

# ***Best Practices for Inclusive Education (BPIE)***

## ***District Level***

***Developed by the Florida Inclusion Network (FIN), in collaboration with the Florida Department of Education,  
Bureau of Exceptional Education and Student Services (BEESS)***

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State of Florida Department of Education

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## Acknowledgements

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## ***About the Florida Inclusion Network***

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FIN is an organization funded by the Florida Department of Education, BEESS, with support from the Individuals with Disabilities Education Act (IDEA), Part B.

FIN's primary goals are to:

- Support Florida districts to increase regular class placement, decrease separate class placement and decrease other separate environment placements of students with disabilities, regardless of disability label
- Provide services, within a multi-tiered system of support (MTSS), that build district capacity to increase reading and math gains of **all** students with disabilities
- Support Florida districts to increase the number of students with disabilities graduating high school with a standard diploma.
- Provide information and support to build family, school and community partnerships to implement and sustain best practices for inclusive education

**For more information on the BPIE or FIN services and supports, please visit the website:**

<http://www.FloridaInclusionNetwork.com>

**or call, toll-free, at 1-888-232-0421.**

## Table of Contents

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Introduction	6
Overview of the District BPIE	7
BPIE District Team Membership	8
Directions for Completing the BPIE:	10
• Rating the Indicators	11
• Action Planning	11
BPIE District Self-Assessment Cover Sheet	12
BPIE Indicators and Examples: <i>Leadership and Decision-making</i>	13
BPIE Indicators and Examples: <i>Instruction and Student Achievement</i>	19
BPIE Indicators and Examples: <i>Communication and Collaboration</i>	26
Sources	30
Appendices:	34
• BPIE Glossary	35
• Sample BPIE Team Invitation Letter	39
• Directions for Completing the BPIE (Handout)	41
• Sample Action Plan Form	42
• Resources	47

# Best Practices for Inclusive Education (BPIE) 2.0

## District-Level Self-Assessment

### ***Introduction***

In July 2013, Florida lawmakers enacted § 1003.57(1)(a), Florida Statutes (F.S.), which defines inclusion as follows:

a student with a disability receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and access is provided to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Inclusion is much more than scheduling students with disabilities (SWDs) in general education classrooms. It means that all SWDs have a civil right to be together for instruction and learning, **regardless of their disability label**, and that collaborative integrated services are planned and provided by district- and school-level education teams, across disciplines (Ryndak et al., 2000). Students who make progress in general education environments are provided the appropriate services and support to learn academic and functional skills within the context of core curriculum content and activities, develop skills for college and career readiness and create meaningful and reciprocal relationships with same-age peers without disabilities.

In 2013, the Florida Inclusion Network (FIN) revised the *Best Practices for Inclusive Education (BPIE) 1.0* assessment instrument and process, originally published in 2007, as a response to the recent legislation requiring “each district and school to complete a BPIE assessment every three years.” As districts and schools implement the new BPIE 2.0 (hereafter referred to as BPIE) process they will engage in the analysis, implementation and improvement of inclusive practices with the intent that the BPIE be used as a catalyst for change toward meaningful inclusion of all students with disabilities.

The revised **district-level** BPIE includes 30 indicators of specific, inclusive educational practices that are based on peer-reviewed research, current literature and best practices throughout Florida and across the nation. Input on the BPIE indicators was obtained from experts in the field, district- and school-based educators and stakeholders across Florida. The indicators are largely based on the original district BPIE 1.0 assessment tool and process, developed by the following team of experts:

- Vicki Barnitt, Director of Program Development, FIN
- Susan Benner, former Facilitator, FIN
- Eloise Hayes, former Facilitator, FIN

- Ric Reardon, Ph.D., former Inclusion Specialist, Indian River Public Schools
- Diane L. Ryndak, Ph.D., Professor, Department of Special Education, University of Florida
- Stan Weser, Facilitator, FIN

The district BPIE is designed for leaders working to develop, implement and sustain systemwide best practices for inclusive education. Several leadership elements are embedded within the BPIE assessment process:

- creation of a context for developing a shared vision;
- creation of a context for shared ownership of development;
- development of processes for shared decision making;
- the use of focused questions to bring in different voices, knowledge, and experience; and
- development of consensus decision-making (Jones, Forlin, & Gillies, 2013, p. 64).

## **Overview of the District BPIE**

The district BPIE process is designed to be used *primarily* as an improvement planning and technical assistance (TA) tool rather than an instrument to monitor compliance of district practices and programs. The self-assessment process is intended to identify and prioritize critical areas of need to facilitate inclusive practices in schools where all SWDs achieve to their highest potential and enjoy a life of meaning and value.

### **The district BPIE process is intended to:**

- Facilitate a self-assessment for districts to evaluate current status of inclusive best practices
- Initiate discussion among district leaders and stakeholders to identify priority needs for improvement
- Develop measurable goals and action steps to increase or improve inclusive best practices across the district
- Validate areas of strength in the implementation of best practices for inclusive education for all SWDs
- Monitor and report progress toward the implementation of inclusive best practices at the district level
- Analyze data from districts to determine the status of inclusive practices across the state

## **The BPIE includes 30 indicators that address the following three domains:**

- Leadership and Decision Making
- Instruction and Student Achievement
- Communication and Collaboration

Each indicator has a list of specific examples or samples of evidence of the practice in place or implemented. The examples are provided to add clarity to the intent of each indicator and to stimulate thinking about specific examples, in each district, of practices that may reflect level of implementation. The examples are **not** provided as individual measures of each indicator, but rather as a means to assist team members in rating the extent to which the practice **is or is not** in place in the district.

Indicators and examples refer to *students with disabilities* and *students, or peers*, without disabilities. It is important to note that the term *students with disabilities* refers to **all** students with disabilities, including those with high- and low-incidence disabilities (e.g., students with a significant cognitive disability), students served in Pre-K programs, and students ages 18-22 receiving transition services as specified in their IEP.

Analysis of data and information obtained through the BPIE assessment process will lead to the development of an action plan, including measurable goals, action steps, timelines, persons responsible for implementation and evaluation criteria. A trained facilitator from the FIN assists the BPIE team assessment process.

## **BPIE Team Membership**

The BPIE is completed by a district team of key individuals who have knowledge of current practices related to all or some of the 30 indicators in the instrument. Other stakeholder groups must be represented on the BPIE team, including parents and school-based general and special education personnel, who can provide valuable perspectives during the self-assessment process.

A district BPIE team should include the following members who will each complete the BPIE indicator review and ratings, in part or in full, **and should attend the BPIE team meeting:**

- A lead district contact person (generally the ESE director or designee)
- District ESE administrators and staff
- Student services administrators (such as guidance, school psychology, social work)
- Career and technical education administrators
- School-based administrator(s): elementary, secondary, career or technical, ESE center schools
- ESE teachers: elementary and secondary (who have experience teaching students with low- and high-incidence disabilities)

- General education teachers: elementary and secondary
- Support services personnel: occupational therapist, physical therapist, speech language therapist
- Other district administrators:
  - Superintendent or assistant superintendent
  - Deputy director or executive director of ESE
  - Title 1 director
  - District literacy coordinator or specialist
  - English for Speakers of Other Languages (ESOL) director
- Family members\* (of students with low- **and** high-incidence disabilities)

The following areas, departments or programs should also have a representative who completes the BPIE assessment, in part or in full. If the following BPIE team members cannot attend the BPIE team meeting, **they should provide their completed indicator ratings to the contact person prior to the meeting:**

- District transportation administrator
- District human resources director
- Paraprofessional representative
- BEESS discretionary project representatives:
  - Center for Autism and Related Disabilities (CARD)
  - Florida Diagnostic and Learning Resources System (FDLRS)
  - Florida Multi-tiered Systems of Support/Positive Behavioral Support (MTSS/PBS)
  - Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
  - Project 10: Transition Education Network
  - Technical Assistance and Training System for Programs Serving Prekindergarten Children with Disabilities (TATs)
  - Florida Instructional Materials Center for the Visually Impaired (FIMC-VI)
  - Resource and Materials Technology Center for the Deaf/Hard of Hearing (RMTC-DHH)
  - Outreach Services for the Blind/Visually Impaired and the Deaf/Hard-of-Hearing (OSBD)
- School board member(s)
- Community agencies or institutions:
  - University and college representatives
  - Vocational Rehabilitation
  - Early Childhood Coalition
  - Other community agencies

*\*It is strongly recommended that the BPIE team meeting include a minimum of two family members, as noted above.*

It is also suggested that the team invite an external, critical friend (e.g., a university professor or representative from a local parent organization), who can provide a broader context of inclusive practices in relation to thoughts, assumptions, and beliefs. A critical friend does not rate or score the indicators but can provide expert guidance and support to implement and improve inclusive practices.

## **Directions for Completing the BPIE**

Prior to the district BPIE assessment team meeting, districts should first establish a district BPIE contact person. Then, the district should identify those stakeholders who will make up the BPIE team and complete the assessment instrument. Distribute a copy of the “BPIE District Indicators” along with the “BPIE Letter of Invitation” and “Directions for Completing the BPIE Self-Assessment” (see Appendices) to identified team members. The letter invites members to review the indicators, complete their Implementation Status ratings and note data sources or supporting evidence in the appropriate column. Team members who **cannot** attend the meeting submit their completed BPIE to the district contact person **prior to** the scheduled BPIE team meeting. Team members who **can** attend the meeting bring their completed BPIE to the meeting.

Depending on their job roles, experience and background knowledge, team members should complete any indicators that they determine are **directly related** to their area of expertise and responsibility. For those indicators that are completed, team members should refer to current, available and specific data (e.g., student data) and tangible evidence (e.g., school board policies, district documents, bus schedules), **whenever possible**, to determine and support their rating for each indicator. For example, when completing Indicator 4, the rater may make note that “District data show that 85 percent of SWDs, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities,” or they may indicate the source where the data can be found. If a team member does not have evidence or data sources to support their rating, they may (a) choose to rate the indicator and note, in the comment box below the indicator, their rationale for rating the indicator in the absence of data or tangible evidence, or (b) skip that indicator and move to the next indicator.

Team members are **not** required to bring hard copies of data or supporting evidence to the BPIE team meeting; however, they should be prepared to justify their ratings based on the information noted in the comment box and/or Data Sources/Supporting Evidence column. During the BPIE meeting, a FIN facilitator will guide the group discussion and rating process, including identification of **priority areas** of need, based on all indicator ratings and group consensus. Priority needs will be used to create achievable goals and identify a **core team** who will come together to develop the action plan, including specific and measurable goals, action steps, persons responsible, timelines and evaluation criteria.

## Rating the Indicators

BPIE team members will read and rate the indicators based on the status of district implementation of the practice. There are three levels of implementation for each indicator: Not Yet, Partially or Fully Implemented. Team members should select one rating per indicator and note data source(s) or evidence of the practice in the appropriate column.

**Following are the definitions for the Implementation Status ratings:**

- **Not yet:** There is **no evidence** that the district has put in place actions to address this indicator or implement the practice.
- **Partially:** There is some evidence that the indicator **is in place or practiced in some instances or schools**. The practice is not implemented consistently across the entire district, and **further action or improvement is needed**.
- **Fully:** There is clear evidence that this indicator is **consistently practiced and in place across the entire district**.

## Action Planning

The purpose of an action plan is to ensure that priority goals, identified through the BPIE assessment, lead to the initiation and implementation of steps resulting in measurable outcomes of inclusive best practices. The action plan must include specific and measurable goals, action steps, person(s) responsible for each action, timelines and evaluation criteria. The action plan will be aligned with existing district action or improvement plans, establishing shared ownership and responsibility among district leaders and stakeholders. A sample action plan format has been provided in the Appendices of this document.

The action plan is developed by a core team of individuals with background knowledge associated with the specific, priority goals identified during the assessment process. For example, if a priority goal is to provide ongoing, job-embedded district professional development and technical assistance to all schools on effective instructional approaches, the core team will include representatives from the FIN, FDLRS and the district's office of professional learning or development.

It is recommended that the district action plan be developed soon after completion of the BPIE assessment process. The action planning process includes discussions about the priority goals and what is feasible to accomplish within one to three years. For assistance in facilitating the action planning process, please contact your local FIN regional team: <http://www.FloridaInclusionNetwork.com>

# Best Practices for Inclusive Education (BPIE) 2.0

## District-Level Self-Assessment

Name:

Title:

Department, School or other Affiliation:

Date Completed:

Please bring your completed BPIE District Self-Assessment to the BPIE team meeting on \_\_\_\_\_, 20\_\_\_\_ .  
If you cannot attend the BPIE team meeting, please submit your completed BPIE Self-Assessment to:

District BPIE Contact Person:

### Directions for completing the indicators:

1. Please enter all responses directly on the BPIE assessment form.
2. Read each indicator and the accompanying examples provided.
3. Determine if you have evidence or data source(s) to support one of the following ratings:
  - **Not yet** – There is **no evidence** that the district has put in place actions to address this indicator or implement the practice.
  - **Partially** – There is some evidence that the indicator **is in place or practiced in some instances or schools**. The practice is not implemented consistently across the entire district and **further action or improvement is needed**.
  - **Fully** – There is clear evidence that this indicator is **consistently practiced and in place across the entire district**.
4. For each indicator you rate, click on the gray box in the “Implementation Status” column to select your rating from the drop-down menu provided (*Not Yet, Partially, or Fully*). Please note your data source(s) or supporting evidence in the last column.

## BPIE DISTRICT INDICATORS

### Leadership and Decision-Making

Indicator	Examples or Evidence of Practice	Implementation Status <small>Select from the drop-down menu in each box.</small>	Data Sources/ Supporting Evidence
<p>1. District analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities in general education and natural contexts in every school.</p>	<ul style="list-style-type: none"> <li>• District analyzes data of all SWDs (e.g., alternate assessment data, achievement data, behavioral data, educational environment data, graduation data, post-school outcome data and progress on individual educational plan [IEP] goals), to identify current practices and barriers to providing educational services for all SWDs in general education and natural contexts in every school.</li> <li>• District increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts in every school.</li> </ul>		
Comments:			
<p>2. District data reflects that in each school there is alignment to the natural proportion of SWDs in the district.</p>	<ul style="list-style-type: none"> <li>• SWDs receive their education in age-appropriate general education school campuses, reflecting natural proportions of SWDs to students without disabilities across the district.</li> </ul>		
Comments:			
<p>3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.</p>	<ul style="list-style-type: none"> <li>• District has written criteria, including decision-making steps or guiding questions, to determine placement of all SWDs in their neighborhood school or school of choice.</li> <li>• Assignment of all SWDs to schools or programs is not based on exceptionality or perceived lack of resources at the school.</li> </ul>		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>4. District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.</p>	<ul style="list-style-type: none"> <li>• District increased the number of SWDs, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.</li> <li>• District regularly monitors (e.g., monthly) the number of SWDs, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.</li> <li>• District has written agreements with early childhood centers to establish programs reflecting natural proportions of students with and without disabilities.</li> </ul>		
<p>Comments:</p>			
<p>5. District-level administrators allocate special education units to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.</p>	<ul style="list-style-type: none"> <li>• District has an allocation formula that reflects unit allocations based on the needs and number of all SWDs and models of in-class service delivery (including co-teaching and support facilitation) as determined by the flexible scheduling process at each school.</li> </ul>		
<p>Comments:</p>			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>6. District has key personnel with expertise in inclusive best practices for all SWDs who oversee, coordinate, monitor and provide technical assistance (TA) for the implementation of best practices for inclusive education at the district and school levels.</p>	<ul style="list-style-type: none"> <li>• Key district personnel...               <ul style="list-style-type: none"> <li>○ Conduct ongoing monitoring of district progress toward goals established from the BPIE</li> <li>○ Coordinate and oversees the BPIE assessment process in each school</li> <li>○ Provide ongoing support and TA to schools in the implementation of BPIE-related plans for all SWDs</li> <li>○ Maintain ongoing communication of BPIE plan progress monitoring to stakeholders</li> <li>○ Make ongoing recommendations for improvement goals and steps to increase best practices for inclusive education, for all SWDs, across the district.</li> </ul> </li> <li>• The key personnel contact information is shared in all applicable district and school publications (e.g., website, newsletters).               <ul style="list-style-type: none"> <li>○ District provides each school with district-wide and school-specific data related to progress on State Performance Plan (SPP) Indicators 3 (student achievement) and 5 (educational environment).</li> </ul> </li> </ul>		
<p>Comments:</p>			

<p style="text-align: center;"><b>Indicator</b></p>	<p style="text-align: center;"><b>Examples or Evidence of Practice</b></p>	<p style="text-align: center;"><b>Implementation Status</b> Select from the drop-down menu in each box.</p>	<p style="text-align: center;"><b>Data Sources/ Supporting Evidence</b></p>
<p>7. District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts.</p>	<ul style="list-style-type: none"> <li>• Districts allocate sufficient time and resources for personnel to train and support school-based MTSS, functional behavior assessment (FBA) and PBIP.</li> <li>• District uses a problem-solving process to identify (a) key personnel on the district team and (b) needs for ongoing PD in schools.</li> <li>• Key district personnel have content expertise in behavior assessment, planning and evaluation practices within an MTSS.</li> <li>• There is a district-wide plan and schedule to provide PD and TA to school personnel about the core components of an MTSS framework.</li> <li>• There is a district-wide schedule of PD for schools on FBAs and PBIPs.</li> <li>• There is a plan and schedule to provide follow-up and ongoing TA to schools on FBAs and PBIPs</li> <li>• PD and TA activities for implementing MTSS are documented in a District Improvement and Assistance Plan (DIAP), including evaluation criteria to measure desired outcomes.</li> <li>• PD and TA activities are provided with the goal of matching tiered supports with the behavior support needs of individual SWDs in general education classrooms and natural contexts.</li> <li>• District provides support and resources to schools to engage families in the FBA and PBIP processes.</li> </ul>		
<p>Comments:</p>			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.	<ul style="list-style-type: none"> <li>In-school and out-of-school suspension and expulsion data reflect that SWDs in general education classes are not suspended or expelled at a higher rate than those without disabilities.</li> <li>All SWDs receive multi-tiered behavior supports, as determined by MTSS, PBIPs and IEPs, in general education classrooms and natural contexts.</li> </ul>		
Comments:			
9. District policies and student transportation schedules indicate all SWDs arrive and leave schools and district facilities at the same time, in the same place and on the same daily schedule as students without disabilities, except for those SWDs who have an IEP indicating a shortened school day.	<ul style="list-style-type: none"> <li>All SWDs are provided transportation to and from school or school-related activities in the same manner as students without disabilities.</li> <li>Transportation schedules for all SWDs are the same as those for students without disabilities attending the same school or district event (e.g., extracurricular activity bus, field trips).</li> <li>SWDs do not spend more time on the bus getting to school than their peers without disabilities.</li> <li>SWDs do not lose instructional time getting to and from school on the bus.</li> <li>SWDs arrive and leave school and district facilities in the same location as students without disabilities.</li> </ul>		
Comments:			
10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school to school and district to district to maintain placement in the least restrictive environment.	<ul style="list-style-type: none"> <li>District provides guidance and TA on transitioning all SWDs from grade to grade, school to school and district to district.</li> <li>District provides resources and guidelines for schools to ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district.</li> </ul>		
Comments:			

<b>Indicator</b>	<b>Examples or Evidence of Practice</b>	<b>Implementation Status</b> Select from the drop-down menu in each box.	<b>Data Sources/ Supporting Evidence</b>
11. All district departments and schools use job interview questions to appraise an applicant’s knowledge and beliefs pertaining to diversity and best practices for inclusive education, as applicable to the position.	<ul style="list-style-type: none"> <li>District departments and schools include job interview questions related to student diversity, including knowledge and beliefs of inclusive best practices, as applicable for the position in the hiring process, including instructional and non-instructional personnel.</li> </ul>		
Comments:			

## Instruction and Student Achievement

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>12. District data reflect that SWDs receive most, if not all, of their education and related services in age- and grade-appropriate general education classes, regardless of the type or severity of their disability.</p>	<ul style="list-style-type: none"> <li>• SWDs are not assigned to schools with separate classes or programs because of their exceptionality or perceived lack of resources at the school.</li> <li>• Districts identify and implement strategies that result in increased numbers of students with low-incidence disabilities who spend 80% or more of their day in general education contexts in all schools.</li> <li>• Districts identify and implement strategies that result in an increase in the number of students with an emotional/behavioral disability who spend 80% or more of their day in general education contexts.</li> <li>• Related services (e.g., occupational, physical and language therapy, and interpreting and mobility services) are provided to SWDs in general and natural contexts, rather than in segregated settings.</li> <li>• Transition programs are provided to SWDs in natural school and/or community settings.</li> </ul>		
<p>Comments:</p>			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>13. District and school leaders receive ongoing and current information and professional development about best practices for inclusive education for all SWDs.</p>	<ul style="list-style-type: none"> <li>• District provides information, materials, PD and TA to district and school leaders – in multiple formats (e.g., print and electronic) – on current research and best practices for inclusive education, including instruction and assessment for all SWDs.</li> <li>• District provides information to all district and school leaders on Florida legislation related to inclusion, including BPIE and the IDEA.</li> <li>• District regularly provides current data to district and school leaders related to SPP Indicators 3 and 5.</li> <li>• District provides electronic learning resources related to best practices for inclusive education (e.g., FIN’s <i>Building Inclusive Schools</i>) for all SWDs.</li> <li>• District and school leaders participate in forums for discussion and problem solving (e.g., online communities of practice) related to best practices for inclusive education.</li> </ul>		
Comments:			
<p>14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the Florida Standards in general education classes and natural contexts.</p>	<ul style="list-style-type: none"> <li>• District collaborates, across departments and other appropriate service providers, to provide PD and TA that include implementation of methods to integrate IEP and other learning goals (e.g., independence, participation, communication and social/emotional goals) and Florida Standards to maximize teaching and learning in the general education curriculum and other contexts.</li> <li>• There is a published schedule of PD and TA related to the topics listed above.</li> </ul>		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>15. District provides ongoing PD and TA to all school leaders on the implementation of a flexible scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability.</p>	<ul style="list-style-type: none"> <li>• District provides a published schedule of PD opportunities, made available throughout the school year, for all school leaders.</li> <li>• The PD and TA includes information on:               <ul style="list-style-type: none"> <li>○ In-class support models, including co-teaching and support facilitation for all SWDs</li> <li>○ Flexible models of service delivery and support based on data for all SWDs</li> <li>○ Methods for hand-scheduling students to ensure supports are in place to meet their needs</li> </ul> </li> </ul>		
Comments:			
<p>16. District provides PD and TA to schools in the use of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional <i>and</i> behavioral interventions for all SWDs in general education and natural contexts.</p>	<ul style="list-style-type: none"> <li>• District schedules and provides ongoing PD, resources and TA to teachers and support staff in the use of data collection and analysis tools and processes for SWDs in general education classrooms and natural contexts:               <ul style="list-style-type: none"> <li>○ Checklists</li> <li>○ Ecological inventories</li> <li>○ Portfolios</li> <li>○ Performance assessments</li> <li>○ Reading assessment tools</li> <li>○ Scoring criteria/rubrics</li> </ul> </li> <li>• District has trained and designated data coaches, with expertise in gathering and analyzing student data to provide ongoing PD and TA to teachers from each school and monitor data of all SWDs.</li> </ul>		
Comments:			

<p style="text-align: center;"><b>Indicator</b></p>	<p style="text-align: center;"><b>Examples or Evidence of Practice</b></p>	<p style="text-align: center;"><b>Implementation Status</b> Select from the drop-down menu in each box.</p>	<p style="text-align: center;"><b>Data Sources/ Supporting Evidence</b></p>
<p>17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on all Florida Standards.</p>	<ul style="list-style-type: none"> <li>• PD and TA activities are included in the district professional development plan and involve collaboration among ESE, general education, other district departments and/or statewide TA and support projects (e.g., FIN, FDLRS).</li> <li>• District collaborates, across departments and other service delivery providers, to provide PD and TA that includes strategies to implement research-based instructional approaches and methods for all SWDs, such as:               <ul style="list-style-type: none"> <li>○ Curricular accommodations and modifications in general education classes and non-instructional activities</li> <li>○ Universal Design for Learning (UDL)</li> <li>○ Accessible instructional materials</li> <li>○ Assistive technology</li> <li>○ Differentiated instruction</li> <li>○ Alignment of modified curriculum to Florida Standards</li> <li>○ Formative assessment</li> <li>○ Collaborative teaching in inclusive classes</li> </ul> </li> <li>• There is a published schedule of PD and TA related to the topics listed above.</li> <li>• PD and TA are provided to a variety of professionals and paraprofessionals, at all grade levels, per their job roles and responsibilities.</li> </ul>		
<p>Comments:</p>			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>18. District facilitates and supports access to AT, including augmentative and alternative communication (AAC) devices, as determined by the assessed need of SWDs for meaningful learning, participation and communication in general education and natural contexts.</p>	<ul style="list-style-type: none"> <li>• District provides resources and support to assess the need for AT and AAC devices for SWDs in every school.</li> <li>• District provides supports and equipment to all SWDs, based on identified need, to communicate and participate with same-age peers and access general education curriculum.</li> <li>• SWDs use AT devices to participate in instructional and non-instructional activities in the school, home and community.</li> <li>• SWDs use AT devices to participate in instructional activities and show progress toward achieving IEP and general education learning goals in general education contexts.</li> </ul>		
Comments:			
<p>19. District provides job-embedded, collaborative PD and TA on the use and integration of AT (including AAC) to special and general education teachers, instructional support personnel and family members at all schools.</p>	<ul style="list-style-type: none"> <li>• District has a published schedule of PD and TA for teachers, paraprofessionals, therapists and family members on the use and integration of AT and AAC devices.</li> <li>• PD and TA are provided to families in their native languages.</li> </ul>		
Comments:			
<p>20. District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services and curricular modifications as stipulated in student IEPs.</p>	<ul style="list-style-type: none"> <li>• Students with disabilities are provided accommodations to be involved in and make progress toward achieving academic standards and IEP goals in age- and grade-appropriate general education classes.</li> <li>• Students with low-incidence disabilities and/or significant cognitive disabilities are provided accommodations and/or modifications to be involved and make progress in general education electives or special classes.</li> <li>• Teachers are provided supplementary academic resources and materials for instruction of students receiving instruction through the access points in general education classes.</li> </ul>		

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
Comments:			
<p>21. District data reflect that SWDs receive supplemental supports and services in order to participate in all school and district extracurricular activities.</p>	<ul style="list-style-type: none"> <li>• District has guidelines to ensure all SWDs have equal access to participate in the same extracurricular activities and in the same locations as their peers without disabilities, including meals, recess periods, counseling services, athletics, transportation, field trips, health services, recreational activities and special interest clubs sponsored by the school or district.</li> <li>• SWDs are provided accommodations, modifications and related services, as outlined on the IEP, to participate in the same district- or school-sponsored extracurricular activities as their same-age peers without disabilities.</li> <li>• SWDs are provided with adaptive equipment in order to participate in athletics or other extracurricular activities.</li> <li>• All SWDs transitioning between schools are provided equitable and consistent access and opportunities for participation in band, cheerleading, clubs, etc.</li> <li>• Parent surveys reflect that SWDs are participating in extracurricular activities.</li> </ul>		
Comments:			
<p>22. District provides support and resources to schools to facilitate the development of positive, interdependent relationships among all students with and without disabilities in instructional and non-instructional general education and natural contexts.</p>	<ul style="list-style-type: none"> <li>• Strategies, such as cooperative learning, peer supports, social supports and positive behavior supports, are embedded in district and school programs and events, including, but not limited to, anti-bullying, athletics, cheerleading, character education, dances and proms, recreational activities, clubs, etc.</li> <li>• District provides resources and support to implement peer mentoring or support programs.</li> </ul>		

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
Comments:			
23. District data reflect that all SWDs are given equal consideration for recognition through honors, awards and other designations offered by schools.	<ul style="list-style-type: none"> <li>• All SWDs who are on a modified curriculum are included in honors and awards programs (e.g., principal’s honor roll, citizenship awards and attendance awards) except those honors and awards based solely on the completion of general education requirements (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs).</li> <li>• All SWDs are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc.</li> </ul>		
Comments:			

## Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.</p>	<ul style="list-style-type: none"> <li>• All district personnel are provided with print or electronic resources and/or PD on the use of person first language.</li> <li>• District provides guidelines on the use of person first language to all schools, including instructions to eliminate the use of disability-related labels in school print and electronic publications (e.g., website, classroom designations, published teacher titles).</li> <li>• School websites, nametags and classroom identifiers refer to teachers by their instructional role, such as “collaborative teacher,” rather than the diagnostic labels of the SWDs on their caseload, such as “autistic teacher.”</li> </ul>		
<p>Comments:</p>			
<p>25. District documents, forms, program materials and other communication that refer to SWDs reflect the use of person first language.</p>	<ul style="list-style-type: none"> <li>• District personnel use person first language in all written, verbal and electronic communication with colleagues, families and community members.</li> <li>• Transcripts and recordings of district-level meetings, including school board meetings, reflect the use of person first language by all district and school personnel.</li> </ul>		
<p>Comments:</p>			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>26. District provides information to families about research-based, inclusive educational practices and ways they can support their child’s learning, independence and participation at home, at school and in the community.</p>	<ul style="list-style-type: none"> <li>• District publishes and disseminates contact information (in print and electronic formats) to families related to district personnel who can provide information on best practices for inclusive education for all SWDs.</li> <li>• District provides workshops, information and/or print materials for families, which include topics related to PBS, differentiated instruction, UDL, communication support, literacy support, Florida Standards, Core Content Connectors and other topics related to educational supports and services in general education classes and natural contexts.</li> <li>• Information is provided to families on ways to support and facilitate self-advocacy of all SWDs in school, home and community contexts, beginning in elementary grades.</li> <li>• Information is provided to families in their native languages.</li> </ul>		
Comments:			
<p>27. District provides resources to all district and school staff that include strategies for effective family communication and collaboration to increase learning and achievement for all SWDs in inclusive classrooms and natural contexts.</p>	<ul style="list-style-type: none"> <li>• All school staff members are provided with information and strategies to effectively communicate and collaborate with parents and involve them in planning and problem solving to increase achievement and other learning outcomes for their children, including those with low-incidence disabilities, in general education and natural contexts.</li> <li>• Special and general education staff members communicate with and engage family members, consider them a resource and value their input in planning and problem solving throughout the year.</li> </ul>		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
<p>28. District uses a variety of processes and tools to involve family members of students with and without disabilities in district-wide decision-making and planning processes, including initiatives related to inclusive practices.</p>	<ul style="list-style-type: none"> <li>• District conducts an annual survey with families of all SWDs to obtain input and identify barriers to the implementation of best practices for inclusive education.</li> <li>• District provides information and resources to schools to promote involvement of family members of SWDs, including those with low-incidence disabilities, in district meetings.</li> <li>• District includes family members of SWDs, including those with low-incidence disabilities, on advisory or other committees.</li> <li>• District includes family members of SWDs, including those with low-incidence disabilities, in BPIE assessment activities.</li> </ul>		
<p>Comments:</p>			
<p>29. District disseminates information to all families in the same manner and at the same time.</p>	<ul style="list-style-type: none"> <li>• Families of all SWDs receive progress reports in the same manner as the families of students without disabilities.</li> <li>• Student code of conduct is distributed to all families on the first week of school.</li> <li>• Invitations to participate in the district Parent Advisory Council go out to all families at the same time.</li> </ul>		
<p>Comments:</p>			

<p style="text-align: center;"><b>Indicator</b></p>	<p style="text-align: center;"><b>Examples or Evidence of Practice</b></p>	<p style="text-align: center;"><b>Implementation Status</b> Select from the drop-down menu in each box.</p>	<p style="text-align: center;"><b>Data Sources/ Supporting Evidence</b></p>
<p>30. District has partnerships with colleges, universities and career and technical schools to provide inclusive, postsecondary educational and career opportunities for students with a significant cognitive disability, ages 18–21, to enroll in programs with adults without disabilities.</p>	<ul style="list-style-type: none"> <li>• District has partnerships with local colleges and career and technical schools to provide the following:               <ul style="list-style-type: none"> <li>○ Reasonable entrance requirements, including substitutions for any standard enrollment requirements, for college or career and technical courses or programs</li> <li>○ Opportunities for students to complete a course or program of study and participate in employment or internships with adults without disabilities</li> <li>○ Opportunities for students to engage in learning, social and recreational activities within the same locations and activities of students without disabilities</li> </ul> </li> <li>• District has contact(s) for communication, program coordination and transition from high school to the postsecondary setting.</li> <li>• District provides information to families, during initial transition planning (age 14 or earlier), on postsecondary opportunities provided for students with a significant cognitive disability, ages 18–21.</li> </ul>		
<p>Comments:</p>			

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# *Appendices*

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**Accommodations** – Changes made to the **way** students with disabilities learn and **how** they are tested. They include a wide range of techniques and support systems that help students with disabilities work around any limitations that result from their disability. Students who are blind might need to use braille textbooks or books on tape. Students in wheelchairs may need a ramp or elevator to be able to move independently in a school building.

**Adaptive equipment** – Adaptive equipment refers to equipment that assists people with disabilities to engage in daily living activities and improve their ability to engage in the school environment.

**Augmentative and alternative communication (AAC)** – All forms of communication, other than oral speech, that are used to express thoughts, needs, wants and ideas. AAC includes special augmentative aids (e.g., picture and symbol communication boards and electronic devices) that help people express themselves to increase social interaction, school performance and feelings of self-worth.

**Assistive technology (AT)** – Any item, piece of equipment or product system – whether acquired commercially off the shelf, modified or customized – that is used to increase, maintain or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device.

**Cooperative learning** – The instructional use of small groups of students who work together to maximize their own and others' learning. The essential components of cooperative learning include positive interdependence, face-to-face interaction, social skills, structured group processes, individual accountability and personal responsibility.

**Core Content Connectors (CCCs)** – The CCCs are the prioritized academic content designed to frame the instruction and assessment of students with a significant cognitive disability. The CCCs create a connection between the Learning Progressions Framework and Florida Standards for these students.

**Differentiated instruction** – A broad term that refers to a variety of classroom practices that allow for differences in students' learning preferences, interests, prior knowledge and need to learn in social contexts. Teachers who differentiate instruction are responsive to the many and varied needs of students rather than taking a "one-size-fits-all" approach to learning. They recognize that they must plan and implement a variety of strategies to help each learner reach their highest potential.

**District Improvement and Assistance Plan (DIAP)** – Schools targeted for Differentiated Accountability are required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, to use the Florida Department of Education School Improvement Plan template. DIAPs are

intended to be *living documents* that allow schools and districts to continually problem solve how best to reach their goals and adjust strategies as necessary to improve student achievement.

**Flexible scheduling** – A team planning process to schedule supports for students with disabilities in inclusive, general education classrooms. Students are scheduled for services and supports in general education classrooms based on their individual needs rather than their disability label. The flexible scheduling process results in teacher master schedules that allow services to be provided where and when supports are needed.

**Functional behavioral assessment (FBA)** – The purpose of an FBA is to identify the function or purpose of an individual’s inappropriate behavior by examining the environment in which the behavior is occurring and identifying the variables that maintain the behavior.

**General education and natural contexts** – All physical settings frequented by students without disabilities and the people and naturally occurring activities taking place in those settings, to include the following:

- Natural school settings (e.g., classrooms, cafeteria, football stadium, common areas)
- Community-based settings
- Roles and contributions of the participants in natural settings
- Interpersonal relationships among the participants in natural settings

**High incidence disabilities** – Students with the most commonly occurring disabilities, such as a communication disorder (speech or language impairment), specific learning disability, mild or moderate cognitive disability, or an emotional or behavioral disorder.

**Inclusion** (as defined in § 1003.57, Florida Statutes [F.S.]) – A student with a disability receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.

**Least restrictive environment** – The IDEA entitles all students with disabilities to a free, appropriate education in the least restrictive environment. This means that, to the maximum extent possible, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services.

**Low incidence disabilities** – Students with a particular disability or combination of disabilities, such as blindness, low vision, deafness, hard-of-hearing, dual sensory impairment, significant cognitive disability, complex health issues, serious physical impairment, multiple disability, traumatic brain injury, and autism spectrum disorder, that generally do not exceed 1% of the school population.

**Modifications** – Changes made to **what** students with disabilities are expected to learn. Students who are not able to work on grade level or pass the required courses for a standard diploma may need a modified curriculum to meet their priority educational goals.

**Multi-tiered system of support (MTSS)** – MTSS uses a data-based, problem-solving process that matches the intensity of support with student needs to most efficiently allocate resources to improve learning and behavior for all students. Effective core instruction and interventions are provided for all students, including students with disabilities, who need various levels of supports to master all Florida Standards. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum of support: Tier 1 – core, universal instruction; Tier Two – supplemental intervention; and Tier Three – intensive intervention.

**Person first language** – A respectful, accurate way of communicating about and describing people. This approach puts the person first and the descriptors afterward. Instead of describing a person as a “Down Syndrome boy,” this approach describes him as “a boy with Down Syndrome.” People with disabilities are not their diagnoses or disabilities; they are people, first. When we adopt new ways of thinking and talking about people with disabilities, we'll not only exert a positive influence on their lives, but also on our society as a whole.

**Positive behavior intervention and support (PBIS)** – The application of evidence-based strategies and systems to increase academic performance, increase safety, decrease problem behavior and establish positive school cultures. For more information on PBIS, visit <http://flpbs.fmhi.usf.edu>.

**Professional development (PD)** – Job-embedded learning opportunities that include formal and informal means of helping educators learn and apply new skills, develop new insights into pedagogy and their own practice and explore new or advanced understandings of evidence-based content and resources.

**Related services** – Those services provided by professionals as noted in the student’s IEP, such as occupational therapy, physical therapy, speech-language pathology and audiology services and interpreting services. For a complete listing of related services, please visit <http://www.fldoe.org/ese/rs.asp>.

**Students with a significant cognitive disability** – A significant cognitive disability is more than a significant delay in intellectual and adaptive skills. A significant cognitive disability is one in which the impact of the cognitive disability is permanent, prominent, and pervasive. Furthermore, the disability affects all aspects of the student’s academic, domestic, community living, leisure and vocational activities.

**Supplementary aids and services** – Aids, services and other supports that are provided in general education classes or other education-related settings that enable children with disabilities to be educated alongside children without disabilities, to the maximum extent possible. AT, adapted physical education and training in the use of braille or large print books are examples of supplementary aids and services.

**Technical assistance (TA)** – The provision of targeted and customized supports by a professional or teacher, with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application or implementation of services by recipients.

**Universal Design for Learning (UDL)** – UDL is a flexible approach to curriculum design that offers all learners full and equal opportunities to learn. Based on research on the diverse ways people learn, UDL offers practical steps for giving everyone the chance to succeed. For example, whereas some students might be motivated by working in large groups, others may prefer small groups with structured activities. UDL is based on three principles:

1. Provide multiple means of representation
2. Provide multiple means of expression
3. Provide multiple means of engagement

MEMO

**SAMPLE:**  
**Letter of Invitation**

Date: September 30, 2013

To: Mr. Dan Doright, Director of Curriculum and Instruction

From: Angela Cruz, Exceptional Student Education (ESE) Director

Re: *Best Practices for Inclusive Education (BPIE)* Team Meeting

In response to recent legislation requiring “each district and school to complete a *Best Practices for Inclusive Education (BPIE)* assessment every three years,” the ESE Department is seeking your assistance. The purpose of the BPIE is to facilitate the analysis, implementation and improvement of inclusive best practices for students with disabilities. The BPIE process is designed to evaluate the current status of inclusive practices through the perspectives of stakeholders who represent varying areas of expertise, and develop measurable goals and action steps to increase or improve inclusive practices across the district.

You are invited to participate in the BPIE assessment process by reviewing and rating a number of indicators related to inclusive best practices occurring in our district. Afterward, the BPIE team members will come together for a meeting (see below) to share their ratings and perspectives, leading to priority improvement goals. The knowledge and experience you bring will be extremely valuable in our determination of priority goals for the coming years.

Attached please find a copy of the BPIE assessment instrument, along with directions for your review and rating of the indicators. If you can complete the BPIE indicator ratings and attend the meeting on the date indicated below, please bring your completed copy of the BPIE. If you **cannot** attend the meeting, but would like to participate in rating the indicators, please complete **any or all** indicators, to the best of your ability, and return the instrument to me prior to the meeting date indicated below.

The BPIE meeting will be facilitated by a professional from the Florida Inclusion Network (FIN) who will guide us through completion of the BPIE assessment and goal-setting process. At a later date, an action plan will be developed based upon the priority goals the BPIE team identified.

Thank you for your commitment to increase and improve inclusive opportunities for students with disabilities in our district. Please do not hesitate to contact me if you have any questions.

**The BPIE assessment team meeting is scheduled for:**

**Date:** *October 15, 2013*

**Time:** *2:00 – 4:30*

a.m.

p.m.

**Location:** *Professional Development Center Conference Room 007*

Please respond and indicate one of the following options:

- I will attend the BPIE team meeting.
  - I will not be available to attend the initial meeting but will complete the BPIE independently and return it before the above date.
  - I am unable to participate in the meeting but will share this information with a designee to attend in my place.
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- I am not able to participate in the BPIE process at this time.

## Directions for Completing the BPIE Self-Assessment

1. Please include your name and title in the area indicated on the cover page of the BPIE.
2. Please write directly on the BPIE assessment form.
3. Read each indicator and the accompanying examples provided.
4. Determine if you have evidence or data source(s) to support a rating of Not Yet, Partially or Fully Implementing:
  - **Not yet** – There is **no evidence** that the district has put in place actions to address this indicator or implement the practice.
  - **Partially** – There is some evidence that the indicator **is in place or practiced in some instances or schools**. The practice is not implemented consistently across the entire district and **further action or improvement is needed**.
  - **Fully** – There is clear evidence that this indicator is **consistently practiced and in place across the entire district**.
5. For each indicator you rate, click on the gray box in the **Implementation Status** column to select your rating from the drop-down menu provided (*Not Yet, Partially, or Fully*).
6. List your evidence or data source(s) in the last column. For example, when completing Indicator 4, the rater may make note that “District data show that 85 percent of students with disabilities, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities” or may indicate the source where data may be found.
7. If you **do not** have evidence or data source(s) to support the indicator, you may
  - a. Choose to rate the indicator and note, in the comment box below the indicator, your rationale for rating the indicator in the absence of data or tangible evidence.
  - b. Skip the indicator and move to the next indicator.
8. Depending on your job role, experience and background knowledge, you **may or may not** be able to rate **all 30 indicators**. Please rate **only** those indicators that you believe are directly related to your area of expertise and responsibility.
9. After completing the BPIE indicator ratings, please bring the document to the scheduled BPIE team meeting and be prepared to share your ratings with the team. You are not required to bring hard copies of data or supporting evidence to the BPIE team meeting; however, you should be prepared to justify your indicator ratings based on the information you noted in the comment box and/or Data Sources/Supporting Evidence column.

**Please note: To ensure that your responses are saved, please use File » Save As... and save a copy of the form to your hard drive before printing.**
10. If you cannot attend the BPIE team meeting, please email or give your completed BPIE Self-Assessment to the district BPIE contact person, listed on the cover sheet, so that your ratings and feedback can be shared and included in the final ratings.

# Resources

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## *Federal Regulations, Florida Statutes (F.S.) and Florida State Board of Education Rules:*

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### **Section 1003.57 (1)(a) and (1)(f), F.S.: Inclusion and BPIE:**

[http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App\\_mode=Display\\_Statute&Search\\_String=1003.57&URL=1000-1099/1003/Sections/1003.57.html](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.57&URL=1000-1099/1003/Sections/1003.57.html)

Defines inclusion to mean:

...a student with a disability receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Once every 3 years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.

### **Requirements for the provision of assistive technology to students with disabilities:**

Section 300.105, Title 34, Code of Federal Regulations (CFR §300.105) states:

Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§ 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's –(1) Special Education under § 300.36; (2) Related services under § 300.34; or (3) Supplementary aids and services under §§ 300.38 and 300.114 (a)(2)(ii). (b) On a case by

case basis, the use of school-purchased assistive technology devices in a child’s home or in other settings is required if the child’s IEP Team determines that the child needs access to those devices in order to receive FAPE.”

The corresponding state requirement is found in State Board of Education Rule 6A-6.03028, Florida Administrative Code.

**Individuals with Disabilities Education Act (IDEA):**

<http://idea.ed.gov>

**Florida’s Part B State Performance Plan for 2005–13:**

<http://www.fldoe.org/ese/pdf/RevisedSPP.pdf>

***Publications:***

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- *Accommodations and Modifications for Students with Disabilities: What Parent’s Need to Know*  
<http://www.fldoe.org/ese/pdf/ac-mod-parents.pdf>
- *Accommodations: Assisting Students with Disabilities*  
<http://www.fldoe.org/ese/pdf/accomm-educator.pdf>
- *Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education*  
[http://www.fldoe.org/ese/pdf/311201\\_acmod-voc.pdf](http://www.fldoe.org/ese/pdf/311201_acmod-voc.pdf)
- *Assessment in the Diverse Classroom: A Handbook for Teachers*  
[http://www.fldoe.org/ese/pdf/assess\\_diverse.pdf](http://www.fldoe.org/ese/pdf/assess_diverse.pdf)
- *A Parent’s Guide to Access Points, Access Courses, and Resources*  
<http://www.fldoe.org/ese/pdf/PrintMasterParentsGuide.pdf>

- *Building Inclusive Schools: Online Learning Module*  
<http://www.FloridaInclusionNetwork.com>
- *Disability History and Awareness: A Resource Guide*  
<http://www.fldoe.org/ese/pdf/DHA-Resource2010.pdf>
- *District Technology Plans: Essential Components and E-rate Plan Criteria*  
[http://www.fldoe.org/bii/Instruct\\_Tech/downloads/EssentialComponents.pdf](http://www.fldoe.org/bii/Instruct_Tech/downloads/EssentialComponents.pdf)
- *Documenting, Reporting, and Monitoring the Use of Seclusion and Restraint on Students with Disabilities*  
<http://www.fldoe.org/ese/parent/pdf/RestraintSeclusion-ParentBrochure.pdf>
- *Family FACT Folios, Volumes 1-4*  
[http://www.floridainclusionnetwork.com/Research\\_Centers/CRSRL/Florida\\_Inclusion\\_Network/Products/Family\\_Fact\\_Folios.aspx](http://www.floridainclusionnetwork.com/Research_Centers/CRSRL/Florida_Inclusion_Network/Products/Family_Fact_Folios.aspx)
- *Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and EOC Assessments*  
<http://www.fldoe.org/ese/pdf/CBTAccomm.pdf>
- *Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities*  
<http://www.fldoe.org/ese/pdf/fcatteam.pdf>
- *Measuring Children's Progress in Early Intervention and Preschool Programs*  
<http://www.tats.ucf.edu/docs/measuringprogress.pdf>
- *Planning FCAT and FCAT 2.0 Accommodations for Students with Disabilities*  
<http://www.fldoe.org/ese/fcat/FCATPlanning.pdf>
- *Prekindergarten Children with Disabilities: Expanding Opportunities for Providing Services*  
<http://www.fldoe.org/ese/pdf/PreK-disabALL.pdf>
- *Program Options for Students with Disabilities: Career and Adult General Education*  
[http://www.fldoe.org/ese/pdf/310913\\_prog-opt.pdf](http://www.fldoe.org/ese/pdf/310913_prog-opt.pdf)

- *New Roles for General and Special Education Staff in Inclusive Schools*  
<http://www.fl DOE.org/ese/pdf/Newrole.pdf>
- *Resources for Families on Positive Behavior Supports*  
[http://flpbs.fmhi.usf.edu/resources\\_family.cfm](http://flpbs.fmhi.usf.edu/resources_family.cfm)
- *Teaching Resources for Accommodations and Modifications for Students with Disabilities*  
<http://www.cpt.fsu.edu/ese/>
- *Technical Assistance Paper (TAP) – Assistive Technology for Students with Disabilities*  
<http://info.fl DOE.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>.
- *Transition at Age 3: Family Booklet*  
<http://www.fl DOE.org/ese/pdf/Tran3.pdf>
- *Transition Planning for Students with Disabilities: A Guide for Parents*  
<http://www.fl DOE.org/ese/pdf/Transition.pdf>
- *What Is Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-tiered System of Supports*  
[http://sss.usf.edu/resources/topic/ps\\_rti/index.html](http://sss.usf.edu/resources/topic/ps_rti/index.html)