

School Best Practices for Inclusive Education (BPIE) Assessment

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

LAUDERHILL 6-12

District Name: Broward

MSID Number: 1391

Date Meeting Held: 6/2/2025

Initial Information

School Principal: Frances Cubano

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Frances Cubano, ESE Liaison

Team Members Name/Title:

Dr. Ryan Reardon, Principal
Shannon Burch, Assistant Principal
Latria Stone, Literacy Coach
Yvette Ellis, Guidance Director
Frances Cubano, ESE Specialist
Latria Stone, SAC Chair

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.	Partially Almost	Progress Reports Report Cards Data from state District and school assessments and alternate assessments,
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	Professional Learning Communities PM1 and PM2 Data Reports Agendas Signing Sheets
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's Website Signing Sheets Presentations Newspaper
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.	Partially Beginning	Emails
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	School-level least restrictive environment (LRE) data

<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>Partially Almost</p>	<p>PLC agendas SAC agendas Staff Meetings agendas.</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>Partially Almost</p>	<p>PLC agendas Paraprofessional schedules Teacher schedules PLC Minutes</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 documents (Spanish & Creole) Emails</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 questionnaire</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>Field trips documentation Emails Transportation Requests</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>Partially Almost</p>	<p>Specials (PE, Music) schedule Specials rosters Lunch schedule</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Emails Year book Award lists
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	staff schedule PLC PD agendas
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 Almost	Professional Study Days Staff meetings sign in sheets Professional Learning Community meetings
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.	Partially Almost	Professional Learning Communities Sign in sheets Agendas
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Master schedule PLC schedules Lesson Plans

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	Collaboration schedule Collaboration Logs
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	IEP copies Progress Reports
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.	Partially Beginning	RTI meeting agenda minutes of MTSS meetings schoolwide PBIS plans FBA documents
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.	Partially Beginning	Assessment Data (IReady, PM #1 & PM #2) Teacher data collection RTI data collection
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.	Partially Beginning	Present Levels of performance data sheet Surveys Emails MTSS minutes
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	Counseling schedules Mentors schedules Community partners list

<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 Beginning</p>	<p>Observation rubrics Lesson plans Staff meetings agenda</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 Beginning</p>	<p>IEP copies Classroom observation rubrics</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 Almost</p>	<p>Job description Paraprofessional schedules</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	Emails Present Levels of performance Sheets Communication Logs
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	Logs Communication Sheets Collaboration and Consultation schedules
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Collaboration Log Meetings invitation Contacts log
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	Flyers Parent Invitation Customer service surveys
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Beginning	Parent - Teacher conferences Contact Logs Parent input recording
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Not Yet	BPIE priority indicators report
33. The school uses a person-centered planning process for SWD.	Fully	Transition goals in IEP Matriculation meetings schedules

<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>Partially Almost</p>	<p>Matriculation Meetings invite Matriculation meetings schedule Communication towards both schools (emails) PLC meetings</p>
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School BPIE Assessment Priority Indicators

LAUDERHILL 6-12 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 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.
- Indicator 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.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.