School Best Practices for Inclusive Education (BPIE) Assessment

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

BEACHSIDE MONTESSORI VILLAGE

District Name: Broward

MSID Number: 2041

Date Meeting Held: 3/17/2025

Initial Information

School Principal: NANCY LONG

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Vickie Bloome, ESE Specialist

Team Members Name/Title:
Nancy Long, Principal
Gigi Forsman, Assistant Principal
Christine Cidoni, Literacy Coach
Courtney Wickers Ulrich, Guidance Counselor
Wendy Watson, Teacher and Parent of SWD
Vickie Bloome, ESE Specialist and FIN-Trained Leader

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	The School Leadership Team conducts data chats by grade levels quarterly. Data shared quarterly for SWD, and analysis of data provided 3 times per school term through diagnostic testing (iReady, FAST, MAP). Coordinated with Florida Inclusion Network to increase inclusive practices K-8.
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.	Fully	SIP access is given to all parents via SAC meetings and school website. Monthly PLC meetings to collaborate on grade level standards for ALL students. Leadership Team analyzes data 3 or more times per year to monitor and evaluate progress toward SIP goals.
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 ESE Specialist oversees, coordinates and monitors the implementation of best practices that are aligned with individual needs via the IEP.

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	Magnet Coordinator follows Magnet Program guidelines as stated in School Board Policy 6400. School Administrators advocate and ensure SWDs are afforded the same and equal opportunities as students without disabilities (i.e. core classes, electives, field trips, clubs, and sports). School Administrators coordinate scheduling of SWD with Florida Inclusion Network.
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.	Fully	All SWDs are scheduled/assigned in a general education class and spend 80% or more of their school day in that setting. Specialized ESE services are provided within the school setting. Increasing use of inclusive practices, collaboration in the general education setting, and organization of master schedule to support instruction of SWD during their ELA and Math blocks. All SWDs have equal access to before-school tutoring.
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	SWDs receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for ESE services/programs. Developmentally appropriate behavior supports are provided for all students. Child Find is provided for children ages 3 through 5.

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 clearly and consistently state expectations for all school personnel during faculty meetings, PLCs, SAC, Team Leader Meetings, and the weekly "Look Ahead" newsletter. General education and ESE teacher collaborate level of supports and needs of SWDs. Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have support needs. The safety procedures are woven into the Montessori structure though the multi-aged classroom, and sense of community promoted throughout the school. We operate as a collective unit rather than individual classes.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Administrators obtain and allocate resources (e.g. personnel and materials) to implement effective inclusive practices. Administrators provide and monitor the use of resources across all school teams. Allocation of personnel aligned with in-class support needs of students (e.g. literacy coach, paraprofessionals, SLP, OT, Family Counselor, VI Itinerant). Increasing use of Montessori materials as a proven best practice for all learners. Teachers get ample planning time. Accessible instructional materials (e.g. textbook set for home, alternate formats (audio/electronic, braille, text-to-speech) based on unique needs.

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Administrators provide all school personnel with ongoing information and resources on person first language (e.g. the student with autism rather than the autistic child). Administrators provide guidelines on the use of person first language in written, electronic, and verbal communication.
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 team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching. Job interview questions for instructional staff focus on knowledge and beliefs of inclusive educational practices.
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	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 arrival/departure). There are designated bus monitors who are responsible for overseeing bus procedures and identifying potential problems. Specialized transportation requests are made for field trips as needed per the IEP.

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 SWDs have access to ALL school facilities and non-academic activities. Supports, such as band instruments and communication devices, are provided to meet individual needs. Athletic coaches include SWDs in the same activities as those without disabilities. ESE staff/personnel monitor the participation of SWDs. All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities. SWDs participate in all class field trips with same age peers without disabilities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All SWDs are included in honors and awards. As a Montessori school, we do not incentivize academics; however, all acknowledgement of success and other designations are inclusive to all.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Administrators analyze student performance data, staff and family needs assessments/surveys. Administrators analyze data from classroom observations. Administrators obtain input from IEP teams to identify specific PD and TA. Through PLC, staff surveys, student data, and teacher formal observations, Administration utilizes a responsive approach to continuously improve practices, including inclusive practices.

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.	Partially Almost	PD is provided through PLCs, de-escalation training, staff meetings, FIN, TIER, collaborative team planning, Curriculum Program Specialist, and PBIS team. Strategies for effective inclusion are provided and modeled in the classroom setting.
16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	Our PLC Facilitator and Administrators coordinate activities related to needs assessments, TA for individual staff, and collaborative teams. School leaders provide ongoing and timely TA to personnel, directly impacting the student experience, including all SWDs (CANVAS, RtI Team, behavior plans).
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Collaboration occurs during planning time, PLC meetings, and informal conversations. Collaboration occurs during CPST meetings. Collaboration occurs during parent/teacher conferences. Collaborative time is set aside to plan prior to the start of the school year to create a schedule and classes around SWD and their needs. This places student needs at the center of our learning model. Team Leader meetings, agenda, and team meeting notes disseminated, RtI meetings, IEP meetings all demonstrate collaboration.

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.	Partially Almost	IEP and PBIP information shared with Elective and Specials Teachers at beginning of school year and as IEPs are updated. ESE teachers and support services personnel solicit feedback from specials/electives teachers to determine the effectiveness of instructional accommodations.
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	IEP goals and objectives for all SWDs are aligned to the general education standards. General and special education teachers collaboration. All students receive instruction based on state standards, Montessori curriculum, and in accordance with state and district mandates.
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	Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. An FBA process is used for any student who needs additional behavioral support. The Child Study Team meets twice monthly, or more frequently as needed, to review data and determine needed supports.

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	All teachers use formative assessment data to adjust instruction, revise behavior or academic 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 support needed to make progress in general education and natural contexts. PLC requires the use of common formative assessments as a mandatory part of the monthly PLC CARE cycle.
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	We currently do not have self-contained classrooms; however, general education and special education teachers use formative assessments to identify student needs, adjust instruction, revise behavior plans, and identify opportunities for increased learning in general education and natural contexts.

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	School guidance counselors are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc. (e.g. Peace Week, Lifeskills and Wellness lessons (LSW), daily affirmations on morning announcements, community meetings, labyrinth walks, weekly collaboration of BCHS and Garden Club, Be the One Initiative (anti-bullying), Choose Peace/Stop Violence Week, Red Ribbon Week (anti-drug/healthy choices), and Day of Service and Love. Between the Schoolwide Positive Behavior Plan and Montessori theme, a school-wide approach to facilitating positive, interdependent relationships and social responsibility amongst all students is evident and fostered.
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	Flexible work spaces and differentiated instruction for all students. Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Lessons are presented in visual and oral formats. Instructional technology is matched to the needs of individual students, is effectively used for instruction in all classrooms (e.g. font size and color, text to speech, masking, braille). Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems/software. Teachers involve SWD by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.

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	When developing the school's master schedule, SWDs are scheduled first. The master schedule reflects a variety of service delivery models used across the school, including push-in, pull-out, and consultation/collaboration. When providing in-class supports, teachers select and use various approaches based on the needs of the students and the intended outcome(s) of instruction and ssessment. Individualized learning based on teacher observation is a cornerstone of the Montessori philosophy, therefore a variety of service models are in place to meet the individual needs of all students.
26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.	Partially Almost	The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Literacy coach provides materials/resources and guidance to the paraprofessionals supporting classrooms. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs. Professional development opportunities from the District are shared with the paraprofessionals. Teachers discuss strategies and design lessons to support SWDs and share these with paraprofessionals.

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.	Partially Almost	Special and general educational teachers meet regularly to share information on curriculum and individual student support needs. Special education teachers are included in PLCs, Team Meetings, and professional development. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the teams.
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	Teachers determine appropriate accommodations and other supports (e.g. behavior, visual and communication) for individual students. Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious. Consultation/collaboration is ongoing and constant. Teams meet regularly and provide feedback to Administration weekly. PLC teams meet twice per month to plan and analyze data.

29. Family members of SWD are contributing members of school decision-making groups.	Fully	All parents have an equal opportunity to participate within the school as members of SAC and PTSA, as well as school sub-committees. Parents of SWDs participate in conferences and IEP meetings, family nights, etc. Parents are provided opportunities to share input through surveys.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Information and strategies are provided on topics such as helping with homework, test preparation, understanding Least Restrictive Environment (LRE) and inclusion, developing meaningful IEP goals and postsecondary school opportunities. Family learning opportunities include content and activities that are translated for families whose first language is not English. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, and emails. Communication of resources, supports, and other pertinent information shared regularly with parents.

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	Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for children, such as an individual PBIS plan and/or FBA. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs (i.e. behavior notes, DoJo, Remind app, emails, Open House, IEP meetings, collaborating with private service providers, and parental input documented on annual and interim IEPs).
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	The School Improvement Plan is shared annually. At the end of the school year, the school provides a report to the District that includes progress toward implementing and improving inclusive practices as described in the SIP.
33. The school uses a person-centered planning process for SWD.	Fully	There is an established protocol for facilitating a smooth transition for SWDs from grade to grade, and school to school. Matriculation meetings, articulation cards, parent conferences regarding placement as needed, communication and relationships with all families. Our school uses a student-centered approach during the planning process for SWDs.

34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).	Fully	Collaboration with Program Specialists and IEP meetings with matriculating school invited. Our school uses a collaborative approach to transitioning students between grade levels, schools, and districts to ensure placement in the least restrictive/most appropriate environment. Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school, and district to district.

School BPIE Assessment Priority Indicators

BEACHSIDE MONTESSORI VILLAGE 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 26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.
- Indicator 27. All special education teachers are full, collaborative members of a general education curriculum team.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.