

School Best Practices for Inclusive Education (BPIE) Assessment

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

OAKRIDGE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0461

Date Meeting Held: 5/30/2025

Initial Information

School Principal: Lee Kornhauser

School Type: Elementary

FIN Trained Meeting Leader/Title: Julie Shannon, ESE Liaison

Team Members Name/Title:

Lee Kornhauser - Assistant Principal

Beatrice Dworkowitz - Autism Coach

Iara Arambales Comas - School Counselor

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	IEP goals, Collaboration Problem Solving Team, State Assessments, Data Chats, Running Records
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	Copy of SIP in front office for parents to review upon request in Spanish and Creole. SIP can be accessed from OSPA and on the schools website. SIP is introduced and discussed throughout all SAC meetings, as well as staff meetings.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	We have an inservice facilitator who oversees the PLC's. Team Leaders document CARE cycle on my LAB website. Parent Links are sent out regularly and recorded on school website.
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	Principal contacts area ESE office and area personnel when there is a need for assistance with student placement.
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	Our Special Program Classroom for students with ASD are mainstreamed in the general education classes. The remainder of the student population are in general education setting with ESE pullout and push in for support.

<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>	Fully	Pre K ESE students receive elective classes in the general education setting. Pre K ESE students participate in school wide activities with general education peers. Pre K ESE students also attend Swim Central each year learning safe swimming skills.
<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>	Fully	Master schedule is built to accommodate ASD students' disabilities in the cafeteria. General education teachers are given a checklist to help complete IEP's. Our ADS classes attend specials with regular classes K-5.
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Partially Almost	ESE Teachers have planning time with general education teachers. K will have sufficient computers/tablets to share.
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	School website, regular Parent Links to the community, ESE home notes go home in Spanish or Creole to accommodate parents.
<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>	Fully	School administrators use extensive questions to address diversity. Administrators also include ESE Specialist and ASD Coach in the interview process.
<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>	Fully	All SWDs are provided transportation to any and all school activities. Any child with special needs on IEPs are accommodated.

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 are provided the same opportunities as general education students in school wide activities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All SWD students have the opportunity to receive the same awards as general education students.
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	In-service trainings, data chats, PLCs, District PDs. PD Reports from LAB are being pulled and analyzed quarterly.
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.	Fully	Master schedule includes collaborative planning time, RTI trainings available throughout the school year by school and district personnel.
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	CPST leaders assist teachers with technical assistance for RTI, attendance.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Master schedule, PLC meetings, pool substitutes as needed, onsite in-service trainings.

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	Elective teachers and ESE teachers are part of the same team and collaborate frequently. ESE teachers provide IEP goals checklists to teachers to determine progression on goals.
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	Progress monitoring, walk throughs are conducted to ensure alignment to standards. Standards are provided in the 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	Continue to utilize the MTSS across all general education and SWD classrooms.
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 Collection spreadsheets, weekly curriculum data chats.
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	Special program teachers use assessment data to determine and decide which SWDs would benefit from instructional services in general education classes.

<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>There is a school-wide implementation of our Positive Behavior Plan which is based on CHAMPs, including WISE Ways, and Mood Meter. The guidance curriculum includes all students and addresses behavioral concerns, academic concerns, social and emotional learning, antibullying.</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>General education teachers provide accommodations, lessons are presented in visual and oral formats, large print for visually impaired students, tablets to assist students with communication concerns, FM system, pencil grips are provided to improve fine motor skills.</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>IEPs, master schedule, classroom observations.</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>Partially Beginning</p>	<p>Professional development by district personnel, work responsibilities are structured by administration and support staff.</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	Leadership meeting, ESE teachers are on the same team as elective teachers. All special education teachers participate in grade level meetings.
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.	Partially Almost	PLCs, Monthly meetings, team leader meetings, grade level weekly meetings.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	SWD family members are invited but the turnout is low.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	Curriculum night, school website, newsletter, Parent training to assist with homework, District ESLs night announced on our website.
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-teacher conferences, RTI meetings, behavioral administrative corrective action meetings, IEP meetings, Broward Truancy Intervention Program, daily notes home to parents in planners, ESE progress reports.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	SIP is available on the school and district website. SIP is shared and approved by SAC.

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>ESE teachers interview students to assist with IEP planning and goals, rewards. Social/emotional situations are considered in their educational planning. ESE teachers facilitate a social skills class to strengthen social/emotional functioning in the educational environment.</p>
<p>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).</p>	<p>Fully</p>	<p>Administration, support staff and coaches collaborate to ensure a smooth transition from grade to grade for SWD students. ESE Specialist organizes and oversees the transition from PK to KG and 5th grade to middle school.</p>

School BPIE Assessment Priority Indicators

OAKRIDGE 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 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 29. Family members of SWD are contributing members of school decision-making groups.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.