

School Best Practices for Inclusive Education (BPIE) Assessment

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

FLORANADA ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0851

Date Meeting Held: 2/18/2025

Initial Information

School Principal: Luke Balchaitis

School Type: Elementary

FIN Trained Meeting Leader/Title: Lauren Ryan , ESE Liaison

Team Members Name/Title:

Team Members Name/Title:

Lauren Ryan- FIN-Trained Leader, ESE Specialist

Severina Christoff - Autism Coach

Jane Doyle - ESE Support Facilitator

Karen Dallas- Assistant Principal

Luke Balchaitis - Principal

Stacey Hernandez, Cherise Charles, Terri Lawrence- Parents

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 | Data chats are conducted on a quarterly basis. |
| 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 | All stakeholder groups are represented and involved a collaborative system. We have a very involved PTA and Sac. |
| 3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD. | Fully | Three key persons are clearly defined to oversee communication between teachers and ESE admin. |
| 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 | The school has a reassignment population including SWD. |
| 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 | Students with disabilities are provided specialized instruction bases on their needs. Students in our ASD special programs are included with their grade level peers in class. |

| | | |
|--|----------------|---|
| <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>Not Yet</p> | <p>Not applicable, as the school does not have specialized PreK classes.</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>ESE and general education teachers collaborate during their PLC to address and meet the needs of all students: SWD and NO SWD</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>All materials are accessible to all students. Accommodations of materials and assistive technology are fully integrated.</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>Student name before disability is consistently used among school personnel.</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 questions are designed to inquire and assess all applicant's knowledge and philosophy towards SDWs and working with students with different abilities.</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>SWD participate in all field trips.</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>Clubs and extracurricular activities are offered to all students.</p> |

| | | |
|--|-------------------------|---|
| <p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p> | <p>Fully</p> | <p>We offer the following events that include and recognize all students: Terrific Kids, Super Citizen, Honor Roll, various clubs and Safety Patrol.</p> |
| <p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p> | <p>Partially Almost</p> | <p>Administrators regularly analyze data from classroom observations.</p> |
| <p>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.</p> | <p>Fully</p> | <p>All school staff are offered and encouraged to attend district provided trainings. School based trainings are also provided by our leadership and coaches.</p> |
| <p>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.</p> | <p>Not Yet</p> | <p>Elementary School</p> |
| <p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p> | <p>Partially Almost</p> | <p>There is a schedule and record of PLCs related to the review of students work and instructional planning.</p> |

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 | ESE teachers and support service personnel solicit feedback from specials or electives to determine the effective of instructional accommodations and/or modifications. |
| 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. | Partially Almost | Teachers modify instruction goals and instruction for students with a significant cognitive disability using the same, or similar, age- appropriate materials as those used by students without disabilities. |
| 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 | Weekly RtI/MTSS meetings. |
| 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 | Instructional personnel consider SWDs as general education students and use data drive decision making to identify supports needed for SWDs to make progress in general education and natural contexts. Data chats and PLCS, IEP meetings, an RtI weekly meetings. |

| | | |
|---|-------------------------|--|
| <p>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.</p> | <p>Partially Almost</p> | <p>Teachers use formative assessments and data to use in their planning for SWD. Great inclusion plan for students in the special program. Great communication and collaboration between general education and ESE teachers.</p> |
| <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>Partially Almost</p> | <p>Character education, small group counseling and social groups, social skill groups per IEP goals, and peer mediator groups.</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>Partially Almost</p> | <p>Lessons are presented in visual and oral formats. Table heights adjusted to accommodate a wheelchair, a stander or students of short stature. Pencil grips. A visual schedule that includes items with velcro for ease of manipulation on the schedule board.</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>Partially Almost</p> | <p>Administrators and teachers can articulate different ways to deliver special education services in general education settings. Support staff meets to create groups of instruction based on needs of SWD.</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>Outside resources such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. Paraprofessionals receive ongoing training on topics relative to their work responsibilities. Teachers and paraprofessionals discuss strategies and methods to provide individual support to SWD's in general education classrooms and natural context.</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. | Partially Almost | Special Education teachers participate in grade level PLCs , as well as attending their ESE PLC. |
| 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 | ESE and general education teachers are familiar with and implementing PBIP's across settings. Teachers reflect on and assess their effectiveness as collaborative teachers. |
| 29. Family members of SWD are contributing members of school decision-making groups. | Fully | Parents of SWD are part of PTA and SAC. They also volunteer with monthly events and our clubs. |
| 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data. | Fully | During parent nights and PTA/SAC meetings data is gathered from families via surveys, interviews, focus groups, suggestion boxes, and formal Forms surveys. |

| | | |
|---|-------------------------|--|
| <p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p> | <p>Fully</p> | <p>Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual behavior plan. Teachers maintain ongoing communication with families to ensure support Plans are consistent from school to home and community. Daily home notes and utilizing Class Dojo daily to communicate with parents.</p> |
| <p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p> | <p>Partially Almost</p> | <p>The SIP plan is developed with parents at our SAC meeting. Parents received weekly emails and call outs regarding school related and district related information.</p> |
| <p>33. The school uses a person-centered planning process for SWD.</p> | <p>Partially Almost</p> | <p>There is an established protocol for facilitating a smooth transition for SWD's from grade to grade and school to school.</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>The school provides opportunities and transportation for a student a with autism spectrum disorder, transitioning from one school to another. ESE specialist visit schools and programs to determine proper placement and a successful transition of students with disabilities. The services for SWD are discussed during IEP meetings. Proper teacher placement based on student need and teacher certification is considered when making classes with support staff.</p> |
|---|--------------|--|

School BPIE Assessment Priority Indicators

FLORANADA 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 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.
- Indicator 27. All special education teachers are full, collaborative members of a general education curriculum team.