

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**FOX TRAIL ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3531**

**Date Meeting Held: 4/25/2025**

# Initial Information

**School Principal:** STEPHANIE REYES

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Tamara Osborne, Teacher Leader

**Team Members Name/Title:**

Kim Baston - Assistant Principal

Elizabeth Kunz - Literacy Coach

Marcus Cruz - Literacy Coach, Title 1

Leslie Atelus - School Counselor

Valentina Sanatana - ASD Teacher

Vivian Gonzalez - General Education Teacher

Juliana Orosi - ESE Teacher

## 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>MTSS            FAST K-5            FSAA - Students off standards            Special Program (ASD) meetings            Team Data Meetings            Support Staff Data Meetings            ESE Support Facilitator weekly logs            Classroom Observations            iReady Diagnostic Data            iObservation focus on ESE Goals            PLC's (data review and strategies)</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>	Fully	<p>Weekly Meeting Schedules            Master School Schedule            Teacher Data Sheets            FAST PM 1 &amp; 2 Data            Formative Assessment Results            SAC with focus on SIP Meeting Minutes            ASD emails            Newsletters and Website</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>Administrators            BPIE Team            ESE Specialist            ASD Coach            MTSS Liaison            504 Liaison            Team Leaders            ESE Support Facilitators            Speech/Language Pathologists</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>ASD Special Program ESE PreK Class Inclusion in General Education and Supported Classes Participation in all school programs including: Leader In Me, Debate, STEM, Chorus, Drums, Art, Student Council, 5000 Role Models, PTSA Activities, and Field Trips</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>Master Schedule ESE Support Facilitator Schedule Speech/Language Schedule OT/PT Schedule Mainstream of students IEP Matrix Percentages Teacher Rosters ESE Support Facilitator's Consult and Collaboration Logs</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>Partially Almost</p>	<p>Supported PreK Class District Support for PreK Class VPK Class Student IEP's Master Schedule with specials, lunch, recess, etc.</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, Parent, and Student Surveys Faculty Meeting Minutes Team Leader Meeting Minutes Grade Level Meeting Minutes SAC Minutes IEP/EP Documentation Teacher Data Collection School Mission Statement</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>Data Driven Intervention Materials  School Orders of Materials  Communication Devices  Instructional Schedules  ESE Schedules  Staff Roster  Achievement Data</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>School Documents (newsletters, staff roster, staff handbook, school website)  Parent Links  Parent Surveys  IEP/EP Documents</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>List of Interview Questions  Job Descriptions  Highly Effective Educators  Ongoing training opportunities of best practices</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>Administration monitors the bus area  Designated schedule of personnel in the bus area  Bus list indicating which students report to each bus (public or private)  Transportation documentation</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>Student Schedules  Extra Curricular Programs: Chorus, Drums, STEM, Debate, Buddy Program, Safety Patrols  Recess  Honor Roll Assemblies</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>Grade Level Honor Roll Awards  Leader of the Month  End of Year Award Assemblies  School Handbook has criteria for awards</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>Fully</p>	<p>Class Data Sheets  iReady Diagnostic Data Analysis  PLC Minutes  Team Leader Meeting Minutes  Support Staff Meeting Minutes  ESE Team Meeting Minutes  SAC Meeting Minutes  MTSS Meeting and Data Collection  FAST/STAR Data Analysis</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 Almost</p>	<p>PLC Calendar  PD for Teachers  Specific Behavior Support for Students  Collaboration with ESE Support Facilitators and General Education Teacher  Principal and Assistant Principal Meetings  District ESE, ASD Coach, Literacy Coach, and School Counselor Meetings  Master Calendar  MTSS Meetings</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>Fully</p>	<p>Collaboration between the ESE Support Facilitator and the General Education Teacher  Faculty Meeting  In house PD Trainings  District ESE, ASD Coach, Literacy Coach, Match Contact, and School Counselor Meetings  Team Leader and ESE Meetings  Specific Behavior support for students  PLC Schedule</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>Fully</p>	<p>School Calendar  Master Schedule  Classroom Schedules  PLC Logs and Schedules  IEP/EP schedule  MTSS Schedule  Team Planning  Lesson Plans</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.	Partially Almost	IEP/EP documents PT/OT Consults and Collaborations ESE Support Facilitator Master Schedule Family Counselor and Social Worker
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	Lessons Plans Progress Monitoring Data Curriculum Maps Student Assessment and Work Samples BEST Standards Classroom Observations
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	MTSS Process Flowchart MTSS Data Sheets MTSS Meeting Schedule and Notes FBA/PBIP Checklist School-wide Positive Behavior Plan SAC/SIP Information Case manager Assignment 504's
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	Team Leader Meeting Minutes Grade level Meeting Minutes Support Staff Meeting Minutes MTSS Meeting Minutes IEP/EPs MTSS Plans FBA/PBIPs Lesson Plans Formative Assessments Data Collection

<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 Almost</p>	<p>IEP/EP Data Collection Class Data Collection FBA/PBIP Reviews Emails Conference Forms Lesson Plans Formative Assessment Data ESE Schedule</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>Partially Almost</p>	<p>ASD Walk Program Buddy Program Leader In Me Student Council School Counselor Lessons Sensitivity Training Master Schedule Classroom Schedules IEP/EPs</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 Meeting Minutes PD Training PLC Meeting Minutes Lesson Plans IEP/EPs Teacher Evaluations Assistive Technology Classroom Observations iObservation Data</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>Master Schedule Classroom Schedules Paraprofessional Schedules Teacher Evaluations Interviews and Observations</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>Fully</p>	<p>Paraprofessional Job Descriptions Paraprofessional Schedules and Evaluations PD Trainings</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.	Fully	PLC Rosters Grade Level Minutes PLC Meeting Schedule and Minutes
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 Lesson Plans Collaboration Logs Administrative Walk-throughs
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC Meeting Minutes PTSA Meeting Minutes ASD Cluster Newsletters ASD Meeting Minutes Parent Surveys IEP/EP Meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	District Calendars School Newsletters and Website ASD Newsletters Surveys IEP/EPs Community Resources
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	Daily/Weekly Home Notes IEP/EP Planning Information Emails Newsletters School Website Release of Information Team Leader Meeting Minutes Parent/Teacher Conferences

<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>School Website  District Website  Employee Handbook  Welcome Back Agenda  ESE Team Meeting Minutes  Grade Level Team Meeting Minutes  SAC Meeting Minutes</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Support and ESE Meeting Minutes  IEP/EP Plans  Parent/Teacher Conferences  School Tours  Transition Policies and Procedures</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>Grade Level Team Meeting Minutes  IEP/EPs  Parent/Teacher Conferences  School Tours  School Counselor Logs/Records  Transition Policies and Procedures</p>

# School BPIE Assessment Priority Indicators

FOX TRAIL 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 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 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.
- Indicator 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.