

School Best Practices for Inclusive Education (BPIE) Assessment

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

LAKESIDE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3591

Date Meeting Held: 3/14/2025

Initial Information

School Principal: RIQUELME RODRIGUEZ

School Type: Elementary

FIN Trained Meeting Leader/Title: Michelle Chemaly, ESE Liaison

Team Members Name/Title:

Dr. Riquelme Rodriguez - Administrator

Zoe Leal - Administrator

Ann - Sofie Lafortune - Parent of student with IEP

Rita Rodriguez - ASD Coach

Merics Sanchez - Curriculum Coach/General Ed Rep

Amber Rivera - School Counselor

Tara Biesel - ESE Support Facilitator

Lindsey Marchese - ESE Support Facilitator

Michelle Chemaly - LEA Representative/ESE Specialist/Parent of student with IEP

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	Data chats are conducted with students to create strong accountability and high expectations. Increasing numbers of SWDs in general education/inclusive classrooms. Mtss/RtI process of students receiving tier 3 interventions.
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.	Partially Almost	SIP plan includes goals for inclusion. BPIE is conducted every 3 years. Data is analyzed quarterly by school leadership team. All stakeholder groups are represented in Annual IEP and Interim IEP 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	ESE Specialist, ASD Coach, Support Staff, ESE Support Facilitators, Administration
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	6 ASD Special Program Classes 1 Specialized PK B Class All grade level activities Field Day Field Trips Schoolwide Fun Runs Guidance Interventions Mentors

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	Math/Science/ELA Camps Mainstreaming Heterogeneous classes including all eligibilities
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	Fully	PK teacher attends K Team meetings and collaborates with general ed teachers to plan and implement weekly lessons based on grade level standards. Annual IEP meetings PLCs address the needs of students with IEPs and/or behavior needs.
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.	Fully	Student first language is utilized throughout campus. Placement of SWDs in general ed classes before general ed students. General Ed and Special Ed teachers continuously share instructional/behavioral support.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	School administrators obtain and allocate resources to implement effective inclusive practices. School administrators provide and monitor the use of resources across all areas.

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication.
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	ESE specialist and/or ASD Coach participate in interviews for all positions (General Education Teachers/ESE Teachers/Paraprofessionals). Interview questions include behavior scenarios, experience with working with students with special needs, differentiating instruction, experience with visuals, etc...
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	Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas. Field trips utilize buses as needed. SWDs do not arrive late and leave school early based upon bus schedules.
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	All SWDs have access to all school facilities and non-academic activities including Halloween Party, Movie Night, Field Day, Special Olympics, Fun Run, Book Fair, and Gator clubs.

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students are included in the following: Honor Roll/Gator SWAG/GRIT awards, Kids of character awards, Reading in the hallway, I-Ready, Reading Across Broward
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Data chats Updated curriculum in ESE support Facilitation classes Recommended trainings: Epi Pen, FBA/PBIP, AAC devices
15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	Regularly scheduled data checks/discussions are conducted across school teams, including but limited to, PLCs and Team Meetings. ASD, behavior, Epi-Pen, and FBA/PBIP training opportunities.
16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	Key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments: Focus, Canvas, Microsoft Teams, Peer Coaching, CARD

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Teachers from the ASD special program meet weekly with the grade levels PLCs. The school master schedule reflects collaborative planning time for collaborative teaching teams (Inclusive scheduling model). Agendas and logs from collaborative planning sessions are available for administrators to review. There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. There is a schedule and record of PLCs related to the review of student work and instructional planning.
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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.	Fully	ESE teachers meet weekly with general education teachers and provide professional developments within the school. Choir has SWDs in the program. ESE teachers and support services personnel (SLP/OT) solicit feedback from specials, electives or teachers to determine the effectiveness of instructional accommodations or modifications.
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.	Partially Beginning	IEP goals and objectives for SWDs are not fully aligned to the state standards. General education and special education teachers need support with articulating what all students need to know, understand and be able to do in relation to the state standards.
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	Weekly Mtss and additional days as needed. School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. Families are provided information and opportunities to understand the Mtss process as it relates to Tiered interventions for their child.

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 Almost	Almost all general education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms. Almost all teachers use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts.
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	Almost all teachers of students in self-contained classrooms use formative assessment data to increase time with SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classes.
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	The school has one or more schoolwide programs in place that address the following: Peace Makers Special Olympics Social Groups Character Education Self Advocacy Anti-Bullying

24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Lessons are presented in smaller digestible chunks in visual and oral formats. FM systems Choice boards Visuals Play List Ipads Iready
25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.	Fully	When developing the school's master schedule SWDs are scheduled first. Inclusive scheduling approach is consistent every year. Administrators and teachers can articulate different ways to deliver special education services in general education settings. Collaborative teachers can explain why they selected a structure for a particular lesson.

26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.	Fully	Paraprofessionals receive ongoing training on topics relative to their work responsibilities. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs.
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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	Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. All team members receive minutes of team meetings and have input into decisions when not available to attend in person.
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	Teachers identify and discuss their various roles (e.g. collaborative teaching structures) during the lesson planning process. Teachers reflect on and assess their effectiveness as collaborative teachers. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying, and developing their roles and responsibilities.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the school advisory council. Family members of SWDs participate in school decision making based upon annual measurable outcome data for students with and without disabilities.

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	The following learning opportunities and resources are available: Family Nights CARD Support with IEP Meetings
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	Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. Almost all teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. Information is shared through SIP and SAC meetings. District meetings help drive instruction for goals. School website shares information with families.

33. The school uses a person-centered planning process for SWD.	Fully	School counselor gives lessons to classes and has a group of Peace Makers who meet with students. When placing students in classes we match personalities of students with teachers. There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. Tours of our Special programs are given by the ESE specialist and ASD coach.
34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).	Fully	School leadership team analyzes data quarterly to monitor and evaluate progress toward meeting IEP goals related to inclusive practices in school. Data is analyzed quarterly, monthly, and weekly. Cum folders/IEP folders continuously updated.

School BPIE Assessment Priority Indicators

LAKESIDE 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 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.