



## School Best Practices for Inclusive Education (BPIE) Annual Update for School Improvement Plan

### To be implemented in SY 2025/2026

School: Sawgrass Elementary School	BPIE Contact Person: Rosetta Boodhoo
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**Purpose of the BPIE:** The Best Practices for Inclusive Education (BPIE) is a structured assessment process designed to help schools identify priority needs, develop short-term and long-term improvement strategies and organize resources to support the implementation of inclusive practices school wide. This complies with Florida Statue 1003.57(1)(f) which mandates that every school and school district complete the process **every three years**.

#### Directions to Complete the School BPIE Annual Update for School Improvement Plan

1. Upload the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted EVERY THREE YEARS).
2. Download the BPIE Annual Update for School Improvement Plan Template.
3. Complete the contact information for your school.
4. Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
5. **Determine which of those prioritized indicators the school will focus on for the current school year.**
6. Complete the table: the indicator #, activities/efforts planned and method to monitor progress towards improvement.
7. If needed, please refer to the Examples of Evidence of Practice for a selected indicator (in the School BPIE Assessment document) to assist you in completing planned activities.

# Selected Prioritized Indicator	Planned Activities for Improvement in the Prioritized Indicator	Method of progress monitoring improvement in the selected Prioritized School BPIE Indicator
<b>#12</b> All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities,	<ul style="list-style-type: none"> <li>• All SWD have access to all school facilities and non-academic activities.</li> <li>• Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWD can fully participate in the same activities as those students without disabilities.</li> <li>• Teachers / coaches include students with disabilities in the same activities as those without disabilities.</li> <li>• Club sponsors show their commitment to include SWD in all</li> </ul>	Student schedules, organizational rosters, list of adaptive equipment; observations of students with and without disabilities in non-academic contexts, e.g., recess, in between class and school social gatherings; surveys, focus groups or interviews of students with and without disabilities

<p>including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>club activities.</p> <ul style="list-style-type: none"> <li>• SWD participate in class field trips with same-age peers without disabilities.</li> <li>• School personnel model strategies and create opportunities for students without disabilities to socialize with SWD in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies).</li> <li>• School wide events (i.e. Literacy Night) are open to all students and SWD are highly encouraged to attend and participate</li> </ul>	

***If you have questions about completing this document, please contact: Dr. Avrilios Moumoutjis ESE Supervisor [Avrilios.moumoutjis@browardschools.com](mailto:Avrilios.moumoutjis@browardschools.com)***