etc. are reviewed and feedback is provided to the teachers to support their growth and improvement in meeting the many needs of our students. Additionally, each grade level team (Elementary, Middle, and High) meets weekly with their Team Leader, Behavior Specialist and support staff to discuss individual student concerns and develop action steps to address the concerns.</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>The Assistant Principal and members of the Academic and Support teams meet with all teachers a minimum of once per semester and more frequently as needed for data chats. In these meetings, student formative assessment data, academic data, behavioral data, lesson plans, rubrics, etc. are reviewed and feedback is provided to the teachers to support their growth and improvement in meeting the many needs of our students. Additionally, each grade level team (Elementary, Middle, and High) meets weekly with their Team Leader, Behavior Specialist and support staff to discuss individual student concerns and develop action steps to address the concerns. All teachers have received training on use of the district's formative assessment tools such as Performance Matters and Mastery Connect.</p>
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<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>As an ESE Center that serves students with Emotional/Behavioral Disabilities and related issues, due to the mental health, psychiatric, and behavior needs of our students, each student at our school has an ESE Counselor/Therapist assigned to them who sees them, based on their IEP, for weekly group and individual counseling as well as on-call as needed throughout the day/week. In addition to students' specific IEP goals, our counselors focus heavily on providing direct instruction, guided practice, and ongoing support in social skills, conflict mediation, problem solving, coping skills, emotional regulation, relationship/friendship building skills, and self advocacy. Classroom teachers provide instruction and planned activities to support the district's monthly featured character trait. A student from each grade level (elementary, middle, and high) who exemplifies the targeted trait each month is selected by staff and celebrated with a certificate and their picture on the Kids of Character bulletin board in our front office.</p>
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<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>As an ESE Separate Day School, all of our students are students with disabilities who have IEPs in place providing them with specialized instruction, ESE services, related services, accommodations (and modifications for students working on the Access Points to the state standards), and supplemental aids/services. Students participate in small group instruction for 100% of their day for all classes/subjects. Teachers are dually certified as ESE teachers and in there general education subject areas as applicable. Within their small groups, students come to us with a variety of levels of mastery of the grade level standards and a wide variety of reading, writing, and math abilities. Teachers and paraprofessionals work closely together to scaffold their instruction, provide a variety of supplemental materials and manipulatives, and develop lesson plans that allow all students to access and participate in the instruction.</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>Not Yet</p>	<p>We are an ESE Separate Day School. There are no general education students/classes on our campus.</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>We are an ESE Separate Day School and do not have an general education classes on our campus. Our paraprofessionals receive ongoing professional learning throughout the school year both through regularly scheduled monthly meets/trainings as well as as needed based on the enrollment of new students or new situations that arise with existing students, etc.</p>
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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.	Partially Beginning	We are an ESE Separate Day School and do not have any general education curriculum teams on our campus. Our teachers are on teams based on the grade level of the students who they teach. Grade level teams meet weekly to discuss academic and behavioral needs of students and to plan activities, projects, and thematic units for students throughout the year.
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.	Not Yet	We are an ESE Separate Day School and do not have any general education students or classes on our campus. All of our students are SWDs and all of our teachers are ESE teachers.

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Partially Almost</p>	<p>As an ESE Separate Day School with less than 100 students in grades k-12 (currently we have approximately 85 students), we do not have a PTA, boosters for sports/band/clubs, annual festivals, etc. We do, as required, have monthly SAC and SAF meetings which provide parents and community members, as well as staff, the opportunity to participate in decision making and to stay abreast of school happenings and plans. We have the required membership of a parent serving as our SAF chair and also have a parent member of our SAC committee. The SAC and SAF members actively participate in the School Improvement Planning cycle each year, looking at school assessment data, determining goals, monitoring progress towards the goals and then monitoring whether goals have been met. Parents/guardians are invited and encouraged annually to come out to participate in programs such as Open House, Winter Concert, Spring Concert, Graduation, and Moving Up Ceremonies for 5th and 8th graders. Our parents/guardians, of course are ALWAYS invited to student IEP meetings and any requests by teachers or parents/guardians for conferences either in person or by video or phone are always granted.</p>
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<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Beginning</p>	<p>ESE Counselors/Therapists and the School Social Worker continuously provide a myriad of resources and community agency connections to our families based on student data/current functioning. Referrals are completed to provide families with outside/in-home counseling, Applied Behavior Analysis services, social services such as assisting with applications for Medicaid, Agency for Persons with Disabilities, the Housing Authority, Food Stamps, Vocational Rehabilitation, etc.</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>Parent/guardians and families are included in all aspects of their SWD's education and planning. Every IEP includes parent input, every FBA includes interviewing the parent, every psychological evaluation includes a parent interview, every psychosocial evaluation includes a parent interview, every psychiatric evaluation as part of the referral process to consider EBD Center placement includes a parent interview. Additionally, parent input is sought when developing individual student contracts with students regarding school attendance or behaviors.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Not Yet</p>	<p>Because we are an ESE Separate Day School and our students are 100% removed from the general education setting and their general education peers, we have not historically prepared reports for parents and the community regarding inclusive practices.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>We are an ESE Separate Day School. All of our students have IEPs and individualized plans for academic, social/emotional, behavioral, independent functioning, communication, and transition are all developed annually for each student and their progress is monitored.</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>As an ESE Separate Day School, we serve students in grades k-12 and up until age 22. Annually at each student's IEP meeting, the least restrictive environment is discussed and reconsidered and the needs of the student for the next grade level are determined and included in the IEP. When it is determined that a student is ready to mainstream part-time or fully back at their home boundaried school, a matriculation meeting is held to include representation from the receiving school, to determine what ESE and related services the student will need in their new setting.</p>

School BPIE Assessment Priority Indicators

CROSS CREEK 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 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.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.