

School Best Practices for Inclusive Education (BPIE) Assessment

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

PARK TRAILS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3781

Date Meeting Held: 4/8/2025

Initial Information

School Principal: ARLENE MANVILLE

School Type: Elementary

FIN Trained Meeting Leader/Title: Glendaly Berthiaume, Inclusion Champion

Team Members Name/Title:

Arlene Manville, Principal
Christina McNair, Assistant Principal
Shalonda Jennings, Assistant Principal
Sharon Harper, ESE Specialist
Michelle Yaussy, Reading Coach
Sara Krin, Parent of ESE Student, Guidance Counselor
Grace Duran, Autism Coach
Monica Francis, Parent of ESE Student, ASD Teacher
Kimberly Chamberlin, Teacher and Team Leader
Terry Romance, 2nd Grade Teacher and Team Leader
Heather Bergan, 3rd Grade Gifted/High Achieving Teacher and Team Leader
Merrilee Evans, 4th Grade ESE Supported Classroom Teacher and Team Leader
Dawn Lindsay, 5th Grade Departmentalized Teacher and Team Leader
Deanna Boehm, Office Manager

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.	Partially Almost	Staff Meetings focusing on data, Scheduled Data Chats, Implementation of Student Personalized Learning Plan with their goals (binder or agenda, depending on grade level), Diversity and Inclusivity Committee, Administration and Teacher Collaboration on best practices as students transition into the general education classes, Support, MTSS, PLC's, Sharing of Best Practices, Afterschool ELO based on student data, Push-In by all support staff, Read Squad with local high school students based on data
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	ESE Specialist serves as SAC Chairperson, During SAC meeting (School Improvement Goals and progress being made) Parent surveys, Monthly Meetings with Manville (Principal), Social Media pages, Monthly Leadership Meetings with diverse population
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist takes part in all Team Leader Meetings, Special Program Teachers and General Education Teachers share lesson plans, data, and ideas for the betterment of the school, especially for all students, Reading Coach, Guidance Counselor, and ASD Coach participate in data chats, PLC Chairperson for each team

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	Active administration, Diverse Student Population, Continuum of Services, Continuous Teacher Support, Social Worker
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	84% of our SWD students participate with general education classes for more than 80% of the day. 100% of our Elementary Aged ESE students participate in lunch and recess with general education peers
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	Partially Almost	Next year, in addition to our Intensive and Specialized Pre-K programs, we will be opening two VPK classrooms, providing an opportunity for ESE and general education students to interact.
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	Team Leader Meetings and Faculty Meetings, Consistent Communication with teachers/staff, Customer Survey (staff and parent), discussions at SAC meeting discussing our progress, Equity Liaison Progress Reports, School Wide Schedule focusing on ESE pull out to ensure they are not missing core classes, lunch, or recess
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Consistently monitoring needs based on teacher feedback, differentiation within the district approved lessons and materials, students provided with assistive technology

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost	Students with autism, students with disabilities, student who is deaf and hard of hearing (3), SWD (student with disabilities), Administration sent an email to the staff to remind them that it is person first
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	Fully implemented by our administration
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 are included to participate in activities, field trips, special events.
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 are invited to participate in school wide and after school activities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Partially Almost	All students are provided with equal opportunities for recognition.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	PD, In School Training, Teacher Mentor training, Based on PM2 data and teacher feedback, students received additional support in and out of the classroom (during school and after school)

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	PBIS training, PLC's, IEP Goals implementation by teachers including Specials
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.	Partially Almost	District Program Specialists are available, CPS Team, Team Leaders, PLC, Leadership Team
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Created a master schedule, team meetings, and PLCs include all teachers

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	Specials' teachers receive copies of all IEP's and are held accountable for their implementation during specials. Teachers consult with specials on an as needed basis.
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	Standards based instruction using District materials, Continuous evaluation of student performance for all students
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.	Partially Almost	CPS Team meets regularly to review progress and determine next steps
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	Data driven, portfolios, teacher created rubrics
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.	Partially Almost	IEP Learning Goals Goals for behavior tracking

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	Character Education through Guidance, No Place For Hate, Lauren's Kids, School Wide Goals and Expectations
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	Teacher cards/Visuals, technology for communication, pencil grips and other occupational therapy tools to support students' needs, teachers are introducing grade-level curriculum while providing necessary scaffolding, classroom layouts, including desks and tables, are designed to ensure easy flow for all students
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.	Partially Almost	School master schedule for pull out/push in services, administration and teacher preconference and post observation meetings
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.	Fully	Description of expectations and responsibilities

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	Team meetings with dated agendas, PLC committees, shared lesson plans or ideas, informal, yet important discussions via group text
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 are invited to participate in team meetings, PLC's and lesson planning, monthly collaborative meeting with mentor teachers and tier liaison
29. Family members of SWD are contributing members of school decision-making groups.	Fully	IEP Meetings, SAC Meetings, PTA, Monthly Meetings with Manville, ESE Parent Surveys
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Surveys, communication via weekly Robocall by Mrs. Manville, flyers, Parentlink emails, SAC meetings, social media
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	Parent input/concerns are addressed in a timely manner, newsletters and Focus Guides shared with parents, Teachers send weekly emails such as The Week Ahead, quick reminders sent via Remind, Class Dojo, or ParentLink
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	School Improvement Plan, Monthly Meeting with Manville, Social Media, SAC Meetings

33. The school uses a person-centered planning process for SWD.	Fully	Matriculation Meetings, Class Placements
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	Team Discussion at meetings, Benchmark offers vertical planning, all students including SWD students participate in a field trip to visit local middle school, teachers provide scaffolding for real life experiences: For example, showing students how room numbers work as students transition to upper grades

School BPIE Assessment Priority Indicators

PARK TRAILS ELEMENTARY 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 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.
- Indicator 13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.
- Indicator 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.