

SBPIE Assessment

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

HOLLYWOOD HILLS HIGH SCHOOL

District Name: Broward

MSID Number: 1661

Date Meeting Held: 5/6/2025

Initial Information

School Principal: DANIEL MOST

School Type: Senior High

FIN Trained Meeting Leader/Title: Penny Skalis, ESE SPECIALIST

Team Members Name/Title:

Sara Pierce

Brittany Deland

Leslie Steiner

Sylvia Hernandez

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Fully	The data sources is meeting with the high school students in class and working with them. Discussing their grades and recent test scores. The input is active participation with the student during the school day and most importantly having them participate in their annual IEP that is conducted each year. The ESE Support Facilitators work closely with the students and their teachers at the school site. Input is obtained and shared with the family/guardian member. *School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes. (Data chats are conducted with students to create strong accountability and high expectations in doing well in the courses and ensuring that the students have the required GPA to graduate. *Family/Guardian input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.)

2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Partially Almost	Hollywood Hills High School administration, educators, and students work closely on long and short term goals. It is distributed to all share holders at the school site. Our administration disseminates the school data quarterly and weekly to see how the ESE students complete their core subject area and also to monitor graduation completion.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Fully	The key personnel at the school ranges from administration (assistant principal), ESE Specialist, ESE Support Facilitators, and the SVE educators that are responsible for oversight and coordination of goals and action steps related to inclusive best practices being conducted at Hollywood Hills High School. The roles are clearly identified and the responsibilities are ongoing throughout the school year. Evidence is Newsletters School Website School Advisory Committee Input Staff Handbook PLC Team Planning Agenda/Notes (minutes) Community Based Instruction- working at job sites (Publix, Sleep In, etc.)

4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	*The school is equipped to provide educational services to all students. *The principal and the assistant principal contacts the district to obtain information about SWDs who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. *The principal is a strong advocate that requests services and supports to follow SWDs in the school. * Hollywood Hills High 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. *Families recognize that the school does a lot for their children, and that the school is able to address their child's needs, regardless of the type of severity of the disabilities.
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5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.	Partially Almost	*To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings, for example: *A speech language pathologist (SLP) in an elementary/middle/high school engages in small group therapy sessions *Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings *All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes. *All SWDs are involved in before-or after school tutoring interventions provided for reading and math. *SWDs are not assigned to classrooms based on a perceived lack of resources at the school. *SWDs are not assigned to based on their exceptionality or supplementary aids and services needed. *All SWDs receive education in a general education regular class setting reflecting natural proportions and age-appropriate , heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.574 (F), F.S *All SWDs including those with significant disabilities, are scheduled into general education classes 80% or more of the day.
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6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. *Schools with early childhood (preschool) programs only.	Fully	Aligns with District BPiE Indicator #4. Please review the Appendices: Glossary of Terms for definition of the above term: curriculum adaptations partnerships with private providers
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	*Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs. *Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. *Administrators survey staff to determine beliefs and attitudes about inclusive practices. *All personnel are trained and responsible for safety and evacuation procedures for SWDs. *School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (*e.g. Mrs. Smith rather than the Autistic Teacher). *SWDs are not the sole responsibility of special education personnel during academic and non-academic school activities. *General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. *Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletter, etc.

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	*School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. *Text sets with differentiated reading levels; *Accessible instructional materials (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); *Assistive technologies, supports and services; *Time for instructional planning; and *Allocation of personnel aligned with in class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists). *School administrators provide and monitor the use of resources across all school teams, such as : *Supplemental materials for core subject areas related to all academic standards;
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	*Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label). *Administrators provide guidelines on the use of person first

10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.	Fully	*School interview team members assess 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 beliefs of inclusive educational practices, such as: *Please describe your role in a co-taught classroom. How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum? *School interview team members include job interview questions for non-instructional staff (e.g. paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: *Tell me how you would respond if a parent of student with a significant disability inquires about enrolling their child at this school. *Give me an example of a time when you facilitated relationship-building between students with and without disabilities.
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11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.	Fully	*Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (e.g. physical access, health and safety measures, adequate supervision for all bus arrivals and departures). *All bus arrivals and departures occur at the same time and location for students with and without disabilities. *There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. *The principal has made a formal request to the district for bus schedules to be changed. *Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. *Our students actively participate in all school functions and they have access to a bus. *SWDs do not arrive late and leave school early based upon the bus schedule.
12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.	Partially Almost	*All SWDs have access to all school facilities and non-academic activities. *

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	*All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities. *All SWDs are including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards). *except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities.
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14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.	Partially Almost	*Administrators analyze student performance data, staff, and family needs assessments/surveys. *Regularly schedule (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers. *Administrators analyze data from classroom observations. *Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC] positive behavior supports [PBS] needed to support individual students. *PD and TA are differentiated for each staff member as per their assessed needs. *When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan. *Regular review of student learning data is reflected in an effort to determine ongoing PD and TA needs. *Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers.
15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Fully	*Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. *PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. *Strategies for effective inclusion are

provided and modeled in the classroom setting.

*PD is provided to collaborative teams to include the following topics--

--Curricular accommodations and modifications in general education classes and non-instructional activities.

--Embedding IEP goals into the general education instructional activities and natural contexts

--Access points for math, language arts, science and social studies

--Universal design for learning

--Differentiated instruction

--Classroom management strategies

--Data collection and analysis

--Accessible instructional materials

--Assistive technology

--Communication supports

--Visual support

--PBIS

--Alignment of modified curriculum to general education standards

--Formative assessment

--Collaborative planning and teaching models

--Flexible scheduling

--Peer supports

--School-family

communication/collaboration

--School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's Building Inclusive Schools) for all SWDs

--School leaders participate in development activities provided to teachers and staff on inclusive educational practices.

--Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD.

--School leaders provide a published schedule of PD opportunities, made available throughout the school year,

		for all school personnel. *Administrators provide ongoing support for new personnel who are hired after the beginning of the school year
16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Fully	*A key person at the school coordinates activities related to needs assessments and TA for individual related to needs assessments and TA for individual staff and collaborative teams. *School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as:

17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	*The school master schedule reflects collaborative planning time for collaborative teaching teams. *Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). *Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. *the principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common. *Monthly PD days are designated for teams including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. *Agendas and logs from collaborative planning sessions are available for administrators to review. *There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. *There is a schedule and record of PLCs related to the review of student work and instructional planning. *Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.
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Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Partially Almost	*A music teacher has several SWDs in her classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students. *The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. *The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. *ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. *The ESE teachers provide monthly updates with specific student information, instructional strategies and /or useful articles to teachers. *The ESE TEAM provides guidance and training on the use of assistive technology devices.
19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Fully	*Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using the same, or similar, age appropriate materials as those used by students without disabilities. *The instructional goals and learning targets of students with the most significant cognitive disabilities are based on access points. *General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards. *IEP goals and objectives for all SWDs are aligned to the state standards.

20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.	Partially Almost	*School personnel use a problem-solving process to identify appropriate instructional and behavioral identify appropriate instructional and behavioral interventions. *There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. *Members of the school MTSS team are assigned to provide support to specific grade-level or subject area teams. *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 individual SWDs in general education classrooms and natural contexts. *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 PBIS plans. *An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. *School rules are translated to specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.
21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.	Partially Almost	*General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously asses progress of SWDs in general education classrooms. *Use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts, such as : --Checklists --Profiles --FBA tools --Ecological inventories --Task analysis --Portfolios --Performance assessments --DAR/TOMA --Rubrics (language arts class) --Reading assessment tools *All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. *Instructional personnel consider SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs to make progress in general education and natural contexts. *The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. - All SWDs have access to the same multi-tiered interventions as those without disabilities.

22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.	Fully	*Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. *Teachers of students in self-contained classrooms SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classes such as observational data to identify effective behavior supports for learning in the general education classroom. *Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts such as lunchroom, media center and school store.			
23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.	Partially Almost	*The school has one or more schoolwide programs in place that address the following:			
24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.	Fully	*Teachers differentiate instruction to allow multiple means of representation, expression and engagement *Lessons are presented in visual and oral formats. *The student responds using using eye gaze, choices cards and/or gestures. *Appropriate response time is given for SWDs to participate *Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. *Teachers and supports personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and ihsoftware, such as: <table border="1"> <tr> <td>25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.</td><td>Partially Almost</td><td> *Administrator and teachers can articulate different ways to deliver special education services in general education settings. *Related services are provided, as appropriate , in </td></tr> </table>	25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.	Partially Almost	*Administrator and teachers can articulate different ways to deliver special education services in general education settings. *Related services are provided, as appropriate , in
25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.	Partially Almost	*Administrator and teachers can articulate different ways to deliver special education services in general education settings. *Related services are provided, as appropriate , in			

general education classes and natural contexts: language therapy is provided to SWDs during reading instruction , physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities.
*When developing the school's master schedule, SWDs are scheduled first.
*The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation.
*When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and

				assessment. *Collaborative teachers can explain why they selected a structure for a particular lesson. *Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students. *Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system. *The students that are in the SVE program complete the Florida Alternative Assessment it is given by a certified ESE educator in the month of March/April of each school year.
		26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive	Partially Almost	*Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature

			environment.			of specific disabilities and impact on learning providing communication, physical , social and academic supports; health, safety and hygiene needs; and confidentiality) *Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. *The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. *The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. *Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education
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Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Fully	*A secondary school special education teacher is an active member of the social studies/science department. *An elementary school special education teacher is an active member of the primary/intermediate grades. *Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. *Special and general education teachers meet regularly to share information on curriculum and individual student support needs. *All team members receive minutes of team meetings and have input into decisions when not available to attend in person. *Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences). *Hollywood Hills High School does a family phone link each Friday evening announcing the upcoming events of the school. *Twice a year the school has a parent night that celebrates our ESE population with the programs that our students are involved.

28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost	*Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities. *Teachers reflect on and assess their effectiveness as collaborative teachers. *Teacher have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. *Teachers share roles and responsibilities such that distinctions between special education and the content-or grade-level teacher are not obvious. *Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. *Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. *Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. *When planning, teachers consider the application of UDL and DI as part of every lesson. *Teachers use technology to support the lesson to the students.
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29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Beginning	*School administrators actively recruit family members of SWDs to participate in school decision making groups, including the School Advisory Council. *Family members of SWDs are active members of groups such as the Parent Teacher Association (PTA) and school sub-committees (e.g., Home Coming, Fall Festival, ESE/ESOL Night, Band Boosters). *Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities. *ESE Support Facilitators are asked to maintain quarterly progress notes on all students.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Beginning	*Data are gathered from families via surveys, interviews, focus groups, 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. *Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion developing meaningful IEP goals and postsecondary school opportunities. *Schedule of ongoing learning opportunities is provided to all families via website, school phone announcement each Friday evening by principal. *Staff on site to support the families in their native tongue of Spanish and Haitian- Creole languages.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	*Families receive support and resources such as a checklist or point system to implement behavior support plans at home and in the community. *Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs. *Families receive information of transition services of high school graduation during the IEP meeting. *Teachers obtain family input on creating a student profile for a student with significant behavioral support during the parent interview process. *Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. *Team/department meeting notes reflect family input on developing educational, behavioral and or social strategies for their children, such as and IEP, FBA/PBIP.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Almost	*The school administrator provides a report to other school administrators during district meetings. *The school administrator provides a report to all school personnel as part of pre-school/planning day activities and throughout the year. *The school administrator provides a report to families as part of school open house activities and ESE Night event. *At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices.

33. The school uses a person-centered planning process for SWD.	Partially Almost	*There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. *Key personnel connect and discuss on "new" students that will be attending high school from middle school. *Personnel use the Circles of Friends activity to identify natural learning and social/friendship supports for SWDs in general education contexts. *Person-centered planning is used for SWDs to plan for independent living, post secondary education, dual enrollment, technical schools, and careers. *ESE Support Facilitators complete a career survey with their 9-12th graders each year to see what the student would like to do in his life. *SWDs have opportunities to learn and practice skills associated with self-determination. *Personnel use the XELLO program to see what career choices that the students could possibly pursue after graduation. *The school involves adult and community agencies and postsecondary education institutions in person-centered planning.
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34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.	Partially Almost	*Supports are in place and are passed seamlessly between sending and receiving parties. *Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. *Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district. *Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWDs. *Schools identify and share individual needs of SWDs through the flexible scheduling process, as they transition from grade to grade. *In the Spring, the school coordinates with the middle school on the students that will be high schoolers in the fall time period. *Schools can connect with incoming 9th graders and provide a tour of the high school. *The school can provide transportation for the student that is in the SVE program. *The middle school and the high school communicate via TEAMS to share information on the incoming 9th graders during the month of April. At the meeting both schools state what the student can do and what resources are needed for the student to be successful in their academics and social/emotional growth.
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School BPIE Assessment Priority Indicators

HOLLYWOOD HILLS 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 2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.
- Indicator 12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.
- Indicator 20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.