

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

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

**PANTHER RUN ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3571**

**Date Meeting Held: 6/2/2025**

## Initial Information

**School Principal:** Beth Birdsong

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Beth Birdsong, ESE Specialist

**Team Members Name/Title:**

Beth Birdsong, FIN Facilitator

## 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>	<p>Partially Almost</p>	<p>Common planning time schedule Tracking the number of students with disabilities who are classified as resource room, general education, or special education placement within IEP's Grade Chair meeting notes</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>	<p>Partially Almost</p>	<p>School Improvement Plan</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>	<p>Fully</p>	<p>School Improvement Plan, Autism Coach meeting minutes Documented communication between ESE Support Staff, ESE Teachers and General Education Teachers.</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>36% of SWD are on voluntary reassignment to Panther Run Monthly school tours highlight Inclusive practices</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>Partially Almost</p>	<p>Student schedules Review of current IEPs Inclusive scheduling for upcoming schoolyears Master schedule reflecting inclusive scheduling first</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. *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>Fully</p>	<p>Professional Learning Community meetings and trainings Teacher schedules Faculty meetings and email discourse Panther Print newsletter Schoolwide assemblies</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>Teacher schedules reflecting common planning time Materials requisition forms Supplemental materials list</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>Morning announcements Planned activities highlighting person-first language during Inclusive School Week ESE corner of School Website and Panther Prints Staff handbook School Improvement Plan Main Hallway Bulletin Board featuring Person-First language</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>Job applicant interview questions and Interview committee notes</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>Common dismissal areas Field trip bus list C Communication between school and district/transportation department Bus transportation synopsis reflecting both SWD and non-disabled peers on same routes School site map (including car rider and bus locations)</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>School performance student rosters PTA sponsored event schedules Extracurricular activity student rosters Recess schedules Field Day and Special Olympics student rosters Kids in Capes program roster and activity schedule (similar to Best Buddies) Field trip rosters</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>Quarterly A, A/B Honor Roll, Panther Paws Awards, Reading, Math, P.E., Outstanding Effort and Attendance awards at school-wide awards assemblies Class rosters for Science Fair and Literacy Fair Student of the Month character 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>Partially Almost</p>	<p>Observation data with Professional Development follow-up BIP training schedule Support Staff meeting notes discussing teachers in need of training and support staff activities to provide needed support and facilitation.</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>Pre-planning week BIP training schedules and periodic trainings during the school year PLC minutes and attendance records Emails distributing information about various district training opportunities for wrking with SWD in general education classrooms (for teachers and paraprofessionals).</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>Autism coach teacher and student support schedule Documented collaboration between school based staff Documented collaboration between school staff and outside agencies (CARD, BCBA's) PLC and Team Leader meeting notes</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>Teacher schedules PLC rosters and minutes Master schedule Administrative and Support Staff walk-through notes</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 Almost</p>	<p>Teacher schedules Training schedules (e.g. BIP trainings) Collaboration/Consultation logs in FOCUS Teacher lesson plans</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>Teacher and grade level lesson plans Observational data Formative and summative data, Collaborative planning logs</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>MTSS Meeting logs (FOCUS) School Behavior Plans FBA and BIP's and training sign-in sheets</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 Almost</p>	<p>Formative and Summative assessment data Lesson plans indicating differentiated instructional strategies for ESE and ELL MTSS meeting records Ongoing BIP progress monitoring data collection</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 Almost</p>	<p>IEP goal progress monitoring data collection and quarterly IEP progress reports formative and summative assessment data BIP data collection Lesson plans highlighting differentiated instructional strategies and supplemental academic and emotional self-regulation, socialization and behavioral programs Accommodation reports ASD Special program student data binders with evidence and student artifacts</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 of the Month Character Education Extracurricular school club rosters Anti-bullying syllabus Character Education syllabus Kids in Capes roster and scheduled activities</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>Partially Almost</p>	<p>Administrative Formal Observation including pre-observation lesson review and interview Lesson plans highlighting accommodations Substitute plans highlighting student accommodations Staff trainings on UDL rosters</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>School-wide master schedule Support Facilitator schedule ASD Special program mainstreaming Teaching Assistant schedule Support staff classroom observations</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.

Fully

Teaching Assistant and Paraprofessional schedules Regularly scheduled TA and paraprofessional meeting agendas and sign-in sheets TA and paraprofessional sign it sheets for BIP trainings prior to first day of school and as needed Zone defense schedules Emails offering district TA and paraprofessional trainings

### 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	Weekly PLC meeting rosters and notes
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 Beginning	Master schedule PLC minutes and sign in-sheets Collaboration/Consultation logs in FOCUS
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC, PTA, and SAF rosters PTA President and several VP positions held by parents of SWD
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	Parent questionnaires District ESE parent surveys Provision of information in parents' native language
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	Parent-Teacher conference notes Home-school communication via Class Do-Jo and class group email, Documentation of phone and in-person parent contact in FOCUS
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	School Improvement Plan BPIE annual summary report Inclusive Practices and ESE Awareness Week activity reports to district

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Matriculation meetings Transition IEP's as appropriate for age IEP goals and lesson plans for skills of self-advocacy</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 Individual student matriculation plans Teacher to teacher atriculation plans, Social stories for incoming Kindergarten SWD Roster for ESE specific KIndergarten Round-Up break out session</p>

# School BPIE Assessment Priority Indicators

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