

School Best Practices for Inclusive Education (BPiE) Assessment

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

WESTWOOD HEIGHTS ELEMENTARY

District Name: Broward

MSID Number: 0631

Date Meeting Held: 9/22/2025

Initial Information

School Principal: GEORGIA STEWART

School Type: Elementary

FIN Trained Meeting Leader/Title: Shorn Louden- Jones, ESE Liaison

Team Members Name/Title:

Shorn Louden-Jones

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
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.	Fully	At our school, data is a vital component of our instructional practices. We use assessment data to inform best practices, tailor instruction, and provide targeted support to meet the diverse needs of our students. This data includes, unit assessment, topic assessment, i-ready and FAST data. After each district and state assessment, school leadership conducts data chats with teachers. These conversations foster a culture of accountability and high expectations, allowing educators to reflect on student performance, identify trends, and develop actionable strategies for improvement. In addition, support staff meetings are held to review assessment outcomes and discuss teacher accountability. These collaborative sessions ensure that all stakeholders are aligned in their efforts to enhance student achievement and instructional effectiveness.

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. *It is recommended that the team table and return to this indicator after the entire BPiE assessment has been completed.	Partially Almost	Every three years, the school is required to complete a BPiE (Best Practices for Inclusive Education) assessment and shares the results, along with all planned short- and long-term improvement initiatives, with the district. All stakeholder groups actively participate in a collaborative decision-making process to support and enhance inclusive practices throughout the school. The school's handbook or website outlines the shared decision-making procedures, and family input on inclusive practices is regularly collected through multiple channels.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	The key person is identified in various school documents. -Talia Jackson- ESE Specialist -Elizabeth Saiz - Support Facilitator -Lindsay Simpson - SLP -- Professional Learning Community (PLC) minutes; and team planning/ meeting logs- Grade level team leads. These are submitted to the schools administration weekly. -- Staff handbook; -- School website; and -- Newsletters. PLC data analysis

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.	Fully	The principal proactively contacts the district to obtain information about students with disabilities (SWDs) who are not currently enrolled at the school due to the nature or severity of their disability, or due to a perceived lack of appropriate services—such as those receiving Hospital/Homebound instruction. To foster a more inclusive environment, the principal and staff engage directly with the community to encourage these students to return to the school setting. Additionally, the principal advocates for necessary services and supports to be provided within the school, ensuring that all SWDs have access to the resources they need. The school is fully equipped and committed to delivering high-quality educational services to all students, regardless of ability.
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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.	Partially Almost	The majority of students with disabilities (SWD) are scheduled in general education classes for at least 80% of the school day, with the exception of students enrolled in the IND special program and Specialized Pre-K. Related services are provided within the general education setting, primarily during the ELA block, to support access to grade-level instruction. In addition, SWD participate in school-based tutoring programs to reinforce academic skills and promote continued progress. The support services caseload is structured to allow for inclusive scheduling of SWD in general education classrooms. Teachers and staff work collaboratively to ensure that students with disabilities feel welcomed, included, and supported in their learning environment.
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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	Fully	School administrators collaborate with the district to establish programs that integrate students with and without disabilities in the same early childhood classes. General and special education teachers work together to plan and implement weekly lessons aligned with state early childhood standards. Curriculum adaptations such as modifying the physical or social environment, adjusting the placement of materials, breaking down task steps, using assistive devices, or providing alternate materials are implemented as practical interventions to support access for all children. These strategies ensure that developmentally appropriate supports are in place prior to referral for special education services and programs. In addition, developmentally appropriate behavior supports are provided to promote student success in the inclusive setting. The school monitors, on at least a monthly basis, both the number of students with disabilities (SWD) ages 3–5 and their progress in receiving special education and related services in inclusive settings with peers without disabilities.
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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.	Fully	Administrators consistently communicate and reinforce the expectation that all school personnel share responsibility for supporting students with disabilities (SWD) across academic and non-academic settings. General and special education teachers collaborate to provide both instructional and behavioral support, and SWD are never viewed as the sole responsibility of special education staff. All personnel are trained in safety and evacuation procedures, particularly for students requiring extensive support. Administrators provide written resources on inclusive practices, survey staff to assess attitudes and beliefs, and review schedules to ensure equitable opportunities for supporting students with and without disabilities. Staff are expected to refer to colleagues by name rather than by the exceptionality of the students they serve, ensuring a culture of respect and inclusivity.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Our school administrators are responsible for securing, distributing, and monitoring resources that support the effective implementation of inclusive practices. These resources may include supplemental instructional materials, differentiated text sets, accessible formats, assistive technologies, and additional personnel such as coaches, paraprofessionals, and therapists. Administrators also allocate time for collaborative planning to promote high quality instruction and ensure that resources are aligned with the academic and support needs of all students.

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Administrators ensure that all school personnel receive ongoing information and resources on the use of person first language. Guidelines are provided to promote consistent use of person first language in all written, electronic, and verbal communication (e.g., "students with disabilities" rather than "disabled students" or "ESE students," "student with intellectual disabilities" rather than "intellectually disabled student"). Administrators also share strategies to eliminate the use of disability related labels by encouraging staff to refer to students by name rather than by exceptionality.
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.	Fully	School interview teams ensure that all candidates demonstrate a commitment to inclusive educational practices. Interview questions for instructional and non instructional staff assess applicants' knowledge, beliefs, and strategies related to collaborative planning, differentiated instruction, co-teaching, and supporting students with disabilities. Candidates are also evaluated on their ability to respond appropriately to parent inquiries and to foster positive relationships between students with and without disabilities.

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.	Fully	All students, including those with and without disabilities (SWD), arrive and depart by bus at the same time and location. Each school has designated bus monitors responsible for overseeing bus procedures and identifying potential issues. Students with and without disabilities participate together in field trips, and other school sponsored activities. Bus schedules are structured to ensure that SWD do not arrive late to school or leave early, promoting full access to the general education program.
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.	Fully	All students with disabilities (SWD) have full access to school facilities and non academic activities. Supports, including adaptive equipment and communication devices, are provided to ensure participation alongside peers without disabilities. Athletic and club activities, field trips, and other school events actively include SWD. School personnel foster social interaction between students with and without disabilities, provide ability awareness and diversity training, and inform families of students with significant cognitive disabilities about opportunities for full participation.

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students with disabilities (SWD), including those on a modified curriculum, are included in school honors and awards programs, except when eligibility is based solely on the standard curriculum. SWD are recognized in the same manner and at the same time as students without disabilities, ensuring equitable acknowledgment of their accomplishments.
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14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	To ensure staff receive the appropriate support for student success, administrators implement procedures that include analyzing student performance data, staff and family needs assessments, and classroom observation data to guide decision making. Input from IEP teams is gathered to identify student specific professional learning (PL) and technical assistance (TA) needs, such as augmentative and alternative communication (AAC) and positive behavioral supports (PBS). PL and TA are differentiated and individualized for each staff member based on assessed needs, and when appropriate, staff incorporate related goals into their professional learning plans to strengthen inclusive practices. Student learning data is reviewed and documented on a regular basis to adjust PL and TA as needed, while school teams conduct quarterly data checks and discussions to identify ongoing needs of teachers. This policy is reviewed annually to ensure continued alignment with the needs of students, staff, and the school community.
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.	Fully	To ensure high quality inclusive education for all students, administrators implement procedures for professional learning (PL) that promote collaboration, ongoing support, and effective instructional practices. Administrators identify collaborative teams, including general and special education staff, to participate in PL focused on inclusive practices, with learning opportunities

	embedded within existing school structures such as PLCs, collaborative planning, and peer coaching. Strategies for effective inclusion are explicitly provided and modeled within classroom settings, and collaborative teams receive training in areas such as curricular accommodations and modifications, embedding IEP goals into instructional activities, specially designed instruction, access points for core subject areas, differentiated instruction, classroom management, data collection and analysis, accessible instructional materials, assistive technology, communication and visual supports, positive behavioral interventions and supports, alignment of modified curriculum to general education standards, formative assessment, collaborative planning and teaching models, inclusive scheduling, and school-family communication and collaboration. School leaders actively participate in PL alongside teachers and staff, while also ensuring that electronic resources, such as FIN's Building Inclusive Schools, are made accessible to all staff supporting students with disabilities. Administrators further procure external PL resources, including webinars and professional development opportunities offered by FIN, and FDLRS, to expand staff knowledge and skills. In addition, school leaders publish an annual schedule of PL opportunities for all personnel and provide ongoing support and training to staff members hired after the beginning of the school year to ensure continuity of inclusive practices across the school community.
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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 SMD.	Fully	School leaders facilitate job embedded technical assistance for all school based personnel, as appropriate to their role, in order to support best practices for inclusive education for all students with disabilities. A designated staff member coordinates activities related to needs assessments and technical assistance for both individual staff and collaborative teams. Technical assistance is provided based on professional development outcomes and identified needs, and may include in-class coaching on collaborative teaching models, the development of professional learning communities, classroom demonstrations of instructional strategies, team problem solving, inclusive scheduling, planning and implementing behavior and visual supports, the use of augmentative and alternative communication (AAC) and other instructional technologies, planning and applying curricular accommodations and modifications, and designing instruction using Universal Design for Learning (UDL) and Differentiated Instruction (DI). Teacher leaders are identified to provide ongoing follow up, coaching, and feedback to teachers and teams, while school leaders also procure external resources, including FIN, and FDLRS, to ensure comprehensive and sustained technical assistance.
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17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	The school master schedule reflects dedicated collaborative planning time for teaching teams, and administrators provide structures for release time, such as floating substitute teachers or duty release, to ensure that collaboration is prioritized. Teacher duty assignments are distributed equitably across staff to allow collaborative teachers the time necessary for joint planning. Monthly professional development days are designated for teams of ESE and general education teachers to address grade level or subject area concerns related to curriculum and student interventions. Agendas and logs from collaborative planning sessions are maintained and reviewed by administrators, and lesson plans demonstrate evidence of collaboration, with clearly defined shared roles and responsibilities for instruction and assessment. In addition, PLC schedules and records reflect an ongoing focus on reviewing student work and instructional planning, while meeting logs provide evidence that student data are consistently reviewed, discussed, and used to guide instructional decisions during collaborative planning time.
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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.	Fully	In order to support students with disabilities across all instructional settings, collaboration is established between ESE teachers, related service providers, and general education staff. The physical therapist provides consultation to the physical education coach regarding adaptive equipment for students requiring mobility supports. ESE teachers and support personnel also solicit feedback from specials teachers to evaluate the effectiveness of instructional accommodations and modifications. To ensure ongoing communication, ESE teachers provide monthly updates with specific student information, instructional strategies, and useful resources, while the LATs team provides guidance and training on the effective use of assistive technology devices to enhance student access and participation.

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.	Fully	All IEP goals and objectives for students with disabilities are aligned with state standards, ensuring consistency and rigor in instructional expectations. Both general and special education teachers are able to clearly articulate what all students need to know, understand, and be able to do in relation to these standards. For students with the most significant cognitive disabilities, instructional goals and learning targets are based on access points, and teachers modify learning goals and instructional strategies using the same or similar age appropriate materials as those provided to students without disabilities, ensuring meaningful participation and access to the general curriculum.
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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	School personnel utilize a problem solving process to identify and implement appropriate instructional and behavioral interventions for students. A schoolwide plan ensures that staff receive ongoing professional development and technical assistance in the implementation of a Multi-Tiered System of Supports (MTSS) framework, with MTSS team members assigned to support specific grade level or subject area teams. Professional development and technical assistance activities are documented and include evaluation criteria to measure desired outcomes, with the goal of aligning tiered supports to the instructional needs of individual students with disabilities in general education classrooms and natural contexts. The MTSS framework also addresses the needs of students with the most significant cognitive disabilities, and families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA), and Positive Behavioral Interventions and Supports (PBIS) plans. An FBA process is used to identify triggers and replacement behaviors for any student requiring additional behavioral support, and school rules are translated into specific applications for classrooms, hallways, and other school areas as part of the schoolwide PBIS plan.
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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	General education teachers collaborate with special education teachers and related services personnel to use a variety of data collection tools and processes, including checklists, profiles, functional behavior assessment tools, task analysis, portfolios, performance assessments, reading assessment tools, and scoring rubrics, to continuously assess the progress of students with disabilities in general education classrooms and natural contexts. All teachers utilize formative assessment data to adjust instruction, revise behavior plans, and determine individual student responses to interventions, ensuring that instructional decisions are data driven. Students with disabilities are considered general education students first, and supports are identified based on data to enable their progress within general education and natural contexts. The school designates personnel with expertise in gathering and analyzing student data to provide ongoing support for the use of formative assessment processes, and all students with disabilities have access to the same multi-tiered interventions as their peers without disabilities.
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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	General education teachers collaborate with special education teachers and related services personnel to use a variety of data collection tools and processes, including checklists, profiles, functional behavior assessment tools, task analysis, portfolios, performance assessments, reading assessment tools, and scoring rubrics, to continuously assess the progress of students with disabilities in general education classrooms and natural contexts. All teachers utilize formative assessment data to adjust instruction, revise behavior plans, and determine individual student responses to interventions, ensuring that instructional decisions are data driven. Students with disabilities are considered general education students first, and supports are identified based on data to enable their progress within general education and natural contexts. The school designates personnel with expertise in gathering and analyzing student data to provide ongoing support for the use of formative assessment processes, and all students with disabilities have access to the same multi-tiered interventions as their peers without disabilities.
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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.	Fully	Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans, and determine opportunities for learning in general education classrooms and other natural contexts. Teachers working with students in self contained and resource settings use formative assessment data to increase the amount of time students with disabilities spend receiving instruction in general education classes, using tools such as observational data to identify effective behavior supports for learning. Additionally, these teachers leverage formative assessment data to expand student participation in natural contexts, including settings such as the lunchroom, media center, and school store, ensuring that students have meaningful access to the general school environment.
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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.	Fully	The school implements schoolwide programs that address formal academic and social peer support, social and community inclusion, antibullying, conflict mediation, student problem solving, character education, self determination and self advocacy, community service projects, and global cultural and disability awareness. Teachers incorporate team building and class building activities to foster and maintain positive interactions among students with and without disabilities. School guidance counselors play a key role in identifying, coordinating, and supporting the implementation of these programs, including initiatives such as anti bullying efforts and peer support systems, to promote a safe, inclusive, and respectful school environment.
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24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	Teachers plan instruction to provide multiple means of representation and engagement, presenting lessons in both visual and oral formats while allowing students to respond using eye gaze, choice cards, gestures, or other appropriate methods. Adequate response time is provided to ensure meaningful participation for students with disabilities, and instructional technology is matched to individual student needs and used effectively across all classrooms. Teachers and support personnel incorporate assistive technology and strategies, including low and high tech solutions, such as book pages with foam tabs for Pre-K students, visual schedules with Velcro items, wide classroom aisles for mobility, adjustable table heights, choice boards or software for assignments, pencil grips, raised desks, and other accommodations to ensure full participation. Students are allowed to respond orally on assessments, and assignments and assessments are tiered as appropriate. Instructional strategies actively engage students with disabilities in higher order thinking and meaningful learning opportunities, rather than simplifying or watering down the curriculum.
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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.	Fully	Administrators and teachers are able to articulate a variety of ways to deliver special education services within general education settings, ensuring that related services are provided as appropriate in natural context for example, language therapy during reading instruction, physical therapy during P.E. or recess, and occupational therapy during writing activities. When developing the school master schedule, students with disabilities are scheduled first, and the schedule reflects a range of service delivery models, including co-teaching, support facilitation, and consultation. In class supports are delivered using flexible instructional approaches, such as station teaching, parallel teaching, and alternative teaching, selected based on student needs and the intended outcomes of instruction and assessment. Collaborative teachers are able to explain the rationale for selecting a specific instructional structure, share accountability for co-planning, co-delivering instruction, and co-assessing all students, and receive feedback from administrators on collaborative teaching structures as part of the teacher evaluation process.
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26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SLD in general education classrooms and natural contexts.	Fully	Paraprofessionals receive ongoing training relevant to their work responsibilities, including understanding the nature of specific disabilities and their impact on learning, providing communication, physical, social, and academic supports, addressing health, safety, and hygiene needs, and maintaining confidentiality. External resources, such as FIN, and FDLRS, are procured to support this training. The roles and responsibilities of paraprofessionals are clearly defined and communicated by administrators and teachers, and the principal ensures that paraprofessionals have dedicated time to consult with teachers and participate in student IEP meetings. Teachers and paraprofessionals collaborate regularly to discuss strategies and methods for providing individualized supports to students with disabilities in general education classrooms and natural contexts. Administrators and teachers monitor paraprofessional activities to evaluate the effectiveness of supports provided, and paraprofessionals are able to clearly articulate the learning, communication, and behavioral support needs of the students they serve.
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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	In our school setting, special education teachers are active members of grade level teams and collaborate with general education teachers to share and implement instructional decisions made collectively by the team. Special and general education teachers meet regularly to exchange information regarding curriculum and individual student support needs, and all team members receive meeting minutes and have the opportunity to provide input when unable to attend in person. Special education teachers' regularly scheduled classroom responsibilities are protected, ensuring they are not pulled from instruction to attend other meetings, such as IEP or parent conferences, so that they can maintain consistent support for students.

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	During the planning process, teachers identify and discuss their various roles, ensuring that specially designed instruction, Universal Design for Learning (UDL), and Differentiated Instruction (DI) are considered in every lesson. They determine appropriate accommodations and supports for individual students and reach consensus on grading procedures, particularly when accommodations or modifications are provided. Roles and responsibilities are shared in a way that maintains parity, so distinctions between special education and content or grade level teachers are not apparent and no teacher carries a disproportionate responsibility for instruction or assessment. Teachers regularly reflect on and evaluate their effectiveness as collaborative educators, while administrators provide ongoing support to help clarify, define, and develop these roles and responsibilities.
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29. Family members of SWD are contributing members of school decision-making groups.	Fully	Our school administrators actively recruit family members of students with disabilities to participate in school decision making groups, including the School Advisory Council. Families of students with disabilities are also engaged as active members of other school groups, such as the Parent Teacher Association (PTA) and various school sub-committees, including events like the Publix Math Night or ELA Night in decision making is informed by annual measurable outcome data for students with and without disabilities, ensuring that family input contributes meaningfully to school planning and initiatives.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Our school administrators actively recruit family members of students with disabilities to participate in school decision making groups, including the School Advisory Council. Families of students with disabilities are also engaged as active members of other school groups, such as the Parent Teacher Association (PTA) and various school sub-committees, including events like the Publix Math Night or ELA Night in decision making is informed by annual measurable outcome data for students with and without disabilities, ensuring that family input contributes meaningfully to school planning and initiatives.

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Data are gathered from families through surveys, interviews, focus groups, suggestion boxes, and other feedback mechanisms to identify their needs and interests. Based on this information, along with school climate surveys, IEP goals, and student data, learning opportunities and resources are provided to families. Topics covered include assisting with homework, preparing for tests, understanding the least restrictive environment (LRE) and inclusive practices, developing and meaningful IEP goals. A schedule of ongoing family learning opportunities is communicated through newsletters, the school website, emails, and other channels, and all content and activities are translated to ensure accessibility for families whose first language is not English.
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	Families receive support and resources, such as checklists and point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure that support plans are consistent across school, home, and community settings. Family input is actively sought when creating student profiles for students with significant behavioral support needs, including information about interventions that have been effective in home or other settings. Structures are established to facilitate regular information sharing between educators and families regarding the access, participation, and progress of students with disabilities.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	At the end of the school year, the school provides a report to the district summarizing progress toward implementing and improving inclusive practices. The school administrator shares this information with families during school open house activities, with all school personnel as part of preschool activities and ongoing updates throughout the year, and with other school administrators during district meetings, ensuring transparency and continuous communication regarding the school's efforts to support inclusive education.
33. The school uses a person-centered planning process for SWD.	Fully	The school has an established protocol to ensure smooth transitions for students with disabilities from grade to grade and from school to school. Students are provided with opportunities to develop and practice skills related to self-determination, supporting their growth toward independence and successful participation in educational and community settings.

34. School uses a team decision-making process to ensure SLD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).	Fully	Supports for students with disabilities are maintained and transferred seamlessly between sending and receiving parties during transitions. Vertical planning between teachers from school to school ensures the sharing of information, effective instructional strategies, and behavioral supports for individual students. Administrators proactively ensure that supports follow students as they transition from grade to grade, school to school, and district to district. In the spring, the school coordinates orientations for students moving from elementary to middle school. Additionally, students with significant support needs, such as those with intellectual disability, are provided opportunities including transportation to spend time in the receiving school's classrooms for a week, with appropriate supports such as paraprofessionals, visual schedules, and social supports, to ensure a smooth and successful transition.
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School BPIE Assessment Priority Indicators

WESTWOOD HEIGHTS ELEMENTARY 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 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.
- Indicator 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.