

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

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

**DAVE THOMAS EDUCATION CENTER WEST**

**District Name: Broward**

**MSID Number: 3651**

**Date Meeting Held: 10/1/2025**

# Initial Information

**School Principal:** Kenneth Rolle

**School Type:** Combination Elementary & Secondary

**FIN Trained Meeting Leader/Title:** Ruche Ermat, Teacher Leader

**Team Members Name/Title:**

Synithia Crawford-Principal

Kenneth Rolle-Intern Principal

Jessica Swanson-Assistant Principal

John Hudson-Assistant Principal

Sophia Brown-ESE Specialist

Afrah Hamin-Behavior Specialist

Ruche Ermat-Behavior Specialist

Shayla McCloud-Guidance Director

Leslie Bazin-Reading Coach

Jessica Swanson- Math Department Chair

## 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>  | Fully                 | <p>Prospective SWDs Enrollment Data Tracking Form</p> <ul style="list-style-type: none"> <li>•List prospective SWDs.</li> <li>•Review academic, behavior, and relevant records.</li> <li>•Decide LRE using IEP, ESE Specialist, Behavior Specialist, and Guidance data.</li> <li>•Collect parent/guardian and SWD interview info.</li> <li>•Hold data-driven transition meetings as needed.</li> <li>•Enroll in full inclusion credit recovery.</li> <li>•Share IEPs and essential data with assigned teachers.</li> <li>•Conduct quarterly teacher-student data chats about academics, behavior, and IEP goals.</li> </ul>   |
| <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                 | <ul style="list-style-type: none"> <li>- Select the BPIE Team, establish meeting norms, assign team roles, and review one to two indicators.</li> <li>- Create two to three goals and outline action steps for each goal. Assign a point person for each action step and schedule quarterly meetings.</li> <li>- Advertise meeting data and outcomes to stakeholders, and request input from stakeholders and students.</li> </ul> <p>Leadership will provide a "language of intent" to all staff and stakeholders during ESE professional development and preplanning, with 100% documentation on the staff sign-in sheet. [Action Step] (<a href="https://www.flsenate.gov/laws/statutes/2013/1003.57">https://www.flsenate.gov/laws/statutes/2013/1003.57</a>)</p> <p>The triannual BPIE assessment and plan document for the 2025-2026 period will be created and submitted to the district in the last week of September.</p> <p>A quarterly BPIE Plan meeting will be held to correlate BPIE Plan goals and outcomes with the rate of intake and needs of prospective students with disabilities (SWD). [Action Step]</p> |

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|  |              | <p>The triannual BPIE meeting took place in September.</p> <p>A diverse and collaborative BPIE Team has been established, as evidenced by the BPIE Team sign-in sheet or Microsoft Teams attendance record.</p> <p>Currently, BPIE indicators and related goals will be shared at the front desk, in central areas on campus, and on the school website. [Action Step]</p> <p>The process for the shared decision-making model will be developed and made available on websites and relevant documents. [Action Step]</p> <p>Family input will be gathered through phone conferences, School Advisory Forums (SAF), School Advisory Council (SAC) meetings, interviews, parent conferences, and surveys conducted with both students and parents.</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>The ESE Specialist facilitates IEP meetings, interprets the present level of academic performance for students with disabilities (SWDs), and creates and updates individualized education plans (IEPs) through letters, emails, and IEP documents.</p> <p>The ESE Specialist also coordinates services for SWDs and organizes related services. Additionally, they serve as a liaison between prospective SWDs and the ESE Specialists at their home schools, as documented in the Prospective Student with SWDs report.</p> <p>Furthermore, the ESE Specialist communicates best practices and individualized accommodations to all stakeholders involved with SWDs using platforms such as email, OneDrive, and Microsoft Teams.</p>             |

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| <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>Partially Almost</p> | <p>The school faces limitations in its capacity to support students with exceptionalities (ESE) in several areas, including service facilitation, support facilitation, and clerical assistance. These challenges have been communicated, and the administration has made requests for additional support.</p> <p>The student population of students with disabilities (SWDs) is diverse and reflects the demographics of the neighborhood school zone. However, it does not include students with significant disabilities due to staffing limitations. As a result, the school may not provide the least restrictive environment necessary to effectively offer educational services to all students.</p> <p>Families perceive the school as capable of addressing their child's needs through various means, including parent conferences, participation in Individualized Education Program (IEP) meetings, phone contact with parents, and informal discussions.</p> |
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| <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>All Students with Disabilities (SWDs) are scheduled to spend 80% or more of their school day in general education classes, as documented in their Individualized Education Programs (IEPs).</p> <p>All SWDs are placed in classes with same-age peers and in groups without exceptionalities; this is recorded in the Focus system. Class schedules for SWDs are created based on the availability of enrollable seats, as indicated in the Guidance Report.</p> <p>Teachers are introduced to SWDs and given access to their IEPs and meeting minutes through OneDrive. They are also provided with information on universal accommodations, best practices, and opportunities to build positive relationships with their students. This is part of the Mentor Teacher for SWDs Action Plan.</p> <p>Additionally, all SWDs have the opportunity to participate in after-school tutoring interventions for reading and math, designed to support credit recovery and completion of makeup work. This is facilitated through programs like School Reach, as well as through teacher recommendations and IEP guidelines</p> |
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| <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>Fully</p> | <p>Students with disabilities (SWDs) aged 3 to 5 are placed in general education classes alongside their non-SWD peers and spend 100% of their time in the classroom with these peers, except when they are removed for services related to their exceptionality.</p> <p>The school does not identify SWDs before enrollment; instead, it enrolls students and conducts evaluations based on Pre-K assessment findings and parental consent for evaluation. Before evaluating for disabilities, universal interventions are implemented, including Pre-K assessments and batteries, the Response to Intervention (RTI) process, Read 180, and curriculum-based assessments and pre-tests.</p> <p>Additionally, progress monitoring tools such as Read 180 and System 44 are used bi-weekly and monthly to track the progress of SWDs.</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>The ESE Specialist is included on the agenda for all faculty meetings, School Advisory Council (SAC) meetings, School Advisory Forum (SAF) meetings, and Professional Learning Communities (PLCs).</p> <p>General education teachers are required to document differentiation strategies for students with disabilities (SWDs) in their lesson plans and to share the present levels of performance for these students on a weekly basis, in preparation for annual IEPs and reevaluations.</p> <p>All students are included and supervised by staff during schoolwide events.</p> <p>Differentiated articles and learning strategies have been provided for SWDs, along with resources for all students.</p> <p>SWDs are enrolled in all classes.</p> <p>All SWDs with significant health issues have been identified, and safety procedures have been communicated to the staff.</p> |

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| <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>Annual curriculum update and check (Agenda)<br/>         -Building Leadership Team: Monthly support and personnel staff data report (Agenda and PPT)<br/>         -Curriculum for SWDs that reads and magnifies.<br/>         -Technology training for staff: Canvas, Nearpod, Immersive Reader training for staff. (Agenda)<br/>         -Math coach trainings, workshops, and PDs (Agenda)<br/>         -Reading coach trainings, workshops, and PDs (Agenda)<br/>         -Behavior Specialist trainings, workshops, and PDs (Agenda)<br/>         -ESE Specialist trainings, workshops, and PDs (Agenda)<br/>         Imagine Learning Online Credit Recovery program, Mon-Friday. (Daily attendance sheet)<br/>         -21st Century academic enrichment program, Mon-Thu. (Daily attendance sheet)</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>District emails and memorandums are consistently distributed to school personnel on a daily and weekly basis.<br/>         - Practices and standards related to first-person language have been effectively communicated and implemented across the entire school. Records of these communications can be found in emails and faculty meeting agendas.<br/>         - The protocol for emailing regarding students with disabilities (SWDs) has also been communicated and established schoolwide, with documentation available in email records and faculty meeting agendas.</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>Interview questions are specifically crafted to align with the particular position being sought. Candidates are typically asked to reflect on their previous experiences concerning instructional delivery, as well as their approaches to providing behavioral and academic support.</p>   |

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| <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>All students with disabilities are provided the same transportation opportunities as their peers. It is essential that any specific needs be communicated to District Transportation through the designated transportation coordinator.</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 facilities and non-academic activities are accessible to all students, including those with mobility impairments, with the availability of an elevator. The Exceptional Student Education (ESE) caseload does not include students with disabilities (SWDs) who require adaptive equipment, as indicated in the EDPlan. All students can participate in physical activities unless otherwise specified by medical professionals or noted in their 504 plan or Individualized Education Plan (IEP). All student clubs include representatives from the SWD population, such as Crime Watch, the Gay-Straight Alliance (GSA), the Etiquette Club, and 5000 RMOE, with documentation of group norms, minutes, and agendas. Club sponsors receive training and professional development in areas related to tolerance and inclusion from the School Equity Liaison, as outlined in the agenda. SWDs participate in all field trips alongside their peers of the same age or grade level, as documented in the field trip packet.</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 with disabilities (SWDs) are included in schoolwide, local, and district honors, awards, and scholarship programs. These include:</p> <ul style="list-style-type: none"> <li>- Middle School Academy Academic Awards</li> <li>- DETC-West Honors Assembly</li> <li>- City of Coconut Creek Annual Student Awards</li> <li>- Do the Right Thing Award</li> <li>- Student of Character Award</li> <li>- School-based Scholarships</li> <li>- Broward College Scholarships</li> </ul>   |

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| <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>            | <ul style="list-style-type: none"> <li>- iObservation data and discussions/reflections from pre- and post-observation meetings with staff (iObservation).</li> <li>- Administration serves as a contact for IEP teams (EDPlan).</li> <li>- Beginning-of-Year professional development sessions address teacher needs related to students with disabilities (SWDs) (Pre-planning agenda).</li> <li>- Professional development on ESE resources and tools: IEPs at-a-glance and accessing IEPs/EDPlan.</li> <li>- FOCUS training on student demographics and data (agenda).</li> <li>- FOCUS professional development on RTI, academics, and behavior dashboard (agenda).</li> </ul> |
| <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>Fully</p>            | <p>The professional development schedule consists of half-hour sessions after school. During this time, we communicate technology updates, school news, ESE/SEL information, and departmental updates. Professional development sessions are typically held as large-group meetings, unless otherwise necessary.</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 Almost</p> | <p>Instructors receive comprehensive technical assistance tailored to their specific needs, ensuring they have the support necessary to effectively utilize the available tools and resources. Meanwhile, school administrators maintain ongoing communication with district personnel to collaboratively coordinate a range of learning opportunities, both virtual and in-person. This collaboration aims to create a seamless educational experience for all students, accommodating diverse learning styles and preferences.</p>   |

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| <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>Partially Almost</p> | <p>School administrators take an active role in organizing and facilitating essential professional development opportunities for teachers and staff. They closely monitor participation rates and assess understanding of the materials presented. Additionally, educators are given dedicated time for both individual planning and collaborative sessions, allowing them to develop innovative strategies and share best practices with their colleagues.</p> |
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## Domain II: Instruction and Student Achievement

| Indicator  | Implementation Status | Data Sources/Supporting Evidence  |
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| <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> | Fully                 | <p>Elective teachers are provided with comprehensive copies of students with disabilities' (SWDs) Individualized Education Programs (IEPs), along with a concise summary, known as "IEPs at a Glance," that clearly outlines the necessary accommodations (accessible via OneDrive). This ensures that teachers are well-informed and can tailor their instruction to meet the individual needs of their students.</p> <p>SWDs are incorporated into all elective courses, demonstrating an inclusive approach to education (as documented in FOCUS). Furthermore, elective teachers play an essential role in the IEP process, participating in meetings where they contribute valuable insights and recommendations for student accommodations (collaborating through Microsoft Teams).</p> <p>To keep everyone updated, weekly and monthly revisions are made to the IEPs of SWDs, which are then shared with elective teachers through multiple channels, including OneDrive, email, and Excel spreadsheets. This proactive communication allows teachers to stay current with any changes that may impact their instructional strategies.</p> <p>Additionally, the ESE teacher distributes a wealth of instructional strategies and research-based articles to teachers every month via email, enriching their</p> |

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|   |              | <p>toolkit for addressing diverse learning needs.</p> <p>To further support educators, a dedicated schoolwide ESE services Canvas page serves as a centralized resource hub, providing additional information and materials for fostering an inclusive educational environment.</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 Individualized Education Program (IEP) goals and objectives for Math, Reading, and Writing are thoughtfully aligned with the Florida BEST Standards, ensuring that students receive the most effective instructional support. This alignment encompasses detailed instructional lesson plans as well as the specific IEPs designed for each student.</p> <p>To create an inclusive learning environment, all teachers actively modify learning goals and adapt their instructional methods by incorporating engaging and age-appropriate materials. These resources are thoughtfully selected to be on par with those used by students without disabilities and include diverse options such as CK-12 for interactive learning, Read 180 for reading intervention, System 44 for foundational skills, Newsela for accessible reading articles, Vocabulary.com for vocabulary enhancement, and a variety of textbooks and curricula tailored to meet individual student needs. This comprehensive approach ensures that every student has the opportunity to succeed and thrive in their educational journey.</p> |

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| <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>Monthly MTSS/RTI Meetings Agenda</p> <p>Professional Development (PD) and Technical Assistance (TA) on implementation will be provided by MTSS team members. Roles have been identified, and Microsoft Teams attendance, links, minutes, agendas, caseloads, and OneDrive resources will be made available.</p> <p>2. Administrators will monitor Behavior Intervention Plans (BIPs) and their updates, utilizing EDPlan and BLT meeting minutes for oversight.</p> <p>The schoolwide Positive Behavioral Support (PBS) plan will address the rules for our top three locations: restrooms, hallways, and bus stops.</p> <p>PD and TA opportunities will align with tiered supports and instructional support needs for students with Disabilities (SWDs) utilizing resources such as Read 180 and System 44.</p> |
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| <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>Fully</p> | <p>Academic data is gathered through a variety of comprehensive sources to ensure a thorough understanding of student performance and progress. The Testing Coordinator collects information from FAST Testing, End-of-Course (EOC) scoring reports, ACT/SAT scoring reports, a dedicated Canvas page, regular email communications, attendance records, and daily updates. The Math Coach utilizes SAVAS to monitor and support mathematical achievement, while the Reading Coach implements Read 180 and System 44 programs to track and enhance literacy development. Teachers and staff contribute by administering curriculum-based pretests and posttests, conducting both formal and informal assessments, utilizing summative and formative evaluation methods, and modifying curriculum to meet diverse student needs.</p> |
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| <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>FSA/FAST Data: Comprehensive assessments in Reading/Writing and Algebra I to evaluate student proficiency and progress.<br/> EOC Data: End-of-Course exam results in Biology, Geometry, and U.S. History to measure mastery of essential content and skills.<br/> Reading Reports: Detailed reports from the Read 180 program, including the Reading Inventory Report that provides Lexile scores, as well as data analysis from System 44 to identify areas for improvement.<br/> Schoolwide Goals: Established objectives for enhancing reading and mathematics skills across the entire school community.<br/> Instructional Focus Calendar: A well-structured timeline that outlines specific instructional priorities and initiatives to guide teaching and learning throughout the year.<br/> Standardized Test Reports: Comprehensive analyses of student performance on SAT and ACT assessment results to inform academic strategies and readiness for college-level work.</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>Fully</p> | <p>Schoolwide Social Emotional Learning Programs:<br/> These programs are facilitated by the support staff, including the School Social Worker, ESE Specialist, Behavior Specialist, and Graduation Coach.<br/> Tiger Paws SEL Programs: Accessible via the Canvas page and Microsoft Teams link.<br/> Student of the Month Award: Focused on character education.<br/> Student of Character Award: Nominations are submitted by students.<br/> Do the Right Thing Nominations: Coordinated by the Coalition of Community Concerns (COCC).<br/> Citizenship Awards and Recognition: Awarded quarterly.<br/> Community Service Projects: Activities include food drives, blood donations, clothing drives, and voter registration initiatives.<br/> SWPBP Goals Lessons: Implemented by teachers, with resources available on the SWPBP Canvas page.<br/> Equity Liaison Activities and Initiatives: These include events such as the Day of Service and Love, Autism Week, Flag Day, Autism Awareness activities, Women's Week, and Red Ribbon Week.</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>Lesson plans incorporate multiple means of representation to support learners with diverse learning styles, including auditory, visual, tactile, and kinesthetic preferences. This may involve tools such as Immersive Reader, videos, graphics, writing, typing, text-to-speech, and opportunities for students to create and build through tasks and projects.</p>  |

Instructional approaches vary and include independent work, teacher-directed instruction, and activities in small, large, or whole-class settings, as well as academic games such as Kahoot.

Student responses can take various forms, including gestures, oral and written answers, and the use of response cards.

For instructional technology, tools such as Smartboards or Promethean boards, laptop carts, Nearpod, Canvas Studio videos, embedded assessments, Poll Everywhere, Canva, Microsoft Office programs, Algebra Nation, Newsela, Brain Pop, Vocabulary.com, CK-12, Read 180, and System 44 are utilized.

Instructional lesson plans ensure that teachers use the same instructional strategies and supports for students with disabilities (SWDs) as they do for their peers without disabilities.

The learning environment is equipped with tools, resources, curriculum, and settings that are accessible to all students, including those with disabilities.

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| <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>Fully</p> | <p>Counseling services for students with disabilities (SWDs) are offered on a weekly basis, ensuring that each student receives the support they need for their emotional and social development.</p> <p>For detailed tracking and accountability, the ESE counselor log and the weekly service update emails are used.</p> <p>Additionally, speech and language services are provided on a weekly basis to help students develop their communication skills. These sessions focus on individual needs and are scheduled meticulously to ensure consistency. Comprehensive details can be found in the SLP speech and language schedule and accompanying log.</p> <p>Furthermore, the ESE teacher facilitates weekly special education consultation services, tailored to meet the unique learning needs of each student. This collaboration fosters an inclusive educational environment, enhancing the overall learning experience.</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>Paraprofessionals participate in regular state training sessions to maintain their certification.</p>  |

**Domain III: Communication and Collaboration**

| Indicator   | Implementation Status | Data Sources/Supporting Evidence   |
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| <p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p> | <p>Fully</p>          | <p>Special education teachers are active members of each core academic department. They participate in monthly Professional Learning Community (PLC) meetings to address the academic, behavioral, and social-emotional needs of students with disabilities (SWDs). This participation is documented through agendas and minutes.</p> <p>Academic core department heads are also members of the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) Team, where they address the needs of SWDs on a monthly basis, as recorded in the agendas and minutes.</p> <p>Additionally, special education teachers take part in staffing and service-related meetings for all pre-kindergarten (PK) students, with documentation provided through agendas and minutes.</p> |

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| <p>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.</p> | <p>Fully</p> | <p>Teachers engage in daily cross-curriculum planning and co-planning opportunities. They gather and provide data related to academics, behavior, and independent functioning to support the need for student accommodations, which is communicated through emails, parent-teacher conferences, and IEP meetings.</p> <p>Teachers reach a consensus on grading procedures when accommodations and modifications are made for individual students, including shortened assignments. Evidence of modified curriculum and assessments can be found in grade-level meeting minutes, agendas, and notes from parent-teacher conferences and IEP meetings.</p> <p>Teacher reflections and assessments of processes are addressed monthly during Professional Learning Community (PLC) meetings or as needed.</p> <p>Administrators request district professional development sessions and training for assistants to support collaborative teaching practices related to the academic needs of students with disabilities (SWDs), such as ESL training focused on accommodations for these students.</p> |
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| <p>29. Family members of SWD are contributing members of school decision-making groups.</p> | <p>Fully</p> | <p>Parents of students with disabilities (SWDs) are actively recruited and included in School Advisory Committee (SAC) and School Accountability Fund (SAF) meetings. They play a vital role in the decision-making processes that affect SWDs, as documented in the agendas and minutes of these meetings.</p> <p>Additionally, parents and guardians of SWDs serve on the Graduation Committee, with their contributions recorded in the respective agendas and minutes.</p> <p>Parents of SWDs also participate in and contribute to school functions, including:</p> <ul style="list-style-type: none"> <li>- Thanksgiving and Christmas food drives</li> <li>- Donations of clothes and shoes</li> <li>- Coat drives</li> </ul> |
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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>Fully</p> | <p>Parents are encouraged to participate in the annual school climate survey.</p> <p>Data from parents is collected during the Individualized Education Program (IEP) process.</p> <p>We communicate ongoing learning opportunities such as Tiger Camp, Saturday School, and Twilight to the parents of students with disabilities (SWDs) through various channels, including School Reach, our website, Remind, Canvas, and School Reach again.</p> <p>Schedules of events and opportunities are available on the school website.</p> <p>All IEP and related documents for SWDs are translated into their native languages.</p> |
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| <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>The notes include parent input related to the academic, attendance, and behavioral concerns of students with disabilities (SWDs). This parental input is incorporated into IEP (Individualized Education Program) meetings to develop transitional IEPs and reevaluation plans for SWDs.</p> <p>Families receive support and resources, such as attendance monitoring, academic assistance, and behavior intervention forms, to help support SWDs at home.</p> <p>Teachers gather family input to create profiles that outline the academic, attendance, and behavioral needs of students. This input is collected through various methods, including emails, parent communication logs, minutes from parent-teacher conferences, phone calls, and in-person meetings.</p> <p>Support staff, including the Behavior Specialist, Testing Coordinator, ESE Specialist, School Social Worker, Attendance Clerk, and clerical staff, actively request parent input daily regarding academic, attendance, and behavior concerns.</p> |
| <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>Quarterly progress reports are provided to parents and students to monitor their progress and course completion.</p>  |

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| <p>33. The school uses a person-centered planning process for SWD.</p> | <p>Fully</p> | <p>Weekly guidance meetings are held to ensure a smooth transition for students with disabilities (SWDs) as they progress from one course to another, from one grade to another, and from one school to another.</p> <p>Additionally, weekly meetings with ESE (Exceptional Student Education) Specialists are conducted to support this transition process.</p> <p>Transition meetings specifically for SWDs are also facilitated regularly. Furthermore, quarterly guidance and update meetings are organized for SWDs and their peers.</p> <p>Personnel actively address the social-emotional needs of SWDs in response to requests and concerns from students, teachers, parents, and staff. This includes workshops and training sessions called "Tiger Paws," focused on social-emotional learning (SEL).</p> <p>SWDs are provided with opportunities to develop and practice self-determination skills by participating in the Individualized Education Program (IEP) process, setting goals for independent functioning, facilitating services, engaging in student-teacher conferences, completing the "Path to My Career" program, participating in student choice classroom activities, and taking part in schoolwide initiatives.</p> <p>The Broward College Prep Program plays a key role in person-centered planning to assist SWDs in transitioning to postsecondary education.</p> |
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| <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>The ESE Specialist, IMT, Transition Specialist, and other members of the transitional team facilitate postsecondary transition meetings for students with disabilities (SWDs). They communicate important details to receiving schools and programs through the deferment process and dual enrollment programs.</p> <p>The individual needs of SWDs are taken into account during the enrollment and scheduling process. This includes a review of the Individualized Education Program (IEP), which covers the student's academic performance, related services, special education services, attendance, academic history, assessments, and behavior history.</p> <p>IEPs for SWDs are shared with all instructional staff, personnel, and support staff to ensure everyone is informed. Monthly school orientations are hosted for SWDs, or more frequently if necessary. These orientations include campus tours and a review of the student handbook, and they involve administrators, guidance staff, support staff, and prospective students and their families.</p> <p>Transportation requests are made for all SWDs to facilitate their access to school.</p> |
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# School BPIE Assessment Priority Indicators

DAVE THOMAS EDUCATION CENTER WEST 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 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.
- Indicator 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.
- Indicator 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.
- Indicator 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.
- 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.