



School Best Practices for Inclusive Education (BPIE) Assessment

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

PINES LAKES ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2861

Date Meeting Held: 9/18/2024

Initial Information

School Principal: SUSAN SASSE

School Type: Elementary

FIN Trained Meeting Leader/Title: Dianelly Mouradian, ESE Liaison

Team Members Name/Title:

Susan Sasse - Principal

Amrita Balroop - Assistant Principal

Dianelly Mouradian - ESE Specialist

Carlene Wolfe - Guidance Counselor

Christina Dejean - Reading Coach

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	Data sources include Progress Reports (progress toward IEP goals), data chat meetings and RTI/IEP meetings.
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	Through SAC/SAF meetings, PTA meetings, Data Chats, IEP and reevaluation 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	The ESE Specialist, as the Inclusion Champion, advocates for the inclusion of all students with disabilities.
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 diverse student population, including a Special Program for PreK. Matriculating students usually apply for reassignment to our school when possible.
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.	Partially Almost	All K-5th grade students receive education in a general education regular class setting.

<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	PreK students are part of VPK, Intensive and Specialized Programs.
<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	School administrators communicate expectations for all personnel to share responsibility for the education of SWDs. General, specials and special education teachers share both instructional and behavioral support.
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	School administrators facilitate the use of resources to implement best practices for SWDs by allocating staff and personnel to meet the needs of students.
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	School administrators communicate expectations of person first language which is visible in all school documents.
<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	Administration understands that the most influential action they take is bringing the best employees on our campus to reach our students.
<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	Students with and without disabilities attend field trips and school-sponsored trips together. Our special program in pre-K has transportation services daily.

<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 have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities.</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 students, including SWDs, are given equal consideration for awards including the On-a -Roll award. Participation guidelines are published in a clear fashion.</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>All teachers are invited to participate in PD sessions on-site and additional district training is suggested based on needed higher levels of support.</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>PD is provided through existing school structures, such as during teacher planning and/or early release days, PLCs, collaborative planning and peer coaching.</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>Fully</p>	<p>School leaders facilitate assistance to all school-based personnel, as appropriate for their job role, regarding different topics that serve as best practices for the inclusive education of all SWDs.</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>Grade levels have collaborative planning time and monthly team leader meetings. The ESE team meets on a weekly basis.</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	Specials teachers and special education teachers meet monthly to implement strategies that support the learning of all SWDs.
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	Both general and special education teachers use the Florida standards as they provide the framework and foundation for all instruction.
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 MTSS and/or RTI meetings are held weekly with all RTI members, for students with and without disabilities, in which data is reviewed to ensure high quality implementation.
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	Through RTI meetings and collaboration between the teachers and reading coach, all instructional personnel use formative assessment process and tools to gather, analyze and evaluate data about effective instruction and behavior interventions.
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	Our PreK special program students that spend less than 80% of their day in general education have formative assessments, child study meetings, IEP meetings and progress reports, in which their progress is measured toward meeting IEP and learning goals.

<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>The school wide approach to facilitate positive, interdependent relationships and social responsibility is the Power of 3, by taking care of self, others and the environment.</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>Lessons are differentiated to allow multiple means of representation. Teachers use strategies and tools in which students respond to appropriately.</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>Support facilitation services are provided, as appropriate, in general education settings. When providing in-class supports, teachers select and use various approaches.</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 participate in PDs that provides them with strategies for providing support to SWDs in general education classrooms.</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	The special and regular education teachers meet regularly to collaborate on individual student support needs.
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	General and special education teachers collaborate regularly, clarifying their roles and responsibilities to benefit all students.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC committees have family members of SWDs, which are active participant in school decisions being made.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Resources are provided to families of SWDs during IEP meetings and Family Nights.
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	All staff consider family members of SWDs as a resource to obtain their input during conferences and IEP meetings, including FBAs and evaluation planning meetings.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	The inclusion Champion provides the district progress toward implementing and improving inclusive practices.
33. The school uses a person-centered planning process for SWD.	Fully	Person-centered planning is used for SWDs during articulation, matriculation and IEP meetings, monitored through IEP goals.

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	Articulation, matriculation and IEP meetings occur to guide classroom and placement settings.
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School BPIE Assessment Priority Indicators

PINES LAKES 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 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.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.