

School Best Practices for Inclusive Education (BPIE) Assessment

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

LAUDERDALE LAKES MIDDLE SCHOOL

District Name: Broward

MSID Number: 1701

Date Meeting Held: 6/2/2025

Initial Information

School Principal: Linda Lopez

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Maria Reid, ESE Liaison

Team Members Name/Title:

Karlene Fraser

Althea Gibbons

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	In our efforts to support meaningful, data-driven conversations with students, we utilize a comprehensive array of data sources and supporting evidence that reflect the whole child. These data chats are facilitated using both quantitative and qualitative data from multiple levels—state, district, school, and classroom—to ensure a holistic understanding of student performance and needs. Key data sources include: State, District, and School Assessments: Standardized assessments provide critical benchmarks for academic achievement in core subject areas. These include state-mandated assessments, district interim benchmarks, and school-based formative evaluations. Alternate Assessments: For students with significant cognitive disabilities, alternate assessments aligned to alternate academic achievement standards are used to measure growth and progress toward mastery. Other Achievement Measures: Additional data points such as classroom-based assessments, curriculum-embedded measures, and universal screening tools help triangulate academic performance and growth.

Behavioral Data: Positive behavior supports, discipline records, office referrals, and social-emotional learning (SEL) indicators contribute insights into student conduct and engagement.

Educational Environment: The percentage of time students spend in general education settings is monitored to assess inclusion practices and to support least restrictive environment (LRE) decision-making.

Graduation Rate and Postschool Outcomes: For secondary students, we track graduation progress and postschool outcomes (e.g., employment, postsecondary education, or training), providing long-term performance indicators.

Observations from Classroom Walk-throughs: Qualitative data from instructional observations offer contextual understanding of student engagement, instructional alignment, and classroom climate.

Progress Toward Individualized Education Program (IEP) Goals: For students with disabilities, progress monitoring data is collected and reviewed regularly to ensure alignment with IEP goals and to inform instructional adjustments.

These sources are integrated to inform personalized discussions that help students set academic and behavioral goals, recognize achievements, and identify areas for growth. Through this multifaceted approach, we aim to empower students to take ownership of

		their learning and to support educators in making informed instructional decisions.
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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	The school has established a structured and ongoing process to guide leadership and decision-making in support of inclusive educational practices. A formal school improvement plan outlines both short- and long-term goals focused on enhancing inclusivity across all aspects of the school environment. The leadership team consistently reviews these goals and communicates their purpose and progress to staff and stakeholders, ensuring alignment and transparency. To monitor and evaluate implementation, the leadership team conducts quarterly data reviews that assess the effectiveness of inclusive strategies and track progress toward meeting established goals. Decision-making is collaborative and inclusive of diverse stakeholder voices, as demonstrated by active participation in the monthly School Advisory Council (SAC) meetings, where representatives from all stakeholder groups—including staff, families, and community members—engage in shared discussions and planning. Additionally, family perspectives are solicited and valued through regular parent surveys, which provide important feedback on inclusive practices and inform future actions. These multiple data sources and collaborative structures support informed, equitable decision-making aimed at continuous improvement of inclusive education in the school.
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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 school employs a dedicated ESE (Exceptional Student Education) Specialist who plays a vital role in ensuring high-quality, inclusive education for all students with disabilities (SWD). The ESE Specialist is responsible for overseeing, coordinating, and monitoring the implementation of best practices that support inclusive education aligned with the school's mission and state and federal requirements. This role is clearly defined and includes key responsibilities such as maintaining ongoing communication with staff and stakeholders, conducting detailed data analysis, and monitoring student progress. The ESE Specialist also leads efforts to track the implementation and effectiveness of action steps based on the Self-Assessment of Best Practices for Inclusive Education (SBPIE) priority indicators. Through these efforts, the ESE Specialist supports continuous school improvement and ensures that students with disabilities receive equitable access to high-quality instruction and supports.
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	At our school, we are deeply committed to advocating for equitable school choice options for all students, including students with disabilities (SWD). We believe that every student—regardless of the type or severity of their disability—should have access to attend their neighborhood school or the school of their choice, and to receive high-quality educational services within that setting.

Our school administrators, including the principal and ESE (Exceptional Student Education) Specialist, actively collaborate with the district to obtain information about SWD who are not currently enrolled due to their disability-related needs or a perceived lack of available services at our school. In response, we regularly request that the necessary supports, personnel, and services follow the student to our school, ensuring that their individualized needs are met.

Our school proudly serves a diverse student body that reflects the full range of abilities and backgrounds of students living in our neighborhood zone. This includes students with the most significant cognitive disabilities, who are fully included and supported within our learning community. We are equipped and prepared to deliver appropriate and rigorous educational services to all students, with a commitment to inclusion and excellence.

Families recognize our school as a supportive and capable educational environment that meets the unique needs of their children. This trust is the result of our intentional efforts to ensure accessibility, advocate for individualized support, and maintain open communication with district personnel. Our advocacy efforts are well-documented, including formal requests made via email to district offices, which demonstrate our ongoing commitment to ensuring that all students, including SWD, have equal opportunities to learn, grow, and thrive in the school they choose.

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	Our school is committed to ensuring that all Students with Disabilities (SWD) are educated in the Least Restrictive Environment (LRE), aligned with federal and state mandates and best practices for inclusive education. According to data drawn from the Focus student information system, 100% of our SWD—disaggregated by exceptionality—are scheduled into general education classes for 80% or more of the school day. This includes students with the most significant cognitive disabilities. All SWD participate in age- and grade-appropriate, heterogeneous general education settings for both core academic subjects and elective or special area classes. The assignment of students to classrooms is never determined by exceptionality, level of need for supplementary aids and services, or perceived limitations in school resources. Instead, classroom placements reflect natural proportions and support meaningful inclusion. Our school promotes a culture where all students are welcomed and supported to achieve their highest potential in general education classrooms and other natural environments. General education teachers collaborate closely with Exceptional Student Education (ESE) Support Facilitators, who manage caseloads in a way that ensures inclusive scheduling and access to services within the general education setting. To the greatest extent possible, related
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		services are provided in natural contexts. For example, in our elementary school, a speech-language pathologist (SLP) co-teaches during small group language arts lessons with a general education teacher. In these settings, the SLP facilitates academic discussion aligned with IEP goals while the teacher collects instructional data. This co-teaching approach exemplifies how support services are seamlessly integrated into the general education environment to promote equitable access and progress for all SWD. Our inclusive practices reflect a school-wide commitment to equity, access, and high expectations for every student.
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. *schools with Pre-K programs only	No Pre-K	
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.	Partially Almost	At Lauderdale Lakes Middle, school administrators actively and consistently communicate the expectation that all school personnel—general and special education staff alike—share collective responsibility for the academic, behavioral, and social-emotional success of every student in our building. This includes a firm commitment to viewing all Students with Disabilities (SWD) as general education students first. Administrators clearly and regularly reinforce these expectations across all communication platforms, including

		faculty meetings, Professional Learning Communities (PLCs), School Advisory Committee (SAC) meetings, and staff newsletters. The expectations include: General and special education teachers are jointly accountable for planning and delivering instructional and behavioral support for SWD in all classroom and school environments. SWD are not the exclusive responsibility of special education personnel; all staff are expected to support their learning and participation during both academic and non-academic activities. All school personnel refer to special education staff by their names and roles, rather than by the exceptionalities of the students they serve, promoting respect and professionalism. To monitor the fidelity of these inclusive practices, families of SWD completed an Exceptional Student Education (ESE) survey. Results from the survey provide critical insight into how these shared responsibilities are being implemented and perceived, reinforcing our commitment to inclusive education and continuous improvement. This shared vision ensures that every student, regardless of ability, is supported, valued, and provided the opportunity to succeed in a collaborative and inclusive school community.
8. School administrators facilitate the use of resources, by	Partially Almost	ESE Support Facilitators and ESE

school personnel, to implement best practices for inclusive education for all SWD.

Specialists play a critical role in guiding school personnel in the effective use of resources to support inclusive education for all students with disabilities (SWD). They proactively obtain and allocate resources—including specialized personnel and instructional materials—to promote and sustain evidence-based inclusive practices.

School administrators complement this effort by ensuring the consistent provision and monitoring of key resources across all instructional teams. These resources include, but are not limited to:

Supplemental materials aligned to core academic standards;

Text sets differentiated by reading level;

Accessible instructional materials, such as duplicate textbooks for home use and alternate formats (e.g., audio/electronic, braille, large print);

Assistive technologies and related services;

Scheduled time for collaborative instructional planning; and

Strategic personnel assignments based on student support needs (e.g., instructional coaches, paraprofessionals, therapists).

The impact and effectiveness of these inclusive practices are measured through multiple data sources, including achievement data for all SWD,

		documentation of planning time allocations, and minutes from collaborative meetings with support staff and administrators. These efforts collectively ensure that inclusive education is implemented with fidelity and sustained through intentional resource alignment.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Beginning	Administrators implement and promote strategies to eliminate the use of disability-related labels across all forms of written, electronic, and verbal communication, consistently emphasizing person-first language. This includes referring to students by name rather than by any disability label to foster a respectful and inclusive school culture. Supporting evidence of this practice can be found in key school documents such as the school improvement plan, family resources, and internal guidelines. Written and electronic communications—including the staff roster, staff handbook, and school website—reflect this commitment. Furthermore, job interview questions are intentionally designed to assess candidates' understanding and application of person-first language, ensuring that new hires align with the school's inclusive values.
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.	Fully	Lauderdale Lakes Middle School administrators utilize structured job interview questions to evaluate applicants' knowledge of, respect for, and appreciation of student diversity and inclusive education practices, as relevant to each position. These questions are designed to assess the applicant's understanding of differences

in student learners and their commitment to inclusive and equitable education.

Interview team members carefully assess applicant responses to ensure a demonstrated willingness and ability to implement inclusive educational practices. This includes, but is not limited to, collaborative planning and teaching, differentiating instruction to meet a variety of learning needs, and fostering an inclusive school culture.

For instructional staff positions (e.g., teachers, instructional coaches), interview questions focus on assessing candidates' knowledge and beliefs regarding inclusive pedagogical approaches, strategies for accommodating diverse learners, and their experience with co-teaching or collaboration with support staff.

Similarly, for non-instructional staff positions (e.g., paraprofessionals, front office personnel, custodial staff), interview questions are included to gauge the candidate's understanding and beliefs about inclusive practices and their role in supporting a welcoming and respectful environment for all students.

Data sources/supporting evidence include interview protocols and question sets used for various school positions, including teachers, paraprofessionals, coaches, and support staff, contain specific questions related to inclusive education, addressing a variety of student learning needs and practices that promote equity and belonging. These

		documents demonstrate a consistent and intentional approach to hiring individuals committed to inclusive education across all school roles.
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.	Fully	At our school, the ESE Specialist and ESE Support Facilitators, in collaboration with the Transportation Liaison, actively advocate to ensure that all students with disabilities (SWD) receive equitable transportation services to and from school, as well as to community-based activities, alongside their peers without disabilities who attend the same school. All bus arrivals and departures take place at the same time and location for students with and without disabilities, promoting full inclusion and minimizing unnecessary separation. Each school is assigned designated bus monitors responsible for supervising arrival and dismissal procedures and for promptly identifying and addressing any transportation-related issues. In alignment with these efforts, the ESE Specialist has submitted a formal request to the district transportation office to adjust specific student bus schedules to better support the needs of individual students. Furthermore, SWD participate in field trips, vocational instruction, and school-sponsored trips together with their non-disabled peers, reinforcing inclusive practices across all school activities. Supporting evidence includes current bus schedules and rosters, school site maps highlighting bus areas, documentation of field trips and

		community-based instructional activities, as well as communication records—such as emails—between school administration and the district transportation department regarding requested transportation modifications.
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	Our school is committed to ensuring that all students with disabilities (SWD) have the same opportunities as their peers without disabilities to participate in all school-sponsored, non-academic, and age-appropriate activities. These include, but are not limited to, electives, sports, dances, clubs, field trips, school plays, community service activities, and graduation ceremonies. SWD have full access to all school facilities and non-academic programs. To support their participation, necessary accommodations such as adaptive equipment, modified band instruments, and communication devices are provided. All school personnel actively advocate for the inclusion and full participation of SWD in every aspect of school life. Field trips are an integral part of the educational experience, and SWD attend class field trips alongside same-age peers without disabilities. The practice of organizing separate, "ESE only" field trips is discouraged in favor of inclusive experiences. Additionally, school staff intentionally model inclusive behaviors and create opportunities for students without disabilities to interact and socialize with SWD in natural, non-academic contexts such as clubs, lunch, common gathering spaces, and pep rallies.

		Ability awareness and diversity training is provided to all students to foster a culture of acceptance, understanding, and mutual respect. Data sources and supporting evidence for these practices include student schedules, observations of inclusive student interactions during non-academic activities, and documentation from school-sponsored social gatherings.
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13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	At Lauderdale Lakes Middle, we are committed to ensuring that all students, including students with disabilities (SWD), are provided equal consideration for honors, awards, and other recognitions. This includes, but is not limited to, the honor roll, citizenship awards, academic awards, and attendance awards. All SWD, including those working on a modified curriculum, are eligible to participate in honors and awards programs, with the exception of those recognitions based solely on the requirements of the standard curriculum. SWD are recognized in the same manner and at the same time as their peers without disabilities, reflecting our dedication to equity, inclusion, and the celebration of individual achievement. Supporting Evidence and Data Sources: Guidelines for participation published in school communications (e.g., flyers, newsletters) Information disseminated to teachers, students, and families Lists of honorees and award recipients that include eligible SWD This approach aligns with our school's values and upholds both legal and ethical standards for inclusive educational practices.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	School administrators systematically analyze a variety of data sources to identify and address the professional

learning (PL) and technical assistance (TA) needs of school personnel in order to implement effective inclusive practices. These data sources include student performance outcomes, classroom observation data, and results from staff and family needs assessments and surveys. Input is also obtained from Individualized Education Program (IEP) teams to determine specific PL and TA needs related to inclusive supports, including Positive Behavior Supports (PBS) for individual students.

PL and TA are intentionally differentiated based on the assessed needs of each staff member to ensure relevance and effectiveness. When appropriate, individual staff members incorporate goals related to inclusive practices into their personal professional learning plans.

To ensure the responsiveness and sustainability of support, administrators conduct regular reviews of student learning data, with documentation of these reviews used to guide ongoing PL and TA planning. Additionally, school teams engage in scheduled data checks and collaborative discussions at least quarterly to monitor progress and reassess needs.

Data Sources/Supporting Evidence:

Student performance data

Classroom observation data

Staff and family needs assessment results

		IEP team input Documentation of PL/TA goals in individual learning plans Meeting notes from quarterly data review discussions
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	School leaders are committed to fostering an inclusive learning environment for all students with disabilities (SWD) by providing job-embedded professional learning (PL) tailored to the specific roles of all school-based personnel. This professional learning emphasizes research-based best practices for inclusive education and ensures that both general and special education staff are equipped with the tools necessary to support every learner. Administrators play a key role in identifying and forming collaborative teams comprised of general and special education staff to engage in all PL related to effective inclusive practices. These strategies are not only discussed but also modeled in authentic classroom settings to promote real-time learning and application. Collaborative teams receive ongoing professional development on a wide range of topics essential to effective inclusion, including: Curricular accommodations and modifications within general education and non-instructional settings Universal Design for Learning (UDL)

		Differentiated Instruction (DI) Classroom management strategies Data collection and analysis Positive Behavioral Interventions and Supports (PBIS) Formative assessment Collaborative planning and co-teaching models Inclusive scheduling practices Peer support systems Effective school-family communication and collaboration School leaders actively participate in these professional learning activities alongside staff to ensure a shared understanding of inclusive practices. Additionally, administrators provide continuous support and onboarding PL for newly hired staff throughout the school year, ensuring consistency and fidelity of inclusive practices across the school. Data Sources/Supporting Evidence: School professional development agendas and sign-in sheets Master schedule reflecting dedicated collaborative planning time Evidence of modeled practices in classroom settings
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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	School leaders actively facilitate job-embedded, technical assistance tailored to the roles and responsibilities of all school-based personnel to support the effective implementation of inclusive education for all students with disabilities (SWD). This technical assistance is guided by ongoing professional development, needs assessments, and the continuous analysis of student and instructional data. Leaders ensure that individualized and team-based technical assistance is provided in a manner that promotes the integration of best practices in inclusive education. These supports include: In-class coaching on effective collaborative teaching models (e.g., co-teaching, parallel teaching); Facilitation and development of professional learning communities (PLCs) that focus on inclusive instructional practices; Classroom demonstrations of evidence-based instructional strategies tailored for diverse learners; Structured team problem-solving sessions to address barriers to inclusion and student progress; Technical guidance and support in developing inclusive master schedules that maximize access to general education settings; Collaborative planning and implementation of behavior supports
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using positive behavior interventions and supports (PBIS);

Designing and embedding visual supports to enhance comprehension and engagement for SWD;

Planning and applying appropriate curricular accommodations and modifications aligned with individual student needs;

Supporting instruction based on Universal Design for Learning (UDL) principles and Differentiated Instruction (DI) strategies.

These efforts are documented through various data sources, including but not limited to:

A comprehensive schedule of technical assistance activities with specified topics, target audiences, and facilitators;

Needs assessment results and professional development evaluations;

Observation and coaching logs;

PLC meeting agendas and minutes;

Inclusive scheduling templates and guidance documents;

Student performance data used to assess impact and guide next steps.

Through these focused and sustained supports, school leaders foster a culture of shared responsibility and continuous improvement, ensuring that all students, including those with

		disabilities, have equitable access to high-quality, inclusive education.
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	The school's master schedule is strategically designed to reflect and support collaborative planning time for teaching teams. Administrators actively provide structures for dedicated planning time, including the use of floating substitute teachers and duty release to ensure uninterrupted collaboration. Teacher duty assignments are equitably distributed across staff, ensuring that collaborative teachers have adequate time to meet regularly. The principal ensures that secondary special education (ESE) teachers, who are assigned across multiple departments such as science, English, history, and math, are scheduled to meet consistently with general education teams. These meetings are focused on reviewing the progress and instructional needs of students they serve jointly. To further support instructional alignment and student success, monthly professional development (PD) days are designated for collaborative team planning. These sessions include both ESE and general education teachers and are centered on addressing grade-level or subject-area curriculum issues and planning interventions based on student needs. All collaborative planning sessions are documented through agendas and meeting logs, which are accessible for administrative review. These records demonstrate that student data are

		consistently analyzed and discussed during team meetings and that instructional decisions are guided by data-driven insights. Additional evidence—including the master schedule, lesson plans, meeting logs, and administrative walk-through notes—further supports the school’s commitment to structured, collaborative instructional planning focused on student achievement.
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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	Statement on Collaboration and Support for Students with Disabilities (SWD) in Specials, Electives, and Career Technical Education (CTE) Settings Specials, electives, and CTE teachers are provided with regularly scheduled opportunities to collaborate with special education (ESE) teachers and related service providers to ensure effective instructional strategies are in place for students with disabilities (SWD). This includes ongoing consultation aimed at integrating accommodations and modifications tailored to student needs. For example, the occupational therapist works directly with the business education teacher to guide the appropriate use of assistive devices, such as adaptive keyboards, to support students requiring fine motor assistance. In addition, ESE teachers and support staff actively seek feedback from specials, electives, and CTE teachers to evaluate and refine the effectiveness of instructional supports and interventions. To enhance collaboration, ESE teachers distribute monthly updates that include individualized student information, recommended instructional strategies, and relevant resources or articles. Furthermore, the Learning and Assistive Technology Services (LATS) team provides ongoing guidance and

		training on the use of assistive technology to ensure equitable access to the curriculum. Documentation of these collaborative efforts includes teacher schedules, lesson plans, meeting agendas, and notes from co-planning or consultation sessions.
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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	Instructional Alignment Statement for Students with Disabilities General and special education teachers collaboratively use state academic standards as the foundation for planning and delivering instruction to all students with disabilities (SWD), including those with the most significant cognitive disabilities. Individualized Education Program (IEP) goals and objectives for all SWD are explicitly aligned to grade-level state standards, ensuring coherence and high expectations across educational settings. Teachers are able to clearly articulate what all students, including those with significant cognitive disabilities, need to know, understand, and be able to do in relation to the state standards. For students with the most significant cognitive disabilities, instructional goals and learning targets are guided by aligned access points that reflect the essential content of the standards in a more accessible format. Instruction is thoughtfully adapted to meet diverse learning needs, with teachers modifying goals and instructional strategies while maintaining the use of the same, or similar, age-appropriate materials as those used by students without disabilities. Evidence of this alignment and instructional planning can be found in lesson or unit plans and classroom walk-through data.
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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	MTSS Implementation and Support Statement Our school consistently utilizes a Multi-Tiered System of Supports (MTSS) and a structured problem-solving process to ensure all students—both with and without disabilities—make progress within the general education curriculum across all grade levels and educational settings. School personnel are trained and actively engaged in identifying and implementing appropriate instructional and behavioral interventions based on individual student needs through a data-driven problem-solving model. A schoolwide plan is in place to provide ongoing professional development (PD) and technical assistance (TA) to all staff for the effective implementation of the MTSS framework. This includes assigning members of the school MTSS team to support specific grade-level and subject-area teams to ensure consistent implementation and to provide targeted guidance. PD and TA activities are systematically documented, with established evaluation criteria to assess their effectiveness and alignment with desired student outcomes. These activities are specifically designed to support the delivery of tiered interventions, matching instructional supports with the unique needs of students with disabilities (SWD) in inclusive, general education settings. The MTSS framework is inclusive of students with the most significant cognitive disabilities, ensuring access to appropriate supports within natural
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		learning contexts. Additionally, families are engaged through regular communication and opportunities to learn about the MTSS process and how tiered interventions are used to support their children's academic and behavioral growth. Administrative leadership is actively involved in supporting MTSS implementation through the strategic allocation of resources to sustain schoolwide MTSS initiatives, including functional behavior assessments (FBA) and Positive Behavioral Interventions and Supports (PBIS) plans. A formal FBA process is employed to identify behavioral triggers and replacement behaviors for any student in need of additional behavioral support. To promote consistency and clarity, schoolwide behavioral expectations are translated into actionable, classroom-specific applications. Supporting documentation, such as PD/TA schedules and sign-in sheets, MTSS meeting minutes, PBIS plans, and FBA records, are maintained to monitor fidelity and inform continuous improvement.
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	Statement on the Use of Formative Assessment and Collaborative Data Practices All instructional and related services personnel utilize formative assessment processes and tools to gather, analyze, and evaluate data to inform effective instructional practices and behavior interventions for all students, including those with and without disabilities, in general education and natural contexts.

General education teachers work collaboratively with special education teachers and other related service providers to implement a variety of data collection tools—such as checklists, Functional Behavior Assessment (FBA) tools, task analyses, performance assessments, and reading assessment instruments—to monitor and assess the ongoing progress of students with disabilities (SWD) in inclusive settings.

Formative assessment data is used consistently by all teachers to make instructional adjustments, revise behavior intervention plans, and determine student responses to interventions. These practices are implemented within the general education environment and other natural contexts to ensure meaningful access and participation for SWD.

Instructional staff approach all students, including SWD, as general education students first, and engage in data-driven decision-making to identify and provide the supports necessary for SWD to succeed in inclusive settings.

The school employs designated personnel with expertise in student data collection and analysis who provide continuous guidance and support to instructional staff in the effective use of formative assessment strategies.

All students, regardless of disability status, have equitable access to a multi-tiered system of supports (MTSS), with documentation such as sample assessments, MTSS meeting minutes,

		classroom data, and records of instructional or behavioral adjustments serving as evidence of the school's commitment to inclusive, data-informed practices.
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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 Almost	Statement on the Use of Formative Assessment by Teachers of Students with Disabilities (SWD): Teachers of students with disabilities (SWD) who spend less than 80% of their day in general education settings use formative assessment data to identify effective instructional and behavioral interventions that support progress toward IEP and learning goals. These interventions are implemented in both general education classrooms and natural contexts to enhance student success. Special education teachers utilize formative assessment to determine individual student needs, adjust instructional strategies, revise behavior intervention plans, and identify opportunities for meaningful participation in general education settings and natural environments. For students served in self-contained and resource settings, teachers use formative assessment data—including observational data, MTSS meeting minutes, classroom assessments, and documentation of instructional or behavioral adjustments—to increase time spent in general education classrooms. They also use this data to promote engagement in natural contexts such as the lunchroom, media center, and school store, ensuring that instructional and behavioral supports are effectively extended beyond the classroom.
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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.	Partially Beginning	The school implements a comprehensive, school-wide approach designed to foster positive, interdependent relationships and promote social responsibility among all students, including those with and without disabilities, across general education and natural contexts. This approach includes one or more structured programs that address key areas such as formal academic and social peer supports, character education, anti-bullying initiatives, self-determination and self-advocacy development, community service projects, and global cultural and disability awareness. Teachers intentionally incorporate team-building and class-building activities to promote inclusive, supportive interactions among students. School guidance counselors play an active role in identifying, coordinating, and supporting these school-wide efforts, including maintaining peer support rosters, syllabi for character education and anti-bullying programs, and lists of community service opportunities. These initiatives work in tandem to create a school culture that values equity, respect, and mutual support.
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	Statement on Universal Design for Learning (UDL) Implementation: Our school has adopted a comprehensive, school-wide approach to planning and implementing Universal Design for Learning (UDL) across all instructional and non-

instructional contexts. Instruction is intentionally designed to offer multiple means of representation, engagement, and expression, ensuring that all students, including those with disabilities (SWD), have equitable access to learning.

Teachers deliver lessons using a variety of modalities, including oral presentations, and plan instruction to accommodate diverse learning needs. Students are encouraged to respond using alternative communication methods such as eye gaze, choice cards, and gestures, with appropriate response time provided to support meaningful participation.

Instructional technology is effectively integrated into all classrooms and matched to individual student needs. This includes the use of specialized software, digital text, and assistive listening devices such as FM systems to ensure full access to the curriculum.

Classroom environments are physically accessible and thoughtfully arranged to support all learners. Accommodations include:

Visual schedules with Velcro for ease of manipulation;

Wide aisles to support students with limited mobility;

Adjustable table heights to accommodate wheelchairs, standers, or students of short stature;

Choice boards and visual scheduling tools or software;

		Adaptive tools such as pencil grips and wood blocks to modify desk height; Seating accommodations, such as a lab stool with back support for a student with scoliosis. Teachers provide multiple pathways for students to demonstrate their learning, including oral responses on assessments and tiered assignments/assessments. Instructional strategies promote higher-order thinking and avoid curriculum simplification, thereby supporting all students in achieving rigorous academic standards. Evidence of the implementation of UDL principles is consistently observed in lesson plans, classroom instruction, and assessment practices. Differentiated instruction (DI), technology integration, and ongoing reflection ensure that all students are engaged, included, and challenged within a universally designed learning environment.
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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.	Partially Beginning	The school implements a variety of service delivery models across all grade levels to ensure that students with disabilities (SWD) receive instruction and related services within general education classrooms and natural learning environments. Administrators and teachers are knowledgeable about and can articulate multiple approaches to delivering special education services, including co-teaching, support facilitation, and consultation. During the development of the master schedule, priority is given to scheduling SWD first to ensure appropriate placement and access to needed supports. The finalized school master schedule reflects the diverse models of service delivery used throughout the school. In practice, teachers apply a range of in-class support strategies—such as station teaching—selected based on individual student needs and the goals of instruction and assessment. Evidence of these practices can be seen in the school’s master schedule, individual student schedules, IEPs, classroom observations, teacher interviews, and administrative feedback.
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.	Partially Almost	Statement on Paraprofessional Training, Roles, and Support for Students with Disabilities (SWD): All paraprofessionals have participated in professional learning (PL) that includes clear descriptions of their work responsibilities and evidence-based

strategies for supporting students with disabilities (SWD) in general education classrooms and natural contexts. Ongoing training is provided on topics aligned with their roles, such as the nature and educational impact of specific disabilities; communication, physical, social, and academic supports; health, safety, and hygiene needs; and confidentiality requirements.

The district actively engages outside resources—such as the Florida Inclusion Network (FIN), the Florida Diagnostic and Learning Resources System (FDLRS), and the Center for Autism and Related Disabilities (CARD)—to provide high-quality training to paraprofessionals. Roles and responsibilities are clearly defined and communicated by both school administrators and teachers.

School principals ensure dedicated time for paraprofessionals to collaborate with teachers, participate in Individualized Education Program (IEP) meetings, and contribute to planning for student success. Teachers and paraprofessionals regularly consult to discuss and implement individualized strategies to meet the academic, communication, and behavioral needs of SWD in inclusive settings.

Administrators and teachers actively monitor paraprofessional activities to assess the effectiveness of supports provided to SWD. Paraprofessionals are able to clearly articulate the learning profiles and support needs of the students they serve. Documentation such as professional development logs,

		pre- and post-assessments, checklists, interviews, job descriptions, and paraprofessional schedules is maintained to ensure accountability and continuous improvement.
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Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
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27. All special education teachers are full, collaborative members of a general education curriculum team.	Partially Almost	Statement on Special Education Teacher Collaboration in the General Education Curriculum Team All special education teachers are recognized as full, collaborative members of the general education curriculum team. They actively participate in curriculum planning and decision-making alongside general education teachers. This collaboration ensures that instructional decisions made by the team are informed by diverse expertise and are inclusive of all student needs. Special and general education teachers meet regularly to exchange information on curriculum content and to address individual student support needs, promoting consistency and shared responsibility across the educational environment. In the event that a team member cannot attend a meeting, they receive detailed meeting minutes and are provided opportunities to contribute input remotely, ensuring that all voices are included in the decision-making process. Documentation of team collaboration—including curriculum team rosters, meeting schedules, and meeting notes—is maintained and accessible to support transparency, accountability, and continuity across instructional planning efforts.
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and	Fully	Collaborative Teaching Statement General and special education teachers

assessment for all students.

engage in regularly scheduled collaborative planning sessions to clearly define and align their roles and responsibilities. These sessions focus on developing effective instruction and assessment strategies to support the diverse needs of all students. During the planning process, teachers deliberately identify and discuss their roles, including collaborative teaching models and structures, ensuring cohesive instructional delivery.

Instructional planning incorporates the principles of Specially Designed Instruction (SDI), Universal Design for Learning (UDL), and Differentiated Instruction (DI), ensuring that all lessons are accessible and effective for a wide range of learners. Teachers work together to determine appropriate accommodations, modifications, and supports—such as behavior plans, visual aids, and communication tools—tailored to meet the individual needs of students with disabilities.

Grading procedures are established collaboratively, with consensus on how accommodations and modifications impact assessment. This ensures fairness and clarity in grading practices, reflecting students' learning accurately.

Roles and responsibilities are shared fluidly between educators, resulting in seamless instructional delivery where distinctions between special education and general education teachers are not readily apparent. This co-teaching model fosters a unified instructional approach, benefiting all students.

Teachers engage in ongoing reflection

		and assessment of their effectiveness as collaborative educators, using tools such as lesson plans, classroom observations, walk-throughs, and structured teacher interviews to guide continuous improvement. Administrators play a key role by providing consistent support and professional development opportunities to help teachers refine and enhance their collaborative practices, ensuring that all students receive high-quality, inclusive education.
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29. Family members of SWD are contributing members of school decision-making groups.	Fully	Statement on Family Engagement in School Decision-Making for Students with Disabilities (SWD): Family members of students with disabilities (SWD) are valued and contributing participants in school decision-making groups. School administrators actively recruit and encourage the involvement of these family members in key groups, including the School Advisory Council. Additionally, families of SWD are engaged members of various school organizations and sub-committees, such as the Parent-Teacher Association (PTA), Fall Festival planning committees, and Band Boosters. Their participation is informed by and aligned with annual measurable outcome data for both students with and without disabilities. Evidence of this engagement is documented through decision-making group rosters and meeting notes, which reflect active collaboration and shared input from SWD family members in school improvement efforts.
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30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Learning opportunities and resources are provided to families of students with disabilities (SWD) based on identified needs through ongoing data collection and analysis. Data are gathered through family surveys, interviews, focus groups, and school climate surveys, as well as student-specific information such as IEP goals and academic performance. These data inform the selection and development of targeted learning opportunities and resources designed to support families in areas such as homework assistance, test preparation, understanding Least Restrictive Environment (LRE) and inclusion, developing meaningful IEP goals, and exploring postsecondary education and career options. A regularly updated schedule of learning opportunities is shared with all families through newsletters, school websites, and email communication. To ensure equitable access, content and materials are translated for families whose primary language is not English. A comprehensive list of available learning opportunities and resources, along with survey samples, summary results, and translated informational materials, is maintained and readily accessible to families.
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 Almost	Statement on Family Collaboration and Support for Students with Disabilities (SWD): Our team is committed to meaningful collaboration with families of students with disabilities, recognizing family members as vital partners and resources in the educational process.

All personnel actively seek and incorporate family input during planning, problem-solving, and decision-making. Team and department meeting notes consistently reflect this input, particularly in the development of individualized strategies—such as Positive Behavior Support (PBS) plans and Functional Behavioral Assessments (FBAs)—to support students’ academic, behavioral, and social success.

To strengthen home-school partnerships, families are provided with practical tools and resources, including checklists, point systems, and instructional guides, to support the consistent implementation of behavior plans across settings. Teachers engage in ongoing, two-way communication with families to ensure alignment and continuity of support strategies between school, home, and the community.

Additionally, teachers collaborate with families to develop comprehensive student profiles for those with significant behavioral needs, incorporating insights about successful interventions used at home or in other environments. Systems and structures are in place—such as sample correspondence, meeting documentation, and phone communication logs—to facilitate the continuous exchange of information and monitor the student’s access to services and overall progress.

This collaborative approach ensures a unified support system that promotes positive outcomes for students with disabilities across all areas of their lives.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Each year, the school ensures that comprehensive reports detailing progress toward implementing and enhancing inclusive practices are shared with all key stakeholders, including families, school personnel, district leaders, and community members. At the conclusion of the school year, the school administrator submits a formal report to the district, outlining advancements related to the implementation of inclusive practices, including progress on BPIE (Best Practices for Inclusive Education) priority indicators, related improvement efforts, and measurable outcomes. As part of school-wide communication efforts: Families receive a summary of inclusive practices progress during annual school open house events. School personnel are provided updates during pre-school planning sessions and throughout the academic year. Fellow school administrators are informed through regular presentations during district leadership meetings. These annual reporting efforts support transparency, accountability, and ongoing collaboration in the pursuit of equitable and inclusive educational environments for all students.
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33. The school uses a person-centered planning process for SWD.	Fully	The school employs a person-centered planning process to support students with disabilities (SWD), ensuring that their individual strengths, needs, and aspirations are central to all planning efforts. This approach guides the development of IEP goals and is informed by data on post-school outcomes. An established transition protocol is in place to facilitate smooth grade-to-grade and school-to-school transitions for SWD. Additionally, person-centered planning is actively used to prepare students for independent living, postsecondary education, and career pathways, promoting long-term success and self-determination.
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).	Partially Almost	Our school employs a collaborative, team-based decision-making process to support students with disabilities (SWD) as they transition from grade to grade, school to school, and district to district. This process ensures that every SWD is placed in the Least Restrictive Environment (LRE), in alignment with their individual needs and educational goals. Seamless communication and coordination are maintained between sending and receiving schools, with clearly defined supports passed on to ensure continuity of services. Vertical planning is a key component, allowing educators across schools to share detailed information and effective instructional and behavioral strategies tailored to individual students. School and district administrators play a proactive role in guaranteeing that all

		necessary supports follow SWD throughout each transition. Established structures enable educational and transition teams to collaborate on planning for post-school opportunities, helping students move toward successful adult outcomes. Inclusive scheduling processes are leveraged to identify and address the unique needs of each SWD during transitions. This is supported by documented procedures, articulation plans, and active engagement with families, teachers, and administrators through structured interviews and collaborative planning sessions. These practices reflect our commitment to ensuring equitable access and success for all SWD across educational settings.
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School BPIE Assessment Priority Indicators

LAUDERDALE LAKES MIDDLE 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 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.
- Indicator 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.
- Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.
- 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 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.