

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**LANIER-JAMES EDUCATION CENTER**

**District Name: Broward**

**MSID Number: 0405**

**Date Meeting Held: 5/22/2025**

# Initial Information

**School Principal:** Michelle Laurent

**School Type:** Combination Elementary & Secondary

**FIN Trained Meeting Leader/Title:** Laura Otero, ESE Liaison

**Team Members Name/Title:**

Laura Otero- ESE Specialist

Laura Castro- Social Worker

Leslie Baker- Behavior Specialist

Stacey Campbell- ESE Support Facilitator

## 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	Behavior Data Florida Assessment of Student Thinking (FAST) Data IEP Goals
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	School-wide ESE meetings Student help request forms
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Staff Roster
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	Letters to Parents
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	Documented in IEP in LRE consideration section.

<p>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.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	
<p>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.</p>	<p>Fully</p>	<p>Lesson Plans and schedules</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Supplemental materials- audiobooks, audiovisual and math manipulatives. Instructional Planning time for teachers.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>School-wide positive behavior plan and Robo-calls to parents/guardians.</p>
<p>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.</p>	<p>Fully</p>	<p>Interview panel uses interview questions.</p>
<p>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.</p>	<p>Fully</p>	<p>Active Bus liaison and transportation roster includes all transportation modes for registered students.</p>
<p>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.</p>	<p>Fully</p>	<p>Scheduling, Roster of students participating in school-wide clubs and groups</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	School newsletters and ceremonies
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Beginning	Professional Development is prevalent, but not specifically geared toward family members.
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 Beginning	Professional Learning is provided to school-based personnel, but follow-up activities are not evident.
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	Teachers are provided with behavior support
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Teachers collaboratively plan with their colleagues during common planning hour.

## 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.	Fully	Teacher schedules and lesson plans.
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	Teacher lesson plans
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	Schoolwide RETHINK curriculum is used to assist with implementation of MTSS. Students with disabilities and behavior concerns have an FBA/BIP
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	MTSS meeting notes
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	Assessment Data and RETHINK instruction

<p>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.</p>	<p>Fully</p>	<p>Character Education</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Fully</p>	<p>Lesson Plans include differentiated instruction.</p>
<p>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.</p>	<p>Fully</p>	<p>Language Therapy and Counseling</p>
<p>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.</p>	<p>Fully</p>	<p>paraprofessional daily schedules are followed</p>

### 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	Collaborative meetings include both ESE and general education teachers.
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	Instructional Coaching walk-throughs
29. Family members of SWD are contributing members of school decision-making groups.	Fully	At IEP meetings parent input is documented
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Parents are contacted in native language and documents are translated on IEP platform.
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	phone logs and pamphlets.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Completed BPIE
33. The school uses a person-centered planning process for SWD.	Fully	IEP goals reviewed by ESE Specialist.
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	conferences with family teachers and administration.

# School BPIE Assessment Priority Indicators

LANIER-JAMES 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 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.