

School Best Practices for Inclusive Education (BPIE) Assessment

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

LAUDERHILL PAUL TURNER ELEM.

District Name: Broward

MSID Number: 1381

Date Meeting Held: 9/4/2025

Initial Information

School Principal: Marie Rho

School Type: Elementary

FIN Trained Meeting Leader/Title: Marie Rho, Assistant Principal

Team Members Name/Title:

Crystal Glover-ESE Specialist

Trisha Pierce-Autism Coach

Nicole Creightney-Math Coach

Sandreletta Waugh-Literacy Coach

Carline Eustache-School Counselor

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	<p>Partially Almost</p>	<p>Data chats; IEP meetings; Rti/MTSS; Team Meetings; PLC's; Coach/Teacher meetings; Team Leader Meetings, Progress Monitoring (i-Ready, Oral Reading Records, Letter Names and Sounds/Concepts of Print); Data report checks (Mastery Connect/iReady Diagnostics) Upon receipt of the Florida Assessment of Student Thinking School Reports and the Florida Alternative Assessment School Reports data chats with Administration and Support Staff are scheduled. All teachers are required to go through the data reports to fill out the Data Analysis Worksheet prior to attending the Data Chat. During the data chats the SWD are indicated and a need assessment is done to determine if the student's current inclusive services need to be addressed. The students annual Individual Education Plan and inclusive services are based on Assessment results and student performance, students identified as ASD participate within the General Education classroom.</p>

<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	<p>Fully</p>	<p>The school regularly monitors data through data chats and subgroups are included.</p> <p>The school regularly completed the BPIE and communicates its findings with all stake holders.</p>
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Staff Roster; Staff Handbook; Accommodation Checklist; IEP at-a-glance; acknowledgement form; IEP tracking logs through FOCUS for all providers; PLP checklist; PLC minutes. The ESE Specialist monitors all logging, tracking for all SWD. The ESE Specialist consults with grade levels teachers during team meetings to ensure the SWD supplemental aid services are being provided and documented within the various teacher's lesson plans. School Staffing Specialist leads teams in IEP review, planning and implementation of student IEP. MTSS reviews best practices for students with IEPs. Staffing specialist contact information and name available on school and District website</p>

<p>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.</p>	<p>Fully</p>	<p>Emails from district to staff; Parent Links via email, text and voice message; Schedules for service providers; Parent request for outside services; request additional staffing for students with high needs; SAC representative; PTO meetings. The SWD services are being advocated by the Administrators of the school in the form of emails requesting additional personnel due to high numbers of SWD at our site and for the various services needed. Due to the critical shortage within the District for Speech and Language Pathologist, our Administrator continuously contacted the various district personnel until we received contract SLP's to fill the two vacancies at our site.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>Our site has a Special Program for Autism and one hundred percent (100%) of the students within the Special Program for Autism currently participate with the general education population in lunch, recess, and assemblies. Currently 3 students with Autism participate in the general education classroom for ELA or Math.</p>
<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>Fully</p>	<p>Students in the Pre-K department with disabilities are being monitored for progress and based on review of the IEP or evaluation data, students move from intensive to specialized within the special education department.</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>	<ol style="list-style-type: none"> 1. Written Communication from Administration: Memos, emails, or newsletters from the principal or leadership team 2. Faculty/Staff Meeting Agendas or Presentations: Meeting agendas with discussion items include: "Inclusive Practices" & "Shared Responsibility for SWD" 3. School Improvement Plans or MTSS Documents: Sections of the schools SIP reflects inclusive values and administrator expectations for staff roles. Administrators lead or support MTSS (Multi-Tiered System of Supports) & inclusive leadership teams. (The schools leadership team includes the ESE Specialist and the Autism Coach). 4. Professional Development and Professional Learning Communities are t Promoted by Administration to include topics such as: best teaching strategies for students with disabilities. 5. Visible Messaging Around the School: Posters or mission statements in the front office, hallways, or staff areas that reflect inclusive values. Use of inclusive language in public-facing materials (newsletters, websites, handbooks).
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<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 students with disabilities utilize the same text books for reading, math, social studies and science as their general education peers. Budgets or purchase orders showing: Investment in inclusive education materials, assistive technology, or collaborative planning tools. Classroom materials or toolkits designed for use in inclusive settings, such as visuals, sensory related materials and technology. Paraprofessionals are assigned to the various classrooms for push-in services to address deficiency for SWD and students being addressed through RTI. Teachers are given their uninterrupted planning time daily.</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 personnel uses students names during the quarterly data-chats, newsletters recognition, award assemblies, academic competitions, and morning announcements, as opposed to their disability. Classes are identified by grade levels as opposed to "ASD" or "Special Programs". It is encouraged by administrators that all parties use first person language when discussing students with and without disabilities with their colleagues during collaboration and consultation.</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>The Administration uses interview questions for various positions which includes this use of inclusive model practices questions. Some of the questions include language such as, "how have you or will you meet the needs of diverse learnings in your classroom, including those with disabilities" All staff hired understands and uses a common language that includes best practices for SWD. Teachers collaborate and plan with support facilitators, support staff and Administration.</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>All students, with and without disabilities arrive at school during school hours. There is not a designated time for SWDs. Students with disabilities who walk, use the same entrances and exits as all other students. Students who use district bus transportation, as per their IEP's utilize the same bus loop as all other students. Students with disabilities regularly participate in field trips with their designated grade-levels. No child is excluded based on their disability.</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>All SWDs are given the same opportunities as their peers without disabilities to be included in all school sponsored, non-academic, activities (e.g., safety patrol, morning announcements, school awards assembly, school dances, field trips, field day, specials, lunch).</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>All SWDs receive recognition through awards assemblies and academic contests (e.g., spelling bee contests, reading, science, writing awards, citizenship awards, recognition for honor roll.)</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>Fully</p>	<p>During the Pre-planning week professional developments are conducted for all school personnel to address data analysis, differentiated instruction, IEP accommodations, RTI/MTSS process, and behavior needs. This is conducted to ensure the effective inclusive practices are implemented within all classroom settings. Ongoing PD are given throughout the school year to ensure that any new information is received by all personnel. Sign-in sheets are provided to keep track of any personnel not present. Quarterly data-chats, review of team meeting minutes is done by administration and support staff to review student progress and the implementation of effective best inclusive practices.</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>Partially Almost</p>	<p>During the 2024–2025 school year, all instructional staff participated in professional development during PLCs that focused on instructional strategies for students with disabilities in whole group and in small group instruction. Paraprofessionals were given the opportunity to attend district provided professional developments that focused on targeted training during early-release days on behavior support and instructional strategies for inclusive classrooms. Coaching logs and PLC minutes provide evidence of ongoing support and application of these practices.</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>Partially Almost</p>	<p>The ESE Specialist, Autism Coach and other support personnel facilitates technical assistance training on using Assistive technology for students who require it. The previously stated personnel also train teachers and other staff members on the use of visual supports in the classrooms as well as Special areas that SWD frequent.</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>Fully</p>	<p>The administrators and leadership team create the Master Schedules to ensure the needs of the SWD's are being addressed. The schedule is created to ensure time for pullout support is available and time for collaboration is available during uninterrupted planning time. A weekly newsletter is provided to all staff with the calendar indicating team planning days, team meetings and professional learning community meetings.</p> <p>Team Leader meetings reviewing student data; substitutes are used to release teacher to speak with coaches/ Administration and ESE Specialist in order to provide immediate and specific feedback to teacher to ensure the students needs are being met within the classroom schedules.</p>
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Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	<p>Fully</p>	<p>The administrators empower the Autism Coach to meet with Specials Teachers during pre-planning week to plan for specials classes to ensure that the SWDs needs are addressed in Music, Media, and Physical Education classes. The Autism Coach ensures that the Specials teachers are aware of what visual supports are needed as well as any additional personnel needed to support students while in Specials classes.</p> <p>ESE teachers also provide the specials teachers with pertinent information regarding the needs of the most complex students.</p>

<p>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.</p>	<p>Fully</p>	<p>The ESE Specialist ensures that IEP goals are closely aligned to the BEST state standards. The Support facilitator writes IEP goals that meet the needs of SWDs while also aligning with BEST standards.</p> <p>Both general education teacher and ese teachers use BEST standards for students on standards and the access points for students off standards.</p> <p>The IEP goals for students on access points are aligned to the access points standards.</p> <p>Students on access points have a modified curriculum and use UDL when appropriate.</p> <p>The BEST standards are the foundation for both general education and ese teachers.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>The assigned school personnel provided a whole group professional development on the correct implementation of the MTSS process. On-going individual/team training is provided to support and monitor the proper implementation of the academic/behavior plan developed by the RTI team.</p> <p>The schools Behavior Tech works closely with the RTI team to monitor data for behavior needs.</p> <p>Parents and/or guardians are invited to RTI meetings and Child Study Meetings in order to understand the process as it relates to their child/children.</p>

<p>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.</p>	<p>Partially Almost</p>	<p>The support facilitator uses IEP tracking logs to monitor the progress of students with disabilities. The academic coaches and reading interventionist monitors the data and progress of general education students currently in RTI. intervention groups and ensure all students receive the same multi-tiered interventions as needed. Formative assessments are disaggregated with teachers and support staff to adjust All students have access to interventions in reading and math. Students needing behavior interventions are monitored using A-B-C charts and frequency charts.</p>
<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>The instructional staff of SWDs who spend less than 80% of their day in the general education setting use formative assessments to adjust teaching instruction. Formative assessments are also used by instructional staff of SWDs who spend less than 80% of their day in General education to determine what academic areas student(s) can participate in general education with support. The Autism Coach assists teachers of self-contained SWDs to modify formative assessments as needed. After formative assessments are completed and data has been reviewed instructional decisions are made for those students to determine the least restrictive environment for learning.</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>Fully</p>	<p>Throughout the year we provide discipline assemblies to address positive relationships and social responsibilities among all students. We have on-going counseling support through the school counselor and social worker. All students participate in character education monthly. Peer pals are also done to provide social inclusion to the SWDs within the general and special program classes. Visible signage is evident around the campus to promote positive behavior and character traits.</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>The Autism Coach provides assistive technology to address the needs of various students. The classroom teachers consults with the appropriate personnel to ensure the adjustments/AT is implemented properly (e.g., enlisting custodial staff to adjust furniture height, planning classroom layout to ensure physical safety of students with physical and complex cognitive disabilities, visual and oral supports are implemented.</p> <p>Not all teachers are fully trained on UDL.</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>When developing the master schedule, the SWDs are a priority. The master schedule as well as student schedules reflect time for language therapy, occupational therapy and any other related services provided during the school day. Curriculum blocks are staggered to ensure that service times are not hindered. SWDs are provided push-in and pull-out service model depending on the individual student needs.</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>Paraprofessionals are given schedules to support students with disabilities in general education and in self contained classrooms. The schedule includes responsibilities during the day. Administrators and support staff regularly observe and monitor paraprofessionals to provide feedback and additional training if needed. An observation and feedback is used to monitor the effectiveness of the paraprofessional in the classroom.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>The ESE teachers and ESE support facilitator are assigned to their appropriate general education grade level meetings. The general education teachers meet with the special education teachers to ensure the SWDs needs are addressed giving best practices and the students within the special programs are included in all grade level activities. The meetings are conducted after classes have been dismissed. Minutes are provided to all members, including administration and support staff.</p>
<p>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.</p>	<p>Fully</p>	<p>The Special Program teachers, support facilitator and a support staff member are assigned to their appropriate grade level meetings. During this time the various teachers consult on grading procedures, modification, accommodations, best practices, and the inclusion of all SWDs to grade level activities. School administrators regularly monitor the team meeting minutes to ensure collaboration occurs and all students are being discussed when planning for student success within grade-levels.</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>The School Advisory Council and PTO send timely information regarding meetings for all stakeholders. The use of parent links, school website, and marquee announce the meeting dates and times. During these monthly meetings all stake holders including families have the opportunity to participate in decision making. During these meetings, parents review school data outcomes and participate in the school decision-making process.</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>Various parent academic nights are offered to assist families with topic such as test preparation, understanding the BEST standards and access points where appropriate. Surveys are conducted by the district for parents to complete. Those surveys are translated and for families whose first language is not English. During one of the academic nights offered, families of SWD have the opportunity to get information and resources from invited organizations to better help support their child/children with disabilities.</p>

<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>During the parent/teacher conferences and annual IEP meeting, the parents and providers collaborate on strategies to ensure their child's academic success. Parents have the opportunity to provide input via the parent information form or providing immediate input during each domain for the IEP meeting. The teacher and support staff or provider regularly communicate with parents through different apps or the use of home notes where parents can communicate back to the teacher.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>During Open House and School Advisory Council Meetings information regarding the schools progress towards goals on the BPIE as well as the School Improvement Plan is shared with all parents and stakeholders. The school administrator then shares the information and goals and plans towards progress with the appropriate district staff.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Students in Special Programs have a student binder that includes curriculum needs, social and emotional needs, independent functioning and communication needs. This binder is shared from teacher to teacher. When applicable, teachers are able to meet with the prior year teacher to discuss needs of the student(s). The use of articulation cards communicate the needs of SWD in the general education setting.</p> <p>Matriculation meeting are conducted the year prior to transition to middle school. The Middle school and the sending elementary school meet to ensure that the needs of the SWD is addressed upon arrival.</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>Teacher of SWDs with the general education settings complete an articulation card giving information on the students current academic levels and needs.</p> <p>The school counselor coordinates a middle school showcase is conducted to orientate the students and their families on transition to middle school.</p> <p>Matriculation meeting are conducted for SWD the year prior to transition to middle school to ensure they are placed in the Least Restrictive Environment when they transition to middle school.</p>

School BPIE Assessment Priority Indicators

LAUDERHILL PAUL TURNER ELEM. 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 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.
- Indicator 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.