

School Best Practices for Inclusive Education (BPIE) Assessment

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

WINGATE OAKS CENTER

District Name: Broward

MSID Number: 0991

Date Meeting Held: 9/12/2025

Initial Information

School Principal: Chiantae Jones

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Chiantae Jones, Assistant Principal

Team Members Name/Title:

Tarshe Freeman-Principal

Chiantae Jones-Assistant Principal

Kristine Bielkus-Barone-ESE Specialist

Kia Moore-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	All of our Pre-K Students have an IEP.
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 in a collaborative system of decision making to implement and improve inclusive practices across the school
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	School Newsletters
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 is equipped to provide educational services to all students. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.
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.	Not Yet	Wingate Oaks Center is a Non-Traditional School that serves Pre-K students with disabilities.

<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>Wingate Oaks Center does not have students without disabilities. All of our pre-k students have an IEP.</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>Although Wingate Oaks Center serves Pre-K students with disabilities, all stakeholders 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 by inviting our neighboring school students to participate in schoolwide activities.</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>Inventory lists available to all staff indicating supplemental materials available for use with all students across all content areas</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>Family resources, guidelines, written and electronic communication</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 used for various positions at the school</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>Communication between school leaders and the district transportation office is requested to make changes to bus schedules.</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.	Fully	Recess, in between class and school social gatherings
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Students are recognized for their character education and are honored at the end-of-year matriculation ceremony.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	An individual professional development plan for each professional staff member.
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	School's professional development plan.
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	School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions

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	The ESE teachers provide monthly updates with specific student information, instructional strategies, and other helpful information to teachers.
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	Teachers modify learning goals and instruction for students with the most 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	The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities
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	Classroom data, as well as documentation showing adjustments in instruction or behavior plans via MTSS and IEP Meetings.
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.	Not Yet	Wingate Oaks Center serves pre-k students with disabilities. There are no general education students on campus.

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 programs.
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	Teachers plan instruction to allow multiple means of representation and engagement through Classroom observation.
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.	Fully	Collaborative teachers share accountability for co-planning, co-delivering instruction, and co-assessing all students with IEPs.
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	All of our Paraprofessionals are trained to work with students with disabilities.

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 PLC monthly 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.	Fully	Classroom observation or walk-throughs
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parents are invited to participate in schoolwide activities.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	List of resources/learning opportunities available to families at Welcome Wednesdays.
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	Parents are encourage to participate at our monthly SAC/SAF Meetings.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Annual summary report of BPIE priority indicators
33. The school uses a person-centered planning process for SWD.	Fully	Policies and procedures for transition are discussed during annual IEP Meetings.

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	School articulation plans, procedures, and policies.
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School BPIE Assessment Priority Indicators

WINGATE OAKS 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 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 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- Indicator 31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.