

School Best Practices for Inclusive Education (BPIE) Assessment

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

WEST BROWARD HIGH SCHOOL

District Name: Broward

MSID Number: 3971

Date Meeting Held: 5/27/2025

Initial Information

School Principal: Parinaz Bristol

School Type: Senior High

FIN Trained Meeting Leader/Title: Marnie Weissmark, ESE Liaison

Team Members Name/Title:

D. Sterling (AP), D. Piroozshad (AP), D. Hurtado (AP), F. Jones (AP), E. Butterfield (Behavior Specialist), M. Moreno (teacher), B. Isolino (teacher), R. Borish (gifted teacher), S. Mendez (Speech & Language Pathologist), L. Porto (Guidance Counselor), N. Tchir (Media Specialist), T. Terribile (elective teacher), E. Rivero (Reading Coach), P. Monroe (ESOL Support Facilitator), K. Henning (ESE Facilitator), R. Torres (teacher), H. Favela (Speech & Language Pathologist), D. Vazquez (teacher), S. Hartman (gifted teacher), S. Zorn-Milmed (teacher), A. Nesmith (elective teacher), J. Bishop (teacher), R. Diaz (school therapist), F. Turturici (teacher), T. Binder (Facilitator), M. Andres (teacher), M. Bellamy (Guidance Counselor), R. Sell (ESE Facilitator), Z. Hartman (ESE Paraprofessional), M. Weissmark (ESE Specialist)

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	Analyzed data of all SWDs to ID current barriers and practices for the provision of educational services in GenEd classes and natural contexts. Increased the # of SWDs who receive educational services in inclusive classrooms and natural contexts.
<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	All stakeholder groups represented/involved in collaborative system of decision-making to implement and improve inclusive practices across school. Staff/family input on inclusive practices are gathered in a variety of ways: surveys/interviews/focus groups/SAC/SAF/IEP/parent meetings. The school provides access to goals related to short/long-term improvement efforts on the school website and on request in the front office.
<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>Clearly identified roles and responsibilities for the key person (i.e. ongoing communication, data analysis and progress monitoring of BPIE goals). Key persons are responsible for oversight and coordination of goals and action steps related to inclusive best practices.</p> <p>Specific personnel are charged with various tasks to ensure all SWDs are included in schoolwide best practices.</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>School has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. School is equipped to provide educational services to all students assigned to WBH. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.</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>SWDs are not assigned to classrooms based on perceived lack of resources at the school. Teachers ensure that every student feels welcome and achieves his or her potential in GenEd classes and other natural contexts. SWDs have the opportunity to participate in before/after school activities and/or tutoring interventions provided for reading and math. Support services staff have caseloads that allow for flexible scheduling of services to SWDs in GenEd classes and other settings.</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>Fully</p>	<p>School administration collaborates with district to establish programs, including students with and without disabilities in the same early childhood and PreK classes. Children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services or programs. Developmentally appropriate behavior supports are provided for students.</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>Administrators clearly & consistently articulate expectations for school personnel during staff/SAC meetings, PLCs, staff newsletters, etc. SWDs are not the sole responsibility of special ed. personnel during academic & non-academic activities. School personnel refer to SVE/PASS/SLP, Paras & Support Facilitators by their names & not their title, as they are identified to their role with the SWD students. Administrators survey staff to determine beliefs & attitudes about inclusive practices. Admin ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.</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>Administration obtains and allocates resources to implement effective inclusive practices. ESE support leadership provides and monitors the use of resources across all school teams, such as:</p> <ul style="list-style-type: none"> -Supplemental materials for core subject areas related to all academic standards -text sets with differentiated reading levels -accessible instructional materials -assistive technologies, supports & services -time for instructional planning -allocation of personnel aligned with in-class support needs of students, according to IEP

<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Beginning</p>	<p>ESE Leadership provides all school personnel with ongoing information and resources on person-first language, including PLCs and email communications.</p> <p>Staff is encouraged to implement person-first language in communications with teachers, students, and school families. Modeling of person-first language is implemented during staff meetings and IEP meetings.</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>School interview with team members assesses applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. School interview team members include job interview questions for instructional staff that assess knowledge and belief of inclusive educational practices, such as:</p> <ul style="list-style-type: none"> - "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified/accommodated curriculum?" - Tell me how you would respond if a parent of a student with a disability inquires about enrolling their child in this school, an activity, your program, a sport, etc.?

<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 reviews bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas. All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in AM/PM for supervising bus procedures and potential problems. SWDs follow the same bus schedule as the GenEd students.</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>Partially Almost</p>	<p>All SWDs have access to all school activities and facilities, academic and non-academic. Coaches and sponsors include SWDs in the same activities as those without disabilities. SWDs are included and arrangements made to ensure that they may participate in any GenEd field trip, activity or event applicable. Bobcat Best Buddies provide natural supports to SWDs, as appropriate, to facilitate social interactions during school-sponsored activities(on a monthly basis). SWDs are encouraged and eligible to participate in all school activities, sports, academic and non-academic events; as spectator or participant. Families of students with significant cognitive disabilities receive information about all school-sponsored, non-academic events via their child's classroom teacher/home notes.</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>Majority of feedback from staff responded with BPIE indicator rating of FULLY.</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>Admin analyzes data from classroom observations. PD and Technical Assistance trainings are differentiated for staff members based on their assessed needs. Staff Development Committee discusses the needs for professional development topics to address instructional growth, be it instructional, SEL, technical, SWD, or ESOL learning strategy/learning practices.</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>Fully</p>	<p>PD is provided through existing school structures such as PLCs, PSDs. PD is provided to include, but not limited to the following topics:</p> <ul style="list-style-type: none"> -curricular accommodation vs modifications in GenEd classes -embedding IEP goals into the GenEd instructional classes -Access points for math, language arts, science and social studies -UDL -DI -classroom management -assistive technology -visual supports -Aligning modified curriculum to GenEd standards -flexible scheduling/time extensions -peer supports -formative/summative assessments -accommodation implementation training <p>ESE Leadership provides learning resources (FINS, District ESE, etc.) to build PD and resources available for inclusive educational practices for all SWDs.</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>ESE leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments:</p> <ul style="list-style-type: none"> -in-class coaching on collaborative teaching models -Development of professional learning communities -Team problem solving -flexible scheduling -planning and implementing: behavior supports, visual supports, instructional technologies, curricular accommodations, and instruction based UDL and DI <p>Teacher leaders are identified to provide ongoing follow-up, coaching and feedback to teachers and teams. Outside resources such as FIN, FDLRS and CARD are procured for the provision of technical assistance when needed.</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>The school master schedule reflects collaborative planning time for collaborative teaching teams. Administration provides structures for release time for planning. PSDs are designated for teams to plan and discuss concerns related to effective instructional, SEL, common formative/summative assessments, and collaborative lesson plans for PBL units. Meeting logs show evidence that student data are reviewed and used to guide all instructional decisions made by teams during collaborative planning time.</p> <p>ESE team consistently collaborates with general education staff to discuss assessments and progress of their general education students.</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>	Partially Beginning	<p>Teachers of SWDs are regularly available to visit the GenEd classes their students are scheduled for in an effort to foster teacher collaboration and discussion. SWD support staff are in communication with the instructional staff of the students they support in the GenEd classes to offer strategies and supports that may be useful in assisting the instructors to help the SWDs meet their academic goals.</p> <p>ESE Department provides trainings and support for all colleagues to ensure collaboration and inclusion for our SWDs. ESE staff also pushes-in to the general education subject area classroom for collaborative support.</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>	Fully	<p>IEP goals and objectives for all SWDs are aligned to the state standards. General and ESE teachers speak to what their students understand and are able to do in relation to the state standards. Teachers can identify their SWDs who are on Access Points and how their instruction is accommodated/modified.</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>There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of an individual SWDs in GenEd classes. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.</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>Fully</p>	<p>GenEd teachers collaborate with support staff of SWDs to use a variety of data collection tools and processes to continuously assess progress of SWDs in GenEd classes, such as:</p> <ul style="list-style-type: none"> -checklists -FBA (when applicable) -weekly home notes -portfolios -performance assessments -reading assessments -formative assessments <p>All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in GenEd classes. WBH has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment process. All SWDs have access to the same multi-tiered interventions as those w/o disabilities.</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>Fully</p>	<p>Teachers of SWDs use formative assessments to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in GenEd classes. SVE teachers use formative data to increase time SWDs receive instruction in natural contexts such as the lunchroom, media center, electives, school events, etc.</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>WBHS has one or more school-wide programs in place to address: -SEL -anti-bullying -see something/say something -conflict mediation -character education -self-advocacy/determination -diversity/cultural awareness School Counselors are involved in identifying/communicating supports for students in need of anti-bullying, peer supports, anti-suicide, etc.</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>Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Lessons are presented in visual and oral formats. Appropriate response time is given for SWDs to participate. Instructional technology, matched to the needs of individual students, is effectively used for instruction. Teacher and support staff use AT for students who require it, including low-tech strategies and high-tech systems:</p> <ul style="list-style-type: none"> -visual schedules with velcro pieces -erase boards - wide classroom aisles to accommodate mobility -Manipulative tools for students during project-based learning units -laptop, iPad, smartpad device, etc. <p>Teachers tier assignments and assessments. They involve SWDs by regularly using instructional strategies that support more complex thinking rather than lessening the curriculum.</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>Fully</p>	<p>Administration and Teachers can discuss different ways to deliver special ed services in GenEd settings. Some related services are provided in GenEd classes, as dictated by IEP. When creating the master schedule, SWDs are scheduled first. Collaborative teachers can explain why they select a structure for a particular lesson; share accountability for co-planning instruction and assessing all students with common summative assessments in GenEd core classes. Administration note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</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>Paras receive ongoing training on topics relative to their work responsibilities: communication, physical, social and academic support, health, safety, hygiene, SEL, confidentiality, etc. Expectations of paras are clearly outlined and communicated by the Administration and the job description. PSDs offer dedicated time for support staff to collaborate and receive training for their specific PD/growth. Paras can clearly articulate the learning, communication, and behavioral support needs of the SWDs they serve.</p>
---	--------------	--

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>All SVE teachers are active participants of the faculty team at WBHS. SVE teachers collaborate with GenEd teachers to share/implement instructional decisions made by the team for SWDs they serve together. Any teacher needed for an IEP meeting is scheduled during their planning period, not from active teaching time.</p>
<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 can identify and discuss their various roles during the lesson-planning process. When planning, teachers consider the application of Universal Design Lesson and Differentiating Instruction as part of every lesson.</p> <ul style="list-style-type: none"> -Determine appropriate accommodations for individuals -have consensus on grading -reflect on effectiveness of lesson <p>Administrators provide walk-throughs and collaborative team meetings with ESE and general education teachers to support all SWDs.</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>School Administration actively recruits family members of SWDs to participate in: -SAC -SAF -PTSA -Booster Groups/Volunteer opportunities at on campus events -SVE class events -Best Buddies</p>
<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>Data is gathered from families via surveys, suggestion box, etc. Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals, and student data. A schedule of ongoing learning opportunities is provided to all via website, newsletter, school counseling office, 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>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home (where home notes are implemented, in accordance with IEP). Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs.</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>Administration can provide a detailed report to any stakeholder interested in knowing how inclusive practices are encouraged and improved at WBHS.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There is an established protocol for facilitating a smooth transition for SWDs from middle to high school at WBHS. Best Buddies are available for pairing with SWDs in GenEd classes and lunches. SWDs have opportunities to learn and practice skills associated with self-advocacy/determination.</p> <p>WBHS involves district transition personnel, adult and community agencies, and in person-centered planning when planning for transitioning into post secondary programming post-high school graduation.</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>Supports are in place and are passed seamlessly between sending and receiving parties, including:</p> <ul style="list-style-type: none"> -tour of high school classes and the school campus -orientation with teachers -matriculation meetings with ESE Specialist <p>Vertical teaming between teachers within the schoolhouse includes sharing information and effective instructional, behavioral and parental communication information. WBHS identifies and plans for the SWDs through the scheduling process with priority scheduling of elective placement and teacher scheduling. Paras and Teachers are specifically assigned to SWDs.</p>

School BPIE Assessment Priority Indicators

WEST BROWARD HIGH 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 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- 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 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.