

SBPIE Assessment

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

WHISPERING PINES EXCEPTIONAL EDUCATION CENTER

District Name: Broward

MSID Number: 1752

Date Meeting Held: 9/11/2025

Initial Information

School Principal: Erica Alexander

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Erica Alexander, School Principal

Team Members Name/Title:

Assistant Principal-Erica Alexander

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	Every student that attends Whispering Pines is on an IEP. The ESE Specialist puts out the meeting dates for upcoming IEPs a month in advance. The students IEP goals are held inside of their daily point sheets that are calculated towards progress daily. The Behavior Specialists track behavioral data through referrals that are made from teachers. Students take on standards course to achieve a traditional high school diploma. They take state mandated exams and follow a standard graduation track per Broward County Schools. The data is collected from testing determines the placement for students. Most students are below grade level in ELA and math. Consequently, the school has RTI in place for remediation of those student. Students are allowed to matriculate until the age of 22. When students graduate they are allowed to defer and come back to attend the PASS program. Students learn job preparation, internships, and life skills.
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	Short term goals: 1. Increase reading gains through informational text and vocabulary. 2. Increasing parental involvement through workshops, collaborative decision-making, and participation in school sponsored activities. 3. Decreasing maladaptive behaviors through therapeutic services, targeted behavioral interventions, and classroom management. Long term goals: 1. Increase reading scores every year through RTI and interventions. 2. Increasing student attendance through parental involvement and district initiatives. 3. Decreasing maladaptive student behaviors through proactive interventions. Website: https://whisperingpines.browardschools.com/ Weekly Middle Child Study Notes: Student: Marci Therapist: Ms. Reynolds Concern: interim reports/grades Possible Solution: Only include feedback based on the dates she has been here. Might not be going to residential for a little while. Waiting for a spot. Put comments and grades based on what we see this week. Mention student has not been able to attend school. Be mindful of her behaviors to help keep her safe. Allowed to keep her bag. Bag is being searched. Student: Joseph R

Therapist: Dr. Cotton

Concern: escalated behaviors, multiple PIPs, using inappropriate language does not take ownership of his choices

Solution: Dr. Cotton will speak with him. Follow TEAAMS system. Teachers should call dad when he acts up.

Student: Zechariah

Therapist: Reynolds

Concern: grandiose religious comments causing tension with peers

Solution: encourage him to think his thoughts to himself and remind him that it is not appropriate in the classroom

Student: Mason

Therapist: Cotton

Concern: Nurse wanted to know how he is doing

Feedback: seems to be doing better but he also has absences since going on morning meds. Seems calmer. Wants to play basketball with Coach. Encourage him to move up.

School Leadership Team Meetings:

I have identified monthly faculty council meeting dates for the school year. I want to discuss this before sending it out to all staff. The meeting will be held promptly on Tuesdays at 8:50 am.

Sep 2

Oct 7

Nov 4

Dec 2

Jan 6

Feb 3

Mar 3

Apr 7

May 5

School Leadership Team Meetings:

[https://browardcountyschools-](https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/WPS%20TF%20Meeting.docx?d=w32e397c3c9744effa427cb67373a2f5b&csf=1&web=1&e=gDDndY)

[my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/WPS%20TF%20Meeting.docx?
d=w32e397c3c9744effa427cb67373a2f5b&csf=1&web=1&e=gDDndY](https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/WPS%20TF%20Meeting.docx?d=w32e397c3c9744effa427cb67373a2f5b&csf=1&web=1&e=gDDndY)

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	Staff Roster: https://browardcountyschools-my.sharepoint.com/:x:/r/personal/p00074860_browardschools_com/Documents/STAFF%20ASSIGNMENT%202023-2024%20(2).xlsx?d=wff426f868533447dba58447f47978d85&csf=1&web=1&e=aFIUZ7 PLC Dates: THURSDAYS from 8:45 AM to 9:15 AM November 3, 2025 November 17, 2025 December 1, 2025 December 15, 2025 January 5, 2026 January 12, 2026 January 26, 2026 February 9, 2026 February 23, 2026 March 9, 2026 March 23, 2026 April 6, 2026 April 20, 2026 May 4, 2026 (Closeout/survey) All meetings are bi-weekly EXCEPT 1/5/26 and 1/12/26 due to Holiday breaks. Team Planning Logs: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/CPS%20Team%20Role.Responsibilities.docx?d=w77e1ad47ab8b469abb932ac379c0178f&csf=1&web=1&e=H1kFYK Principals Newsletter: file:///C:/Users/p00074860/Downloads/Principals%20Corner%20week%204.pdf School Website: https://whisperingpines.browardschools.com/ Staff Handbook: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00056020_browardschools_com/Documents/Documents/staffHandbookV1-2526.docx?d=w477dcc5fa6c94226bf062a0c05a1843e&csf=1&web=1&e=fwkEKG
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4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Whispering Pines is an ESE/EBD center that serves a student population in which every student has an Individualized Education Program (IEP). All students are bused in across southern Broward County. The school provides services to the SWD population based on school/grant resources. Whispering Pines is a K-12 day school that offers traditional curriculum towards a standard high school diploma. The ESE Specialists schedules IEP meetings and IEPs are in compliance. Students are provided with those in class and testing accommodations based on their IEP.
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.	Fully	Whispering Pine School is an ESE/EBD center. We provide students with on standards education tailored to their exceptionalities. All students are on IEPs. In addition, the academic supports we also provide behavioral and therapeutic services.

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	Whispering Pines in an ESE/EBD center that serves K-12 students. Students in grades 3-5 are all on IEPS. Elementary students are based on the mandated Broward County course offerings and scheduled minutes.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Behavioral Data: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/MonthlyBehData2526%20(1).docx?d=wbe535e3995a54cbc80d536a93490824b&csf=1&web=1&e=kqyjpv Behavioral Assessment Data: Chart 1, Chart element *PIPs answered by Admin, Behavior Sp., and "PIP Team" not included. **Strikeouts included in PIP totals. ***Davis, Weech, and Pratt are student/classroom based. 8/25 PIP Totals School Wide Referrals: 219...AV: 14.6 per day % From Referral Data *(strikeouts not included)

		Elm: 19 Middle: 116 6th: 11.2% (13).....7th: 61.2% (71)..... 8th: 27.6% (32) High: 84..... 9th: 29.8% (25) 10th: 45.2% (71) 11th: 13.1% (11) 12th: 11.9% (10) Top 4 Locations Earning Calls RM.402 (31), RM.603 (26), P.2 (23), 608 (19) Top 4 Students Earning Calls (as of 8/26) M. Denesevch (18), Jer. Washington (16), J. Ennis (12), Stewart/Welch/Bailey (10) Sample Teacher Schedule: https://browardschools.focusschoolsoftware.com/focus/Modules.php?modname=Users%2FUser.php&staff_id=33092#!schedule/366697
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Testing and Achievement Data: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/MonthlyBehData2526%20(1).docx?d=wbe535e3995a54cbc80d536a93490824b&csf=1&web=1&e=kqyjpv 2025-26- Teacher-Paraprofessional Planning: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00127153_browardschools_com/Documents/IWPines/Master%20Schedules/SY26/2025-26%20TEACHERS%20PARA-%20PLANNING.docx?d=w1b6e0d736c5b48f8a1a068738e23335d&csf=1&web=1&e=KPynws SAC/SAF Meetings https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/2024%20-2025%20SAC%20Meetings.docx?d=wd0bc635bc7f7423793afd5896b4fb034&csf=1&web=1&e=hRjzdZ 25-26 Preplanning Week file:///C:/Users/p00074860/Downloads/Preplanning%20Week%202025-2026%20Final%201.pdf

9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	SIP Draft: https://browardcountyschools-my.sharepoint.com/:w:/r/personal/p00074860_browardschools_com/Documents/SIP-Attendance-Plan-25-26%20(1).docx?d=we21e463b3cf4441cb64dd33baa84a656&csf=1&web=1&e=Qg7e5i Staff Assignments: https://browardcountyschools-my.sharepoint.com/:x:/r/personal/p00074860_browardschools_com/Documents/STAFF%20ASSIGNMENT%202023-2024%20(2).xlsx?d=wff426f868533447dba58447f47978d85&csf=1&web=1&e=FvOVMr
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	District Adopted interview questions are utilized.

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	The Assistant Principal and the ESE Specialist work together with Broward County Public Schools to order and schedule buses for all students. PTWEB is used for synopsis and bus schedules. The school also provides specialized bus order or routes for part time mainstream students.
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	Graduation program student government Field trips Grad bash Intramural sport
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Partially Almost	Honor roll Student of the month Kid of Character

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	FOCUS iObservation Staff professional development plans PLC's
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	Collaboration of support staff Team Facilitator Meetings Child Study PLC Data chats Training for non-instructional staff Progress monitoring

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.	Partially Almost	Tier 1 Coaches meetings Database Canvas
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master Schedule Team Meetings PLC's Child study Data chats

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.	Fully	Child study Team meetings Master schedule PLC's
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	Standard and objectives on board Board configuration CPALMS IEP goals Canvas Progress Reports District Curriculum Maps
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.	Fully	RTI Child study FBA/PBIP School Wide Behavior Management System (TEAMS)
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.	Fully	Performance Matters IEP goal progress monitoring Child study Functional Behavior Assessments BASS FAIR iREADY STEM Read 180 NWEA

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	Performance Matters IEP goal progress monitoring Child study Functional Behavior Assessments BASS FAIR iREADY STEM NWEA Reading
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.	Fully	TEAM System Kid of Character Anti Bullying policy Dating Violence Social Responsibilities Red Ribbon Week PEACE Week
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.	Partially Almost	PLC's IEP Accommodations CANVAS SEPA iObservation data
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	Master Schedule Student schedules IEP's iObservation Data
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 environment.	Partially Almost	Paraprofessional trainings Assisting teachers with small group and whole group instruction.

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	Teacher certification Child study PLC's
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	Master Schedule PLC's Team meetings
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	SAC/SIP This is a friendly reminder to our SAC meeting on Wednesday, September 3rd, 2025, at 10 AM in our Cafeteria. Attached to this email, you will find our 25-26 SAC/SAF calendar, September agenda, May's minutes from our previous school year, & our SAC bylaws which we will discuss and adopt in our meeting. We are so excited to start the school year with your presence, and we look forward to seeing returning members as well as new members!
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Parent university (district) Upcoming learning opportunities Parent link Edplan Connect Website Community Liaison IEP's

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	IEP process Parent/Teacher conferences Parent input on IEP's Phone logs Parent participation in on ground assessments Parent Link School website
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	SIP BPIE
33. The school uses a person-centered planning process for SWD.	Fully	IEP Post School Data PASS Deferment programs Vocational rehabilitation Brace advisor
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.	Fully	Child study Mainstream Process IEP meetings

School BPIE Assessment Priority Indicators

WHISPERING PINES EXCEPTIONAL EDUCATION CENTER 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 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.
- Indicator 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.
- 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.