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**Title I Comprehensive Schoolwide Plan**  
**BODWELL ACADEMY (2531)**

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# ELA

## 1. List prioritized needs statements.

Staff needs teaching resources that allow students with significant disabilities engage with the state standards. Staff needs training for best practices in working with students who are medically fragile, nonambulatory, and non-verbal. Students need health issues addressed as they affect their attendance and learning opportunities. Based on test scores and FY25 IEP goal progress, 95% of students made gains in ELA.

## 2. List the root causes for the needs assessment statements you prioritized.

Students have intellectual disabilities that create a need for individualized and specialized curricula and teaching materials. Students with significant disabilities include those that are medically fragile, non-ambulatory, and nonverbal. Students need equipment to assist with positioning to maintain their health and increase attendance.

## 3. Share possible solutions that address the root causes.

Specialized curricula and teaching materials that follow best practices can be used in the classroom to help students engage with the state standards and make academic gains. Trainings for families and staff PD with topics related to students' health and achievements Supportive and adaptive equipment to help students have proper positioning.

## 4. How will school strengthen the PFEP to support ELA?

- Communication

Communicating through flyers and texts; ADA Campus; sharing information about MVP and Migrant programs at meetings as needed.

- Parent Training

Supporting health and learning at home. Engaging students in real world lessons. Agencies and resources to help with transition to adult programming and supports.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Will provide individualized instruction to each student.

- **Students**

Will attend school regularly.

- **Parents**

Will partner with school by staying involved in students' education.

- **Staff Training**

Effective communication with families.

- **Accessibility**

Campus is designed to allow access by people with various levels of abilities.

## **Math**

### **1. List prioritized needs statements.**

Staff needs teaching resources that allow students with significant disabilities engage with the state standards. Staff needs training for best practices in working with students who are medically fragile, nonambulatory, and non-verbal. Students need health issues addressed as they affect their attendance and learning opportunities. Based on test scores and FY25 IEP goal progress, 95% of students made gains in Math.

2. List the root causes for the needs assessment statements you prioritized.

Students have intellectual disabilities that create a need for individualized and specialized curricula and teaching materials. Students with significant disabilities include those that are medically fragile, non-ambulatory, and nonverbal. Students need equipment to assist with positioning to maintain their health and increase attendance.

3. Share possible solutions that address the root causes.

Specialized curricula and teaching materials that follow best practices can be used in the classroom to help students engage with the state standards and make academic gains. Trainings for families and staff PD with topics related to students' health and achievement. Supportive and adaptive equipment to help students have proper positioning.

4. How will school strengthen the PFEP to support Math?

- Communication

Communicating through flyers and texts; ADA Campus; sharing information about MVP and Migrant programs at meetings as needed.

- Parent Training

Supporting health and learning at home. Engaging students in real world lessons. Agencies and resources to help with transition to adult programming and supports.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

Will provide individualized instruction to each student.

- Students

Will attend school regularly.

- **Parents**

Will partner with school by staying involved in students' education.

- **Staff Training**

Effective communication with families.

- **Accessibility**

Campus is designed to allow access by people with various levels of abilities.

## **Science**

### **1. List prioritized needs statements.**

Staff needs teaching resources that allow students with significant disabilities engage with the state standards. Staff needs training for best practices in working with students who are medically fragile, nonambulatory, and non-verbal. Students need health issues addressed as they affect their attendance and learning opportunities. Based on test scores and FY25 IEP goal progress, 85% of students made gains in Science.

### **2. List the root causes for the needs assessment statements you prioritized.**

Students have intellectual disabilities that create a need for individualized and specialized curricula and teaching materials. Students with significant disabilities include those that are medically fragile, non-ambulatory, and nonverbal. Students need equipment to assist with positioning to maintain their health and increase attendance.

### **3. Share possible solutions that address the root causes.**

Specialized curricula and teaching materials that follow best practices can be used in the classroom to help students engage with the state standards and make academic gains. Trainings for families and staff PD with topics related to students' health and achievement Supportive and adaptive equipment to help students have proper positioning.

#### 4. How will school strengthen the PFEP to support Science?

- **Communication**

Communicating through flyers and texts; ADA Campus; sharing information about MVP and Migrant programs at meetings as needed.

- **Parent Training**

Supporting health and learning at home. Engaging students in real world lessons. Agencies and resources to help with transition to adult programming and supports.

#### 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Will provide individualized instruction to each student.

- **Students**

Will attend school regularly.

- **Parents**

Will partner with school by staying involved in students' education.

- **Staff Training**

Effective communication with families.

- **Accessibility**

Campus is designed to allow access by people with various levels of abilities.

# Social Studies

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

• How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

## **Graduation Rate**

4. How will school strengthen the PFEP to support Graduation Rate?

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: **\$8,076.25**

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Next-UP - curriculum designed to help students plan for the future; Content Areas: All core - ELA, math, science; Grade Levels - 4th to 12th	1	\$1,000.00	Original	\$1,000.00
FFE; cap	Item	Quantity	Rate	Type	Total
	Adaptive Equipment - Activity Chair for students with orthopedic challenges; Additional help for students on their daily academic tasks	1	\$3,992.25	Original	\$3,992.25
FFE; non-cap	Item	Quantity	Rate	Type	Total
	Light Shapes Table	1	\$80.00	Original	\$80.00
	Rolling White Board	2	\$110.00	Original	\$220.00
	Digital Microscope and Slides	3	\$120.00	Original	\$360.00
	Comfy Floor Seats	3	\$70.00	Original	\$210.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Emotional Regulating Lights (set of 10)	1	\$165.00	Instructional Materials	Original	\$165.00
	Wiggle Feet Cushions	2	\$30.00	Instructional Materials	Original	\$60.00
	Bugs Fall	1	\$20.00	Instructional Materials	Original	\$20.00
	Magnetic Wands	1	\$30.00	Instructional Materials	Original	\$30.00
	Write and Wipe Pockets	2	\$25.00	Instructional Materials	Original	\$50.00
	Nameplate Sleeves	2	\$25.00	Instructional Materials	Original	\$50.00
	Pencil Grips	1	\$25.00	Instructional Materials	Original	\$25.00
	Readtopia, Starfall, and Lesson Pix	1	\$920.00	Instructional Materials	Original	\$920.00
	Stacking Blocks	2	\$36.00	Instructional Materials	Original	\$72.00
	Number line Chart	1	\$60.00	Instructional Materials	Original	\$60.00
	Egg Crayons	4	\$22.00	Instructional Materials	Original	\$88.00
	Copy paper	1	\$50.00	General Supplies	Original	\$50.00
	Trace and Draw Projector	5	\$30.00	Instructional Materials	Original	\$150.00
	Cash Register Drawer	2	\$55.00	Instructional Materials	Original	\$110.00
	Chain Link Math	1	\$14.00	Instructional Materials	Original	\$14.00
	Quake Building Kit	1	\$40.00	Instructional Materials	Original	\$40.00
Boom Cards	2	\$50.00	Instructional Materials	Original	\$100.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Nuts About Counting	2	\$30.00	Instructional Materials	Original	\$60.00
	Real Bugs Kit	2	\$30.00	Instructional Materials	Original	\$60.00
	Pop & Link Beads	2	\$17.00	Instructional Materials	Original	\$34.00
	Fraction Manipulatives	1	\$16.00	Instructional Materials	Original	\$16.00
	Toddler Crayons	4	\$10.00	Instructional Materials	Original	\$40.00

## Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$225.00**

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Reach App; Rationale: Instant Group Messaging - parent meetings and trainings	1	\$75.00	Original	\$75.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper - Case	3	\$50.00	General Supplies	Original	\$150.00

## Action Step: Professional Learning

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: **\$4,880.00**

Acct Description	Description										
Travel out-of-state	<table border="1"><thead><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr></thead><tbody><tr><td>The Council for Exceptional Children Conference/March 11-14, 2026/Salt Lake City, UT; Purpose - Learn best practices in supporting academic and mobility needs of students with mental and physical exceptionalities K-12; Registration - \$500; Transportation - \$500; Lodging - \$1000; Per Diem - \$440; Number of Attendees = 2</td><td>1</td><td>\$4,880.00</td><td>Original</td><td>\$4,880.00</td></tr></tbody></table>	Item	Quantity	Rate	Type	Total	The Council for Exceptional Children Conference/March 11-14, 2026/Salt Lake City, UT; Purpose - Learn best practices in supporting academic and mobility needs of students with mental and physical exceptionalities K-12; Registration - \$500; Transportation - \$500; Lodging - \$1000; Per Diem - \$440; Number of Attendees = 2	1	\$4,880.00	Original	\$4,880.00
	Item	Quantity	Rate	Type	Total						
The Council for Exceptional Children Conference/March 11-14, 2026/Salt Lake City, UT; Purpose - Learn best practices in supporting academic and mobility needs of students with mental and physical exceptionalities K-12; Registration - \$500; Transportation - \$500; Lodging - \$1000; Per Diem - \$440; Number of Attendees = 2	1	\$4,880.00	Original	\$4,880.00							

## Mission Statement

### 1. Mission Statement

Parents and caregivers are great partners in education. As a result, Bodwell Academy will strive to enhance continuous parent engagement in their child's education through effective home-school communication, meaningful training, and strong and consistent family input and collaboration.

## Involvement of Stakeholders

<b>Name</b>	<b>Title</b>
Bairbre Flood	Head of School
Amy Siegel-Brown	Principal/Title I Contact
Toni Manto	ESE Teacher
Shane Suttle	ESE Teacher
Patty Chao	School Operations Manager
Anne Daane	ESE Teacher
Scott Anderson	ESE Teacher
Ann Kihohia	ESE Teacher
Page Tyler	Workforce Readiness Instructor
Olivia Jackson	Special Needs Classroom Assistant
Sherill Jackson	Special Needs Classroom Assistant
Ann Richardson	Special Needs Classroom Assistant
Termekia Bentley	Special Needs Classroom Assistant
Dawn DeMichele	Parent
Alexandra Brookings	Parent
Jordan Brown	Student

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All families are invited and welcome to attend our meetings. Invitation to parents were sent through text and student backpacks. We will continue to engage more parents in the future.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

All Stakeholders were invited and were given the opportunity to share input on the plan during the Spring meeting. Input and feedback were recorded on the the template for consideration. Compact and PFEP were discussed. We will continue to add more information to the plan as more input and feedback are received. Tentatively we intend on hosting meetings in February of 2026 at various times virtually and in-person.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

We held our CNA meeting, Compact, and Parent and Family Engagement meeting in the Spring. Invitation, agenda, sign-in, minutes, feedback template, and evaluation of the meetings were collected and submitted. CNA evidence was submitted to Title I. Needs were determined to be keeping students healthy and in school. This year, Title I fund will be used to purchase classroom supplies, including adaptive equipment, out of state Council for Exceptional Children conference, and supplies for parent training and communication.

Name	Title
Bairbre Flood	Head of School
Amy Siegel-Brown	Principal/Title I Contact

## Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

September 30, 2025, 2:30 pm, Bodwell Academy Multipurpose Room.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Participants will be notified via text notification system and flyers in backpacks as well as having flyers posted on classroom doors.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

A Title I Annual Meeting PowerPoint will be presented.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Progress Tracking in EdPlan

• What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to use EdPlan's Progress Track system to track student data. This provides a useful tool for families to understand how their students are progressing towards their IEP goals.

• What is the expected impact of this training on family engagement?

Families will gain a better understanding of what is being worked on at school and can use this knowledge to support learning at home.

• What will teachers submit as evidence of implementation?

Samples of goal progress reports.

- **Month of Training**

September 2025 (early)

- **Responsible Person(s)**

Kelly Santoriello

### 3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Communicating Effectively

- **What specific strategy, skill or program will staff learn to implement with families?**

Staff will learn effective communication techniques to engage families in their students' education.

- **What is the expected impact of this training on family engagement?**

Families will feel they are part of their student's team and more capable of helping them at home.

- **What will teachers submit as evidence of implementation?**

Sample communication sent to families; IEP conference notes.

- **Month of Training**

January 2026

- Responsible Person(s)

Amy Siegel-Brown

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Agencies and Resources for Your Student

- What specific strategy, skill or program will parents learn to implement with their children at home?

Families will learn where they can turn for the resources they need at different stages of their students' lives, (i.e., Social Security, Vocational Rehabilitation, Agency for Persons with Disabilities, etc.).

- Describe the interactive hands-on component of the training.

Families will create a resource list that they can take home.

- What is the expected impact of this training on student achievement?

Students and their families will be able to develop realistic plans for the future and be more invested in reaching their goals.

- Date of Training

November 2025

- Responsible Person(s)

Amy Siegel-Brown

- Resources and Materials

Handouts from agencies.

- Amount (e.g. \$10.00)

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Supporting Learning at Home

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn strategies on how to incorporate lessons into real world situations at home.

- Describe the interactive hands-on component of the training.

Parents will create a list of three resources or strategies or activities they can do at home with their student.

- What is the expected impact of this training on student achievement?

Students will have school lessons reinforced in practical ways at home.

- **Date of Training**

January 2026 ( no later than the 23rd)

- **Responsible Person(s)**

Toni Manto

- **Resources and Materials**

Handouts.

- **Amount (e.g. \$10.00)**

TBD

## 5. Parent and Family Capacity Building Training #3

- **Name of Training**

Keeping Your Child Healthy

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Techniques recommended by medical and therapeutic personnel that will help students stay healthy and, therefore, be able to attend school.

- **Describe the interactive hands-on component of the training.**

Parents will have an opportunity to use adaptive equipment that can assist in positioning for health.

- What is the expected impact of this training on student achievement?

Students will be in attendance and able to receive educational services on more days.

- Date of Training

March 2026 (early March)

- Responsible Person(s)

Staff Therapists/Agency Medical Professional

- Resources and Materials

Handouts

- Amount (e.g. \$10.00)

TBD

## Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

School District ESE Department

- Describe how agency/organization supports families.

The ESE dept. assists the school in meeting the needs of families and individual students (compliance and curriculum) and provides access to families about resources

- Based on the description list the documentation you will provide to showcase this partnership.

Emails from the ESE dept containing pertinent parent information and copies of flyers to show the information being forwarded to parents

- Frequency

As needed

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Clinics Can Help

- Describe how agency/organization supports families.

Clinics Can Help works closely with Potentials families to provide donated medical equipment as necessary. In turn Potentials donates gently used equipment to them.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you note

- Frequency

As needed

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

South Florida Food Bank

- Describe how agency/organization supports families.

The Food bank provides us with bags of food for families during prolonged school breaks such as Thanksgiving, holiday break, etc.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you note

- Frequency

As needed

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

The school provides parents with timely information about Title I programs through Open House/Annual Meeting and IEP Meetings: Flyers will be sent home via student backpacks to families. Meeting invitations will also be translated into Creole, Spanish, and Portuguese as appropriate and sent home in student backpacks.

- **List evidence that you will upload based on your description.**

Invitation, sign-in and agenda, meeting notes, copies of flyers.

- **Description**

IEP meetings

- **List evidence that you will upload based on your description.**

IEPs (redacted) which include summary notes and input from families.

- **Description**

Regular school communication, IEP meetings, and testing letters.

- **List evidence that you will upload based on your description.**

IEPs (redacted) and sample school-home communication.

- **Description**

IEP meetings and stakeholder meetings

- List evidence that you will upload based on your description.

IEPs which include summary notes and parent input, stakeholder meetings evidences

- Description

Meetings will be held virtually as well as in person to reach more families at once.

- List evidence that you will upload based on your description.

Invitation and notes from meetings.

## **Accessibility**

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

A translator is always available for meetings and trainings if needed. All written communication is translated to Creole, Spanish, and Portuguese as needed.

- List evidence that you will upload based on your description.

Copies of flyers in appropriate languages.

- Description

All accommodations are made for families to participate in meetings if they have a disability. This will include ASL if necessary. We have an ADA compliant building.

- List evidence that you will upload based on your description.

Listed accommodations for families when requested and/or picture of ADA compliance.

- Description

We will contact the district Migrant Office for services if this population is present at Bodwell Academy.

- List evidence that you will upload based on your description.

Sample email communication to Migrant Office as applicable.

- Description

We will contact the district Homeless Dept. for services if this population is present at Bodwell Academy.

- List evidence that you will upload based on your description.

Sample email communication to McKinney Vento and flyers as applicable.

## Other Activities

### 1. Activity #1

• Name of Activity

None

• Brief Description

N/A

2. Activity #2

• Name of Activity

None

• Brief Description

N/A

3. Activity #3

• Name of Activity

None

• Brief Description

N/A

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Bodwell Academy is a separate school for children with diverse special (physical and academic needs). We build the students non-academic skills by teaching them basic life skills such as hygiene, basic bathrooming skills, feeding, and functional communication and social skills. We also offer older students training in job readiness skills and independent living skills. We teach conflict resolution and resilience and have a school-wide system of positive behavioral supports.

## SBT/MTSS Implementation

### 1. SBT/MTSS Implementation

Bodwell Academy is a separate school for children with diverse special needs. We do not implement a tiered model of support as the students come to us with their needs already outlined on their IEPs. As we work with our students, if our professional staff recognize the need for additional supports, we implement them and track student progress via notes as well as Progress Tracking in EdPlan.

## Provision of a Well-Rounded Education

### 1. Well-Rounded Education

Bodwell Academy students learn using the Unique Learning System Curriculum, UFLI, IXL, and other teacher-created materials to supplement these lessons and aid student development. All lessons follow Florida State Standards with modifications to be appropriate for students with special learning needs. This includes all required academics, physical education, online course requirement, volunteer hours, and fine arts, as well as social skills, pre-employment skills, and access to internships as appropriate. Students who have already earned enough credits for graduation have the option to defer their diploma and continue working on pre-employment skills with a focus on job interview skills, filling out job applications, internships, job placement, job coaching, hygiene, social skills, and real-world exposure to job-related tasks. In addition, students have the ability to participate in enrichment field trips (and in-house field trips) including science, nature, and the arts. To document implementation, our school keeps records of field trips and enriching activities along with attendance sheets as evidence. The school staff and medical professional attend home visits to assist families with medical issues as necessary. The Arc as an agency also provides respite services for families who need it.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

The Bodwell Academy curriculum is geared towards students with significant cognitive disabilities. Therefore, traditional college and advanced coursework are not part of the plan for our students. However, since our focus is on independence, our curriculum intertwines job-readiness skills and independent living skills with required academic classes. Our students are able to participate in internships when they have shown a level of readiness, they participate in interviewing skills classes, and they can participate in our Career Camps to gain even more exposure to possible jobs. Parents and students are educated about resources such as VR, APD, Social Security, and Guardianship to help students as they transition out of school. To document implementation, our school creates goals within the IEP and notes goal progress quarterly as evidence.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Learning

### 1. Professional Learning

As a Charter School, all Bodwell Academy teachers and staff are encouraged to participate in training provided by the Palm Beach County School District. Additionally, less experienced teachers are mentored by those trained to do so. The staff at Bodwell Academy attend workshops and conferences in their specified fields and return to school with that information. The staff hold trainings for all team members, especially in the therapeutic fields (Occupational therapy, Speech/Language Therapy, Physical Therapy, and Respiratory Therapy). We conduct regular meetings and in-house PD to better serve our students and families. Whenever possible, key staff attend conferences and workshops specifically designed to provide training on best practices for working with our special population. This information is then shared with the entire school staff to improve the services provided to our students.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Bodwell Academy has a small student population and therefore a small team of professionals. We strive to hire staff that are certified and experienced in dealing with children with severe special needs and medical fragility. The teachers and therapists have been recruited through specified advertising in their particular fields. They have been retained due to the positive team culture and team atmosphere at the school.