

School Best Practices for Inclusive Education (BPIE) Assessment:

Administrator Guide

Written and developed by The Florida Inclusion Network (FIN)
www.FloridaInclusionNetwork.com

State of Florida Department of Education

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Introduction

In July 2013, Florida lawmakers enacted section 1003.57(f), Florida Statutes (F.S.; <http://www.leg.state.fl.us/>), 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 with their nondisabled peers 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. When inclusive practices are effectively implemented, SWDs develop skills for independent living, college and career readiness, and the development of meaningful and reciprocal relationships with same-age peers without disabilities.

In response to section 1003.57(f), Florida Statutes (F.S.; <http://www.leg.state.fl.us/>), which requires “each district and school to complete a BPIE assessment every three years,” the Florida Inclusion Network (FIN) developed the “District Best Practices for Inclusive Education (BPIE) Assessment” and “School BPIE Assessment” process and instruments. As districts and schools implement the BPIE Assessment process, they will engage stakeholders in the analysis, implementation and improvement of inclusive practices to promote change for meaningful inclusion of **all** students with disabilities, including students with significant disabilities.

The “School BPIE Assessment” (hereafter referred to as BPIE) includes 34 indicators of specific and measurable inclusive practices based on peer-reviewed research, current literature and best practices across Florida and the international educational community. While statutory requirements shape the BPIE, all of the indicators were reviewed by experts in the field, district- and school-based educators, family members and other Florida stakeholders for critical feedback.

The BPIE is designed for school leadership teams to develop, implement and sustain systemic best practices for inclusive education of students with disabilities. Several leadership elements are embedded within the BPIE assessment process, including

- 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

- Use of focused questions to bring in different voices, knowledge and experience
- Development of consensus decision making (Jones, Forlin, & Gillies, 2013, p. 64)

About the Florida Inclusion Network (FIN)

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

FIN's Mission:

The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.

In partnership with districts, FIN facilitates the implementation of best practices for inclusive education through:

- Data-driven, student-focused planning and problem-solving across districts and schools.
- Data-driven professional development and technical assistance to increase knowledge and skills of district and school personnel.
- Coaching and resources for district and school personnel to build and sustain capacity.
- Sharing information to build collaborative relationships between families, schools and districts.

For more information on the BPIE or FIN services and supports, please visit the FIN website or contact your local FIN regional office: <http://www.FloridaInclusionNetwork.com>

Chapter One:

About this Guide

The “School BPIE Assessment Administrator Guide” (hereafter referred to as the Guide) is designed to provide school administrators with information, steps, and resources to plan and implement the “School BPIE Assessment” and improvement steps. For additional assistance and information on the implementation of the BPIE, please contact your district Exceptional Student Education (ESE) office or your local FIN office at www.FloridaInclusionNetwork.com.

Following is a brief summary of the content and resources found in chapters two through four and other sections of the *Guide*:

Chapter 2: Overview of the School BPIE Assessment

Chapter two provides an overview of the School BPIE Assessment. It includes information regarding the legal requirement for all schools and districts to complete the BPIE and the purpose of the self-assessment process. It also provides a brief description of the BPIE content and assessment process, including the use of a team approach and online tool for data-based decision making.

The information found in this chapter can be used when **providing general information about the BPIE to school personnel, families, and other stakeholders.**

Chapter 3: Organizing and Leading the School BPIE Assessment Process

Chapter three provides **detailed** information and step-by-step directions for school administrators to prepare for and facilitate the completion of the BPIE. It includes information on how to access the online BPIE assessment, membership of the BPIE team, preparing for the team meeting and facilitating the team assessment process from beginning to end (including prioritization of needs and subsequent action planning).

The information found in this chapter can be used by school administrators for planning, preparation, team facilitation, improvement planning, or other follow-up related to the BPIE.

Chapter 4: Using BPIE Assessment Results for School Improvement

Chapter four provides information regarding BPIE and the improvement planning process. It includes a list of the characteristics shared between the BPIE and the school improvement process and the importance of taking a systems change approach to improvement.

The information found in this chapter can be used to **provide guidance during the school improvement process**. It includes general information on the use of data regarding students with disabilities and how it can be used to develop improvement goals that can impact outcomes for students in other subgroups.

Appendices

This section contains resources and additional information for school administrators (referred to in chapters three and four). Resources include sample correspondence to BPIE team members, suggested measures and data sources, other information and tools necessary for school teams to complete the BPIE, informational flyers, etc.

Sources

This section provides a bibliography of literature and research (online and print) used to develop the School BPIE indicators.

Resources

This section provides a list of useful web resources and links related to topics on inclusive best practices.

Assistance for School BPIE Planning and Implementation

Additional technical assistance is available from the FIN administrative office, including support for accessing the School BPIE Assessment tool and reporting school BPIE information to each district. This includes

- Support to school administrators who may experience technical problems logging in to or accessing their school BPIE account,
- Support to school administrators who may experience technical problems saving, printing, or emailing their BPIE results,
- Updates or revisions to the BPIE tools or process, and
- Other assistance, as needed, for accessing or completing the online assessment tool.

Technical assistance and support regarding the online assessment tool can be obtained by contacting the FIN administrative office at: BPIETechSupport@contactfin.com

Chapter Two:

Overview of the School BPIE Assessment

What is the School BPIE Assessment?

BPIE is an abbreviation for Best Practices for Inclusive Education. The BPIE is an internal assessment tool and process designed to help schools identify priority needs, develop school improvement strategies and organize resources to support the implementation of inclusive practices schoolwide.

On July 1, 2013, the governor of Florida signed into law section 1003.57(1)(a)4(f), F.S., which reads,

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.

Goals and improvement strategies resulting from the BPIE should also be included as part of the School Improvement Plan (SIP) and process. When inclusive practices are rooted in schoolwide efforts to increase student achievement, SWDs have opportunities to maximize their potential for learning, develop meaningful relationships with same-age peers without disabilities and participate fully as citizens in their communities.

The school BPIE is intended to

- Provide a self-assessment for schools to evaluate the current status of inclusive best practices;
- Initiate discussion among school leaders, school personnel and stakeholders to identify priority needs for improvement;
- Develop measurable goals and action steps to increase or improve inclusive best practices across the school;
- 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 school level; and
- Analyze data to allocate resources in support of inclusive practices across the school and district.

As stated in the law, each **district** must also complete a district-level BPIE, which is similar to the School BPIE. The District BPIE includes 30 indicators related to effective district-level practices for inclusion. The School BPIE includes 34 indicators, **aligned with the District BPIE**, which address school-level practices for inclusion. Both the district and school BPIE indicators are categorized within the following three domains:

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

Each indicator in the School BPIE is accompanied by a list of **specific examples of best practices** that may be evidenced at the school level. The examples are provided to clarify the intent of each indicator and to stimulate thinking about specific school practices that may reflect varying levels of implementation. The examples are **not** intended to be used 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 school.

BPIE indicators make reference to **all** students with disabilities in abbreviated format: **SWDs**. It is **very important** to understand that this term, **in all instances** (unless otherwise specified), refers to **all** students with disabilities: students served in Pre-K programs, students ages 18-22 receiving transition services as specified in their IEP, **and** those who have more extensive support needs, such as

- Significant cognitive disabilities
- Multiple physical disabilities
- Dual sensory impairments
- Autism spectrum disorder
- Traumatic brain injury, etc.

The BPIE is completed by a school team using a dedicated, online BPIE assessment account unique to the school. Each school principal receives a username and password to log in and access the school's BPIE account. The instrument can be completed in part, or in whole, during one or more team meetings, depending on team meeting schedules.

The online school account allows for the school administrator to record and save the team data and ratings for each of the 34 indicators and is used for all subsequent BPIE assessments over the years. The online tool allows the user to save, print and email the assessment results to others (e.g., the district ESE director) as noted in the directions.

This Guide includes all the information necessary for school administrators to plan for and support the meaningful implementation of the BPIE process in their school, including directions for accessing the online tool, planning for the team meeting and facilitating the assessment process. It also provides administrators with a complete list of recommended team members, including, but not limited to, members representing a variety of stakeholder groups such as

parents, ESE and general education teachers, instructional coaches, support staff personnel, discretionary project personnel, etc.

The BPIE is one method that can assist schools as they implement improvement steps resulting in positive outcomes for students with disabilities. Many schools will need ongoing support, resources, and technical assistance during the initial stages of the BPIE process and as they engage in improvement activities related to inclusive practices. The district ESE and other departments, FIN, and other discretionary projects will have important roles as they collaborate with schools to support achievement of improvement goals.

Chapter Three:

Organizing and Leading the BPIE Assessment Process—The Roles of the School Administrator and School Assessment Team

School leaders know that there are a multitude of variables that affect student outcomes: teacher quality, school culture, access to necessary resources and technology, family involvement, etc. Education research shows that, when considered separately, these variables have small effects on learning. It is the job of the school principal to create conditions where all of the variables, combined, will reach critical mass (Wallace Foundation, 2013). The School BPIE Assessment enables school leaders to identify important variables that can improve outcomes for students with disabilities, and in the process, discover variables that can affect learning outcomes for **all** students in the school. Ongoing needs assessment, facilitating the development of improvement plans and making decisions about how related goals will be achieved are key roles of the school administrator.

School leaders also know that real change takes time. While incremental improvement steps are important, they do not constitute lasting change. The BPIE process is designed to result in goals that improve student outcomes over the long term, with the requirement that the assessment be conducted once every three years. According to the “Florida Principal Leadership Standards,” one key practice of an effective school leader is to employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The BPIE assessment process reflects this practice as well as many other key practices that make for a successful school leader. For a complete list of the Florida Principal Leadership Standards and the Florida Educator Accomplished Practices, see Appendix 9.

This chapter clearly outlines the various roles of the principal, including the establishment of the BPIE team, accessing the school’s online BPIE assessment account, and steps to complete before, during, and after the BPIE assessment. Using the BPIE assessment results for school improvement will be discussed in chapter four.

The School BPIE Assessment Process At-a-Glance:

BEFORE the BPIE Team Meeting

STEP ONE:

Read the “School BPIE Administrator Guide”

1. Access the link, provided by the district ESE office, to download and read the “**School BPIE Administrator Guide.**”
2. Review the information to log in and access your school’s individual online BPIE account. **Note: Please do not disseminate your online BPIE account username or password.**

STEP TWO:

Identify, Schedule and Invite the BPIE Assessment Team

3. Identify your school’s BPIE team members.
4. Schedule a date, time and location for the BPIE team meeting(s).
5. Send an invitation to the team; include the link to download and read the “**School BPIE Assessment**” and “**BPIE Team Indicator Rating Sheet**” documents.

STEP THREE:

Prepare for the BPIE Team Meeting

6. Gather and analyze data to support indicator ratings.
7. Ask team members review the BPIE Assessment indicators/examples (PDF file) and complete the “**BPIE Team Indicator Rating Sheet.**”
8. Prepare all materials (print and electronic) for the BPIE team meeting.

DURING the BPIE Team Meeting

STEP FOUR:

Lead the BPIE Team Meeting and Indicator Ratings

9. Access and register for the school’s online BPIE account with the administrative username and password provided.
10. Facilitate the team process for completing and rating all indicators, including entry of data sources and comments in the online assessment.

STEP FIVE:

Prioritize BPIE Indicators for School Improvement Planning

11. Lead the team discussion to prioritize indicators for school improvement planning.
12. Select your school’s priority indicators in the online BPIE assessment.
13. Email you final BPIE assessment results to your district ESE administrator
14. Identify individuals to include in subsequent action planning and gather additional data, as needed.

The School BPIE Assessment Process Step-by-Step:

Before the BPIE Assessment: Organization and Planning

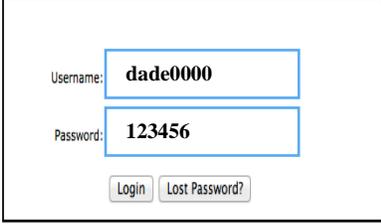
STEP ONE: Read the “School BPIE Administrator Guide”

- ❖ Access the web link to download the “School BPIE Administrator Guide”:
<http://www.floridainclusionnetwork.com/school-bpie-admin>
- ❖ Download, print and review the Guide for BPIE instructions and information:
 - Purpose of the assessment
 - Online School BPIE Assessment account access and registration process
 - Materials for the BPIE team members
 - Steps to completing the BPIE
 - Before the BPIE
 - During the BPIE
 - After the BPIE
 - Indicators 1-34, including examples and suggested measures
 - Appendices and Resources
- ❖ Identify a school-based administrator or other leader/designee (hereafter referred to as the facilitator) to organize and lead the BPIE team assessment process. Schools may request information or assistance to facilitate the assessment process from their district ESE office or other facilitator, if needed.
- ❖ Review the options for and determine the **decision rules** for the rating process. If the team members cannot come to consensus on an indicator rating, the administrator or designee will use one of the pre-determined **decision rules** options for selecting a final rating. These options include
 - A team majority vote decides the final rating,
 - The school administrator decides the final rating,
 - The school administrator designates another to decide the final rating, or
 - A combination of these rules may be applied to decide the final rating, depending on the indicator.
- ❖ Access and register for your school’s online BPIE account (see Figure 1):
 - Use the following web link to enter your username and password:

<https://mxweb.media-x.com/home/fin/>

Figure 1:

**School BPIE Account
Log In**



Your log in information is the **district name and school’s Master School Identification Number (MSID)**, maintained by the Florida Department of Education (FDOE). The username should contain **no spaces and is not case sensitive**, as shown in Figure 1 above. Your **initial** password is numerals **123456**. To ensure the integrity of your school’s BPIE assessment data and results, you will be prompted to **change the password** provided and **create a new, unique password** that will be used for all future access to your school’s BPIE account. Please write down their unique password in a safe place for future reference. If you forget your unique password, you can click the “Forgot Password?” box to reset your password, also shown in Figure 1.

Please note: The school’s BPIE account **username will remain as the school’s current MSID number**. After accessing the school’s BPIE account, it is important to check that the name of your district and school are correct. If the district and/or school name are not correct, please contact FIN for technical support using the following Email address:

BPIETechSupport@contactfin.com

Identifying and Preparing the School-Based BPIE Team

STEP TWO: Identify, Schedule, and Invite the BPIE Assessment Team

- ❖ The BPIE assessment team should include key individuals who have knowledge of current practices related to all or some of the 34 BPIE indicators. Stakeholders that should be represented on the BPIE assessment team include parents of students with and without disabilities, administrators, general education and ESE teachers, members of the School Advisory Council, and other individuals who can provide evidence and valuable perspectives for rating the indicators. Each BPIE team member will be asked to **individually** read and rate the BPIE indicators, in part or in full, **and should attend the BPIE assessment team meeting(s) to share and discuss the final team ratings**. A suggested list of team members is provided below.

- School administrator(s)
- Student services personnel: guidance counselor, school psychologist, social worker
- ESE teachers who have experience teaching students with low- **and** high-incidence disabilities
- General education teacher(s) from core academic subject areas
- Teacher(s) of English Language Learners (ELL)
- Grade level or department chairperson(s)
- Specials and electives teacher(s)
- Pre-kindergarten teacher(s) (if applicable)
- Career and technical education teacher(s) (if applicable)
- Instructional coach(es)
- Support services personnel: occupational therapist, physical therapist, speech language therapist
- Other school based personnel, as appropriate:
 - Media specialist
 - Technology specialist
 - Paraprofessional
- Other district, area, and school resource personnel:
 - Staffing specialist
 - Area resource teachers
 - Local Assistive Technology Specialist (LATS) team member
 - Inclusion specialist
 - Secondary transition specialist (if applicable)
- Discretionary Project personnel: e.g., FIN, Florida Diagnostic and Learning Resources System (FDLRS), Project 10, Center for Autism and Related Disabilities (CARD), Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), Technical Assistance and Training Systems (TATS)
- Differentiated Accountability (DA) team member—for DA schools only
- Students with and without a disability (e.g., student government representative, service club representative, peer tutor)—secondary level
- Family member(s)* of students with low- **and** high-incidence disabilities and a family member of a student without disabilities
- Community agencies: e.g., Vocational Rehabilitation, Florida Developmental Disability Council, Head Start, child care providers

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

- ❖ Schools may also choose to invite an external, **critical friend** (e.g., a university professor or representative from a local community or parent organization), who can provide a broader context of inclusive practices across schools and communities. A critical friend

does not rate or score the indicators but can provide expert guidance and support to plan, implement, and improve inclusive practices.

- ❖ Determine the date(s), time and location of the BPIE team meeting(s).
 - The administrator may schedule the BPIE to be completed during one or more meetings. It will take a minimum of three hours to complete all of the indicator ratings and prioritize the final indicators for school improvement planning. The team may choose to meet for three one-hour sessions, two ninety-minute sessions, and so on, based on school and individual team member schedules.
 - The meeting room should allow enough space to comfortably seat all BPIE assessment team members and wall space to project the online BPIE assessment for all to see.
 - At least two weeks prior to the scheduled team meeting, send the BPIE team invitation (see Appendix 1), including the web link for team members to view and download the BPIE team materials and instructions:
<http://www.floridainclusionnetwork.com/school-bpie-team>
 - Please note that it would be helpful to provide the BPIE team with school data sources (see Appendix 3) or information to access data sources as they complete their BPIE ratings. Suggested measures for each BPIE indicator are noted below each indicator in the BPIE Assessment.
 - The school may wish to obtain a copy of the district's Local Education Agency (LEA) Profile. This document includes district level outcome data (e.g., discipline and graduation rates) for students with disabilities from the previous year and can be downloaded from the website: <http://www.fldoe.org/ese/datapage.asp>. Additionally, the school may contact the local FIN office to obtain the most recent data on the school's Least Restrictive Environment (LRE) percentages for students with disabilities.

BPIE team materials include the following downloadable documents:

- Directions for completing the School BPIE Assessment.
 - School BPIE Assessment Instrument: Description and purpose of the 34 School BPIE indicators, including examples, data sources and rating scale.
 - “School BPIE Team Indicator Rating Sheet” for recording individually selected ratings (for each team member to complete and bring to the BPIE team meeting).
- ❖ Each team member is asked to complete a copy of the “School BPIE Team Indicator Rating Sheet,” selecting their rating for each of the indicators **prior to the team meeting(s)**. Team members rate each indicator and also note data sources or evidence to support their rating in the last column of the rating sheet. Team members who do not have data or evidence to support their rating for an indicator may leave the indicator rating blank and move to the next indicator.
 - ❖ The administrator or designee may choose to follow up with individuals, in person or via another email, to confirm their participation in the meetings and remind them to bring their completed “School BPIE Team Indicator Rating Sheet”.

STEP THREE: Prepare for the BPIE Team Meeting

- ❖ Gather and analyze data and evidence to support the BPIE indicator ratings. Each indicator includes a list of suggested measures for data analysis. Appendix 3 provides an additional list of data sources that may be considered for rating the indicators.
- ❖ Review the information and steps to access and register for the online School BPIE account. Each school administrator is provided sole, restricted access to the online assessment instrument and is required to use a designated username and password to access the online BPIE. The purpose of restricting access to the online BPIE tool is to ensure that the data and ratings are not skewed by erroneous data entries from unauthorized individuals. All the data and ratings will be entered by the school administrator (or designee) **during the team meeting** as final team ratings are decided.

The BPIE assessment is accessible to the school administrator, or designee, at any time if the team elects to revise indicator ratings or record additional data collected. **Note: It is recommended that the facilitator practice using the online assessment tool prior to the team meeting. Any information or data saved in the online form can be deleted or changed when the assessment is completed by the team.**

- ❖ Gather and prepare materials for the BPIE team meeting. **Note: The facilitator may want to enlist the assistance of others for tasks during the meeting, such as welcoming the team, handing out materials, keeping track of time, and writing the final team indicator ratings on chart paper.**

Participant materials:

- “School BPIE Team Indicator Rating Sheet”, **completed by each team member prior to the meeting** (have a few extra blank forms on hand for those who may not have their copy)
- Name tags or tents and markers
- BPIE Assessment: Steps-At-A-Glance Task Card
- Indicator Rating Definitions Task Card

Facilitator materials:

- Timer with minutes
- Laptop, LCD projector, extension cord, and screen for projecting the BPIE indicators and other information
- Post it Notes
- Chart paper and markers for the Indicator Rating Chart—Appendix 7. Prepare a chart, as shown in Appendix 7, with a list of numbers 1–34. This chart will be used to record the final team indicator ratings for everyone to see at-a-glance. This provides a useful visual when prioritizing indicators after all ratings have been completed.

- ❖ Finalize logistics of the meeting (e.g., meeting room set-up, number of people in attendance, materials needed).

Setting up the room for the BPIE Team Meeting:

- ❖ Set up a laptop, LCD projector, and screen to share the online assessment tool as the facilitator completes sections of the BPIE, recording the team's indicator ratings, data sources and comments. Prepare and place a piece of chart paper on the wall (or use a whiteboard) to record the final team ratings at-a-glance for each of the 34 indicators (see sample in Appendix 8). This chart will allow the team to view the ratings for all the indicators on one sheet during the final discussion phase of the process. Post it Notes may be provided for team members to note questions or comments throughout the process.
- ❖ Distribute the BPIE **participant materials** listed above.

STEP FOUR: Lead the BPIE Team Meeting and Indicator Ratings

Leading the BPIE Team Meeting:

The BPIE team meeting is the most important step of the BPIE assessment process. During the team meeting, the invited members share their individual indicator ratings and engage in meaningful discussions to gain consensus on all final indicator ratings. Discussion for **each indicator** is centered on specific data sources or evidence of the practice being implemented (or not implemented) at the school. The team rating process gives each team member the opportunity to share data, perspectives and knowledge of inclusive practices related to the indicators. It ensures that the school's stakeholder groups have an equal voice in decision making about the current needs and school improvement priorities for students with disabilities. The BPIE team meeting should be led and facilitated by a person, usually the school administrator or designee, who is familiar with the team rating and prioritizing process, the assessment materials and the online assessment tool. When the above preparation steps have been followed and the right people are at the table, the team discussions and indicator ratings should result in the identification and development of priority goals leading to meaningful outcomes for **students with disabilities**.

Team Introduction and Overview of the Assessment Process:

Following are the steps that the team facilitator should follow to provide an overview of the BPIE assessment process and prepare the team for meaningful engagement during the BPIE team meeting.

- I. Welcome and introduce team members and provide housekeeping information (e.g., nametags, bathroom location, agenda review and timelines).
- II. Provide an overview of the meeting purpose and intended outcomes.
 - Purpose: The BPIE is designed to be used **primarily** as a needs assessment and improvement planning tool. The process allows school teams to analyze current inclusive practices across the school and establish baseline data to assist in the ongoing decision-making and planning process. While the BPIE is not used as an instrument to monitor compliance of practices and programs, it can be used by a district when aligning resources to meet the individual and collective needs of schools districtwide.
 - Intended Outcomes: The BPIE is designed to assess school needs resulting in
 - The identification of priority needs related to inclusive best practices,
 - The development of goals and action steps to address priority needs, and
 - Schoolwide implementation of effective, inclusive practices.

The facilitator should emphasize that the BPIE is based on work by experts in the field, best practice literature and peer-reviewed research on inclusive practices. The BPIE assessment process results in the development of improvement goals that can increase effective inclusive practices across the school. BPIE assessment results are reported to the district ESE administrator in accordance with s. 1003.57(f), F.S. It is important that all team members are familiar with the language and requirements of s. 1003.57(f), F.S., related to inclusion and the completion of the BPIE. The relevant statute text is provided below.

Section 1003.57, F.S.: In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. Segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Section 1003.57, F.S., 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.

Section 1003.57(f), F.S., BPIE requirement: Once every 3 years, each school district and school shall complete a Best Practices for 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.

III. Provide an overview of student data relative to SWDs attending the school.

It is advantageous to review the school’s student data (see Appendix 3), emphasizing those data and trends that represent current educational placement and outcomes of SWDs. It is important to provide a brief overview of these data so that all the BPIE team members have an understanding of the accountability measures established and required by the federal and state departments of education. The BPIE assessment is designed, in part, to examine and improve the current status of educational practices impacting outcomes for SWDs, as measured and reported annually to the state and federal government.

It is important to remind the team that the term **students with disabilities (SWDs)** refers to **all** students with disabilities, including those with low-incidence disabilities (e.g., students with a significant cognitive disability, dual-sensory impairments and other disabilities requiring extensive support), high-incidence disabilities (e.g., specific learning disabilities, speech/language impairments), students served in Pre-K programs and students ages 18-22 receiving transition services as specified in their IEP. It is important for school teams to consider **all students with disabilities** in their school when rating each indicator.

IV. Review the assessment rating and prioritizing steps. Ask team members to refer to their handout, “BPIE Assessment Process: Steps-At-A- Glance Task Card” (as shown below), while reviewing each step, 1-6.

<p style="text-align: center;">BPIE Assessment Process: Steps-at-a-Glance</p> <p>Step 1: Facilitator reads each indicator aloud.</p> <p>Step 2: When prompted, vote for the indicator rating you selected by raising your hand.</p> <p>Step 3: If team member ratings are all the same, the facilitator indicates the final rating and records the data source or evidence in the appropriate sections of the online assessment.</p> <p>Step 4: If team ratings are not all the same, the team discusses the data or supporting evidence and repeats Step 2 for a final vote.</p> <p>Step 5: If the team does not reach consensus on a final rating for an indicator, the decision rules are used:</p> <ul style="list-style-type: none">• A team majority vote decides the final rating,• The school administrator decides the final rating,• The school administrator designates another to decide the final rating, or• A combination of these rules may be applied to decide the final rating, depending on the indicator. <p>Step 6: After all indicators have been rated, the facilitator leads a team discussion to identify and select the final priority indicators (for further action planning). Final priority indicators are also noted on the online assessment in the appropriate section.</p>
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- Ask team members to refer to their handout, “BPIE Indicator Rating Definitions Task Card” (shown below), while reviewing the indicator rating definitions. Explain that the purpose of providing two **Partial** ratings (**Partial Beginning** and **Partial Almost**) is to assist in the process of prioritizing indicators for action planning, after all the indicators have been rated. The two **Partial** ratings provide (a) more specific measures that can assist the school team as they prioritize indicators for later action planning and (b) a more precise yardstick for growth and improvement over time.

BPIE Indicator Rating Definitions Task Card

Not yet (NY): There is **no evidence** that the school has put in place actions to address this indicator or implement the practice; **considerable further action or improvement is needed.**

Partially/Beginning (PB): There is evidence that the **practice is beginning to be implemented in some classrooms, with some teams or for some SWDs in the school.** The practice is not implemented consistently across the entire school or for **all SWDs**; **further action or improvement is needed.**

Partially/Almost (PA): There is evidence that the **practice is almost fully in place** across **all** teams and classrooms, and for **all SWDs**; a **minimal amount of further action or improvement** is needed to reach full, schoolwide implementation.

Fully (F): There is clear evidence that this indicator is consistently practiced and in place across the **entire school and for all SWDs**; further actions will be for the purpose of maintaining the practice schoolwide.

Note: The above task cards can be found in Appendices 4 and 5 (pp. 42 and 43) for printing.

- The facilitator prompts the team members to respond, individually, to each rating. For example, the facilitator will say, “Who rated this indicator as **Not Yet?**” prompting those who selected that rating to raise their hand. Each team member will indicate, by raising their hand, the rating they previously selected and noted on their “School BPIE Team Indicator Rating Sheet”. The facilitator leads a discussion of ratings, including supporting data or evidence, to reach a final consensus for each indicator rating. For example, “What evidence do you have to support your rating of **Partially Almost** for this indicator?”
 - Explain that each indicator rating and discussion is held to a maximum of **three minutes, with an additional two minutes for further discussion**, as needed, when the team does not reach consensus on the initial rating. **For example**, if the majority of the team rates an indicator as **Partially Beginning** to implement across the school and a few members rate the indicator as **Partially Almost** implemented across the school, the facilitator should query the team for data or evidence to support the two ratings. After the team shares all data/evidence, the facilitator may guide further discussion and ask for another show of hands to reach consensus on a final rating. If consensus is

still not reached, the facilitator then applies the administrative **decision rules** (see page 12) to reach a final rating.

- Enlist a volunteer timekeeper who will assist in timing the discussion around each indicator and identify a method for the timekeeper to signal the facilitator when time is up. It can also be helpful for the timekeeper to give a signal one minute before discussion time is up (e.g., hold up a red card to silently signal the group).
- After all indicators have been rated (and ratings documented on the online assessment), the facilitator will lead a team discussion to prioritize the indicators for the future development of improvement goals and action steps. Each priority indicator selected by the team should be noted in the online tool by clicking the appropriate indicator box in the last section of the online assessment.
- Ask team members to have their “BPIE Team Indicator Rating Sheet” (completed prior to the meeting) ready for the next step of the process: rating the indicators.

After the above overview has been completed, ask the team if they have any questions prior to beginning the assessment. Provide clarification as needed.

Finally, the facilitator should take five minutes to develop group norms prior to beginning the rating and prioritizing process. This can be quickly and easily accomplished by stating the goal of the team: “Our goal for this meeting is to complete (part or all of) the BPIE Assessment”, and asking the question “What individual behaviors will help our team reach our goal during this process?”, or “During our time together, how can we support each other to achieve our goal?” A sample of group norms has been provided in Appendix 8.

Rating the Indicators

Once the team has an understanding of the purpose, process and goal for the team meeting, the facilitator leads the team through the steps to rate the indicators and prioritize those indicators for the development of goals and action steps. Subsequent action planning should be scheduled and completed at another time following the completion of the BPIE. This allows the school to identify other members who have specific information or resources, related to selected indicators, that can facilitate the action planning process. For example, if the BPIE team selects an indicator related to professional development for Differentiated Instruction, they may want to invite district professional development staff, FDLRS and/or FIN personnel to provide information on specific professional learning opportunities available to the district or region. It is recommended that action steps or strategies related to BPIE indicators be developed and included as part of the School Improvement Plan (SIP) process.

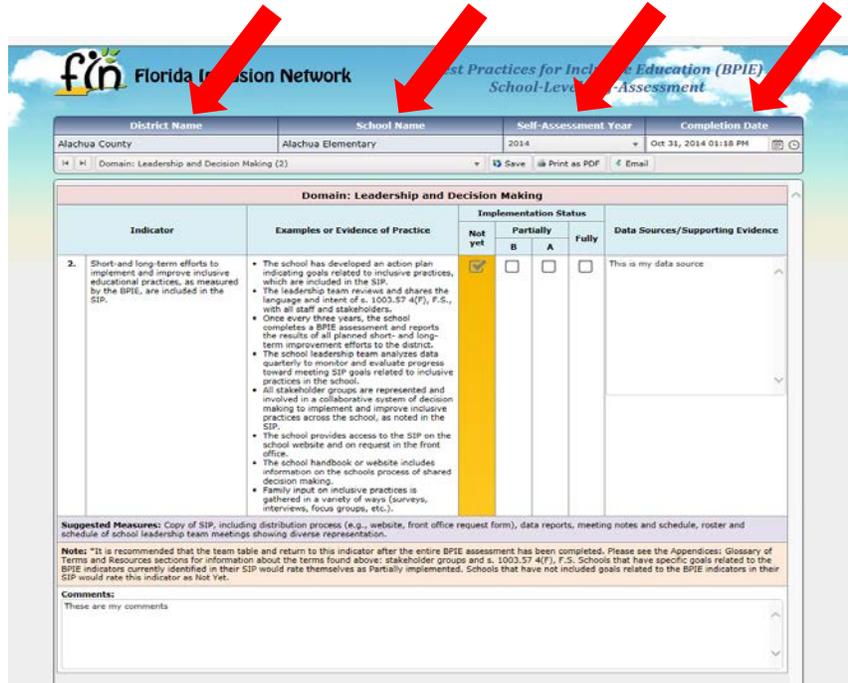
The final part of the BPIE assessment process involves completing **the online assessment indicator ratings and selecting final priority indicators with the team**. The school administrator is provided sole, restricted access to the online assessment through a designated website address and log in username and password. The purpose of restricting access to the online BPIE is to ensure that the data and ratings are not skewed by multiple or unauthorized

data or rating entries. The administrator may choose to designate a facilitator or recorder to enter information into the online assessment.

When the online BPIE is accessed, it is important to make sure that the pre-populated school and district name, assessment year and completion date are entered correctly in the top menu bar of the screen (see Figure 2). If there is an error in the district and/or school name, please contact the Florida Inclusion Network at the following email address: BPIETechSupport@contactfin.com.

Figure 2:

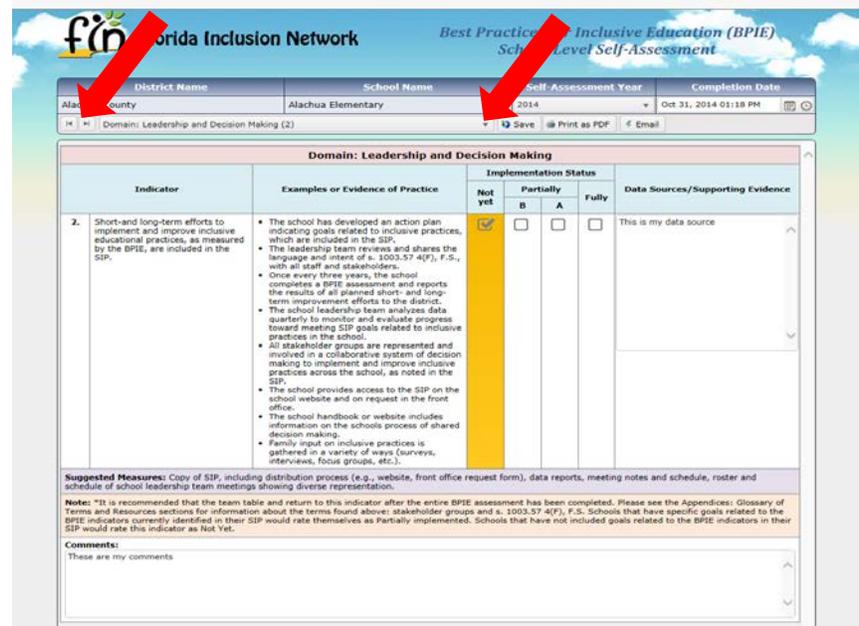
Confirming the school and district name, assessment year, and completion date



The online BPIE is easy to navigate, allowing the recorder to move from indicator to indicator using the left and right arrows or drop-down menu in the top menu bar of the screen (see Figure 3).

Figure 3:

Accessing indicator pages



All the data and ratings should be entered in the appropriate sections by the school administrator, facilitator or designated recorder as consensus for the final Implementation Status rating of each indicator is determined by the team (see Figure 4). The online BPIE can be accessed by the administrator at **any time** if the team elects to change or revise indicator ratings or record additional data sources/supporting evidence.

Figure 4:
Entering the indicator ratings in the online assessment tool

The screenshot shows the 'Domain: Leadership and Decision Making' section of the assessment tool. The table has the following structure:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence
		Not yet	Partially	Fully	
2. Short- and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	<ul style="list-style-type: none"> The school has developed an action plan indicating goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders. Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP. The school provides access to the SIP on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is my data source

Below the table, there are sections for 'Suggested Measures', 'Note', and 'Comments'.

After entering the selected rating, the accompanying **Data Sources/Supporting Evidence** notes should be added in the right column. Additional comments may also be added, if desired, in the **Notes** or **Comments** box at the bottom of each indicator (see Figure 5).

Figure 5:
Entering data sources/supporting evidence and comments in the online assessment tool

This screenshot is identical to Figure 4, but with a red arrow pointing to the 'Data Sources/Supporting Evidence' column, which now contains the text 'This is my data source'. A second red arrow points to the 'Comments' box at the bottom of the page.

The facilitator should make sure the team members understand that all **final** indicator ratings, data or sources of evidence, and any relevant comments are entered and saved electronically in the online assessment program (see page 29 for more information on saving assessment data).

Additionally, the facilitator or designated recorder will note each final indicator rating on the **wall chart** (numbered 1-34) for everyone to see “at-a-glance.” Viewing the ratings at-a-glance will assist the team in the final step of prioritizing the indicators for future action planning.

Remind the team that there is a timekeeper who will assist in timing the discussion around each indicator. Discussion time for **each indicator** should be limited to **no more than three minutes, with an additional two minutes allowed for partial ratings** (see more information below).

Follow the steps below to facilitate the team’s final indicator ratings:

- I. Lead the team through the rating process. Beginning with Indicator 1, read the indicator aloud as team members follow on their copy of the “BPIE Team Indicator Rating Sheet”. **Note:** If people forget to bring their completed copy of the “BPIE Team Indicator Rating Sheet”, provide them with one of the blank extras you have prepared.
- II. After a few seconds of review and think time, **start the three-minute timing** and ask for team members to raise their hands if they selected a rating of **Not Yet (NY)**. Scan the group and make mental note of the number of hands raised.
 - a. If **every** team member selected **NY**, then consensus has been reached and the facilitator should lead a brief discussion about the data source or supporting evidence to support the rating of **NY**. The facilitator, or designated recorder, then enters the final rating of **NY** and **records** the data source(s) into the appropriate sections of the online tool.
 - b. If **none or some** team members indicated **NY**, ask the team for a show of hands for those who rated the indicator as **Partially/Beginning (PB)**. Again, make mental note of how many have a different rating of **PB**. If **none or some** team members selected **PB**, repeat this step to identify how many selected the remaining ratings of **Partially/Almost (PA)** or **Fully (F)**.
 - c. If the total ratings are **not all the same**, **begin timing for an additional two minutes** and lead a discussion to reach consensus on a final rating. Ask those who had the **lowest rating** (e.g., **NY**) to share their data sources or evidence with the whole team. If no data is available, from any team member, to support the rating, query the team for data or evidence to support the next rating up (e.g., **PB**). Time should be spent discussing the status of each indicator in terms of **data and evidence** in order to arrive at consensus from the team.
 - d. Please note that data sources or supporting evidence should be documented for **each** indicator rated by the team, including those rated as **Fully** implemented.

Refer to the questions below to guide further discussion among team members:

- What evidence do you have to support your rating of **Not Yet**?
 - Is your data qualitative or quantitative?
 - Does your evidence pertain to **ALL** classrooms in the school or just a few?
 - Does your evidence or data pertain to **ALL** students with disabilities, including those with significant disabilities?
 - Do data show that this practice is in place across the **entire** school or in just some classes?
 - Are your supporting data or evidence of outcomes measurable?
- III. Listen for and record data sources, supporting evidence and/or comments shared by the team in the appropriate sections of the online assessment. As data or supporting evidence are discussed, it is not necessary to have tangible documentation of data or evidence. The purpose of the Data Sources/Supporting Evidence column is for team members to note or describe the data they used to rate the indicator and where those data can be located. **For example**, when completing Indicator 25: “There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts,” the rater may share that the data can be found in the school master schedule, student schedules, IEPs, classroom observations, etc. The rater may also want to add a note to the comment section that explains the rating. **For example**, for a rating of **Partially Beginning**, they may add a comment that “In-class, collaborative service delivery models are in place in our language arts classes, however, are not in place in our math classes,” or “Some students with disabilities are receiving instruction in general education classrooms through collaborative, in-class service delivery models, while others remain in segregated settings.”
- IV. Provide additional clarification, as needed, for each indicator by reading and discussing each example provided and by asking the team to share other relevant examples of practices currently implemented related to the indicator. If the team cannot come to consensus on a final rating after the additional two minutes, the administrative **decision rules** (see page 12) will take effect.
- V. Please note that some indicators (e.g., where **all** team members **agree** on a single rating) may not require the additional two minute discussion, which will allow additional discussion time for other indicators. It is very important to keep track of the overall meeting time so that you can complete ratings for all indicators within the allotted time frame.
- VI. The final rating for each indicator is entered by the facilitator or designated recorder upon reaching team consensus or using the decision rules. Click the **save** button in the upper online assessment toolbar after **each** rating, data and comments have been entered to ensure all data are saved for the team meeting session you are conducting (see page 29).
- VII. Note each final rating on the posted Indicator Rating Chart (see Appendix 7, sample charts A and B) after the team has reached a final decision on each indicator. This will help the

team see all the final ratings “at-a-glance” and provide a visual support in the next step of prioritizing indicators for future action planning.

Indicator Discussion Tips:

Many indicators are very straightforward in their language and intent, making the ratings easier for team members to determine (e.g., use of Person First Language). Other indicators may require further discussion or clarification lead by the facilitator or other knowledgeable members of the team. For most indicators, additional discussion and clarification can be provided by referring to the **examples** given for each indicator. The facilitator may also want to **ask the team** to provide additional examples or evidence of implementation of the indicator. This often leads to more rich discussion and sharing of various perspectives and data across the team.

Please note that, in some schools, certain indicators may be rated as **Not Yet** due to district or school board policies that pose barriers to schools implementing this practice. Examples of this may include the district’s allocation of funds for hiring ESE teachers at the school level or district bus transportation schedules and policies. If this is the case, remind the team that the purpose of the BPIE is not to monitor compliance, but to determine areas of priority need for development and implementation of an action plan or action steps. However, the information gathered from specific **Not Yet** ratings may be helpful for school administrators to engage in further discussion for change at the district policy-making levels.

STEP FIVE: Prioritize BPIE Indicators for School Improvement Planning

Prioritizing Indicators and Saving Your School BPIE Assessment Results:

After completing all of the school BPIE ratings for indicators 1-34, it is important for the team to **discuss, select, and prioritize indicators** for the development of goals and subsequent action plans or steps.

Indicators that are rated as **Not Yet** or **Partially** implemented should be considered for selection and prioritization according to the data-based needs of students with disabilities in each school. In many cases, team members will have an idea of which indicators to prioritize as they align efforts to improve outcomes for SWDs across the school. **For example**, they may have specific information about current professional development plans for flexible scheduling and collaborative teaching strategies across school teams (Indicator 15). Often, the school administrator will have more specific data or background information on how certain indicators can impact student achievement outcomes (e.g., Indicator 20) or indicators that will have a greater impact on decreasing student instruction in separate environments (e.g., Indicator 1).

During the prioritizing process, it is important for the team members to share perspectives about priority indicators. Doing so may help clarify the need for selecting certain indicators over others

and obtain needed buy-in from the team to support the development and implementation of future action plans and steps. The team may also provide input regarding the **amount** of indicators to select, based upon existing school resources and time. **For example**, a school in a very small, rural district may wish to select 4 or fewer indicators due to a lack of school and district resources, staff and/or time needed to implement and monitor outcomes. A school in a very large district, however, may want to select 4 or more indicators because they have more available human and fiscal resources. The team should also consider both internal and external resources that may be able to support the implementation of inclusive practices at the school level.

The school administrator may find it beneficial to prioritize indicators that align with current school improvement efforts. **For example**, if a data-driven goal in the school improvement plan is “to increase the number of students scoring at or above the proficiency level on the 2014-2015 Algebra I End of Course Exam (EOC) by four percentage points, from 55 to 59 percent,” then the team may consider selecting indicators 1, 15, 16 and/or 25 (if not rated “fully” implemented). These indicators relate to increasing the number of SWDs in general education classes and the provision of professional development, technical assistance and service delivery models to implement and support effective instruction in general education settings. Selecting these indicators could lead to the development of goals that benefit students with disabilities and also align with the school goal of increasing student performance in Algebra I.

Sample measurable goals aligned to the above example can be found below.

- Increase the number of SWDs participating in general education Algebra I classes, with peers without disabilities, from 43 to 70 percent during the 2015-16 school year.
- Develop a master schedule, by May 30, 2014, to identify and schedule teacher teams that will provide in-class service delivery models (e.g., co-teaching and/or support facilitation) to students with and without disabilities in each Algebra I class.
- Schedule and provide, during June-August 2015, job-embedded professional development and technical assistance on collaborative teaching roles and structures for all teacher teams scheduled to provide instruction in Algebra 1 classes.
- Schedule and provide, during the 2015-16 school year, job-embedded professional development and technical assistance on effective instructional strategies for all teacher teams providing instruction in Algebra 1 classes.

While there is no required amount of indicators a school must select, it is recommended that the school prioritize indicators that will lead to the development of goals that:

- Impact student outcomes (for those with and without disabilities) **across** core content areas. **For example**, research suggests that SWDs who receive instruction in general education settings make greater academic gains in reading and math. Therefore, when we increase access to general education learning environments, SWDs will also increase participation and achievement in the core curriculum.
- Result in increased collaboration, support and resources for general and special education teachers to plan and improve instruction for all students in diverse classrooms.

- Can be implemented and supported, within a three year timeline, by the **internal** and **external** resources (e.g., teachers, instructional coaches, district resource teachers, special projects and local colleges or universities) available to the school.

If the team is unsure of which indicators to prioritize, the following questions may be helpful in guiding further group discussion:

Which indicators represent practices, **which, if more fully implemented, or implemented with increased fidelity**, would...

- Give us a bigger “bang for our buck” and ensure students with disabilities are placed in the Least Restrictive Environment (LRE)? In other words, “If we put these things in place (or implemented them more fully across all classrooms), **more students** would be in general education classes more than 80 percent of their day/week.”
- Lead to increased student achievement data and outcomes (for students with and without disabilities)?
- Result in greater support for teachers to improve instructional practices in the general education classroom?
- Provide administrators and staff with more support and resources to implement inclusive practices?
- Develop a more positive relationship between the school and families?
- Require a minimal amount of effort to reach an implementation level of **Fully**. **For example**, “If we just implemented this practice in **two more** classrooms, we’d be there!”
- Impact system-level change across the entire school, and possibly, the district.

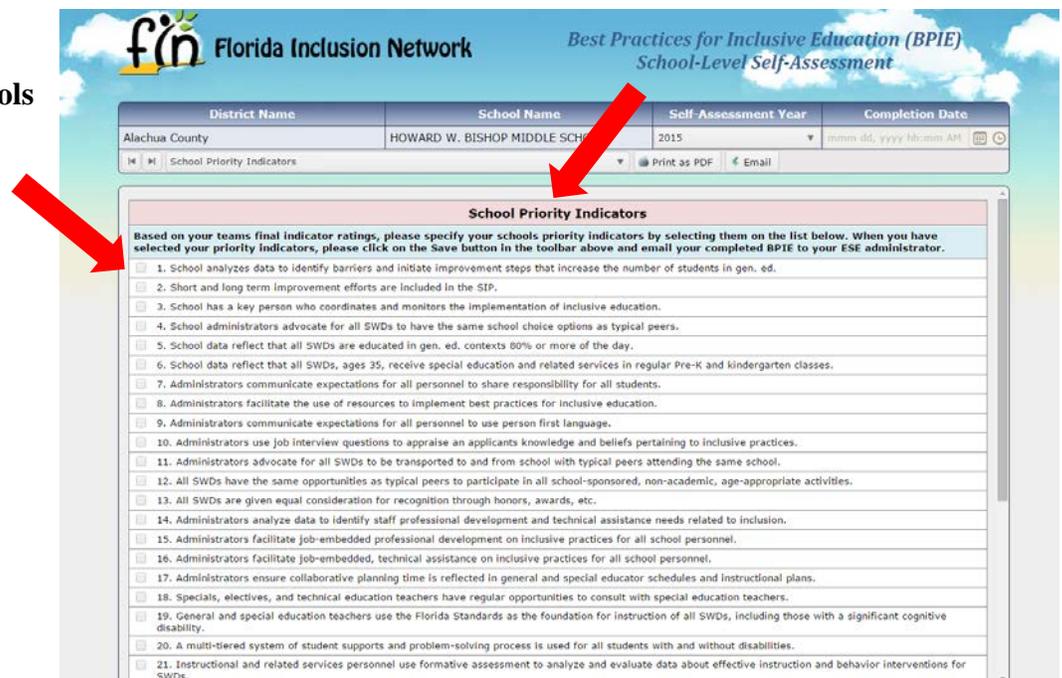
Note: Some teams may need more clarity on the decision-making process for prioritizing the indicators. Following are some talking points that may be useful in understanding and guiding the process.

- The team may be inclined to select from **only** those indicators that have been rated **NY** so that they can get started with implementation. However, there may be some **PB or PA** indicators that, if efforts were made, could lead to full implementation in a short period of time (within a year).
- It is not necessary to select indicators simply because they are clustered together. **For example**, if indicators 19, 20 and 21 are all rated **PA**, it may not be practical to select all three for that reason alone. However, if a cluster of **PA**-rated indicators all relate to a certain practice, such as professional development (e.g., indicators 14, 15 and 16), then the team may want to prioritize all of those to ensure the preparation and support of teachers implementing inclusive practices.
- Each of the indicators can lead to the development of **specific activities and practices** that support inclusion. They each stand alone to address different best practices and should be considered for action planning based on the impact they will have on placement in the LRE and achievement for SWDs. It is recommended that teams also consider the benefits those practices can have on the entire student population and staff.

- Indicators do not necessarily need to be selected from any one domain over another. Selecting indicators from all three domains is often desirable in an effort to implement practices that address different needs at various levels (e.g., support from leadership, resources and support for instruction and student achievement, and collaboration between families and educators).

As the team agrees upon the priority indicators, the facilitator or designated recorder will make note of the priority indicators selected for improvement planning in the final section of the online assessment tool (see Figure 6). After the priority indicators have been noted, the facilitator or designated recorder should click the **save** button in the upper toolbar of the online screen. The facilitator may also circle or highlight the priority indicators on the wall chart for the team to see.

Figure 6:
Selecting your schools priority indicators

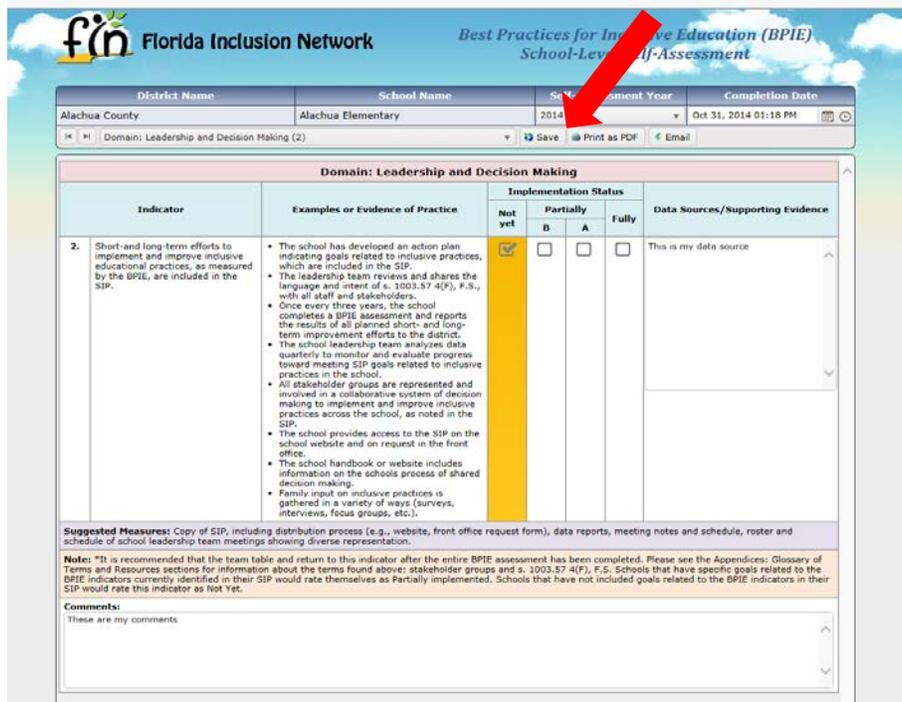


Saving and sharing your school's assessment information and priority indicators:

Once all ratings, data, and comments have been saved, the facilitator or designated recorder must click the **Print as PDF** button in the upper toolbar to download and save the school's full BPIE assessment to the computer (see Figure 7). The administrator can also choose to download and print the full BPIE Assessment at a later time by simply logging in to the school's online BPIE account with the appropriate username and password.

Figure 7:

Saving and printing a PDF file of the School BPIE Assessment

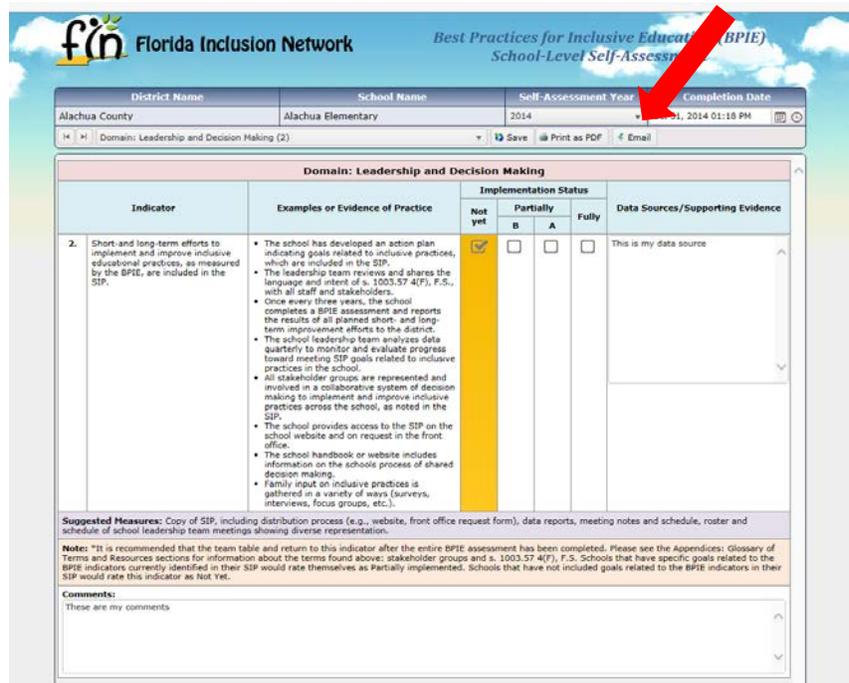


Immediately after the facilitator has saved and printed the BPIE Assessment report, the administrator must send the school’s full BPIE Assessment report to the district ESE administrator by clicking on the **Email** button in the above toolbar and entering the appropriate email address (see Figure 8).

The administrator may also send the BPIE Assessment report to the team members and/or other individuals by typing additional email addresses, separated by a comma, in the **Email** field, or by attaching the saved BPIE PDF file to an email and sending directly from the school administrator’s email.

Figure 8:

Emailing a copy of the School BPIE Assessment Report:



The Action Planning Process:

After the priority indicators have been selected, the improvement or action plan development will occur on a later date. The action planning process may vary in different schools; however, it is recommended that the action steps be developed and embedded within the existing school improvement plan. Schools that have developed or plan to develop a specific plan for services from the Florida Inclusion Network should also use the BPIE priority indicators to develop measurable goals and action steps.

It is the responsibility of the school administrator to schedule the action planning process and identify appropriate team members who should participate. **For example**, if the priority indicators selected reflect needs related to professional development for collaborative teaching, then staff representing specific district departments (e.g., ESE, curriculum or professional development), state discretionary projects (e.g., FDLRS or FIN) and/or local universities or colleges should be included in the action planning process.

In addition to scheduling the action plan process and identifying team members, the school administrator may also identify additional data needed to make decisions during the action planning process. The school administrator should schedule the action planning meeting to allow enough time to gather and analyze any additional data needed for developing measurable goals and action steps related to the priority indicators.

When the improvement or action planning team convenes, the administrator should lead the discussion to ensure the BPIE assessment process results in the development of SMART goals and action steps focused on the selected priority goals for inclusive education and student achievement for SWDs. SMART goals are described as:

- Specific
- Measurable
- Attainable
- Realistic
- Timely

After the BPIE Team and Action Planning Meetings: Follow-Up

- Provide a copy of the completed “School BPIE Assessment” and action plan to each team member.
- Send a thank you note to each team member.
- Schedule follow-up meeting dates with some or all team members to review the action plan and monitor progress toward meeting the school’s goals. It is recommended that the leadership team review the plan at least quarterly to monitor progress and make adjustments.
- Adjust goals and action steps, as needed, throughout the year.
- **Celebrate and share your successes!**

Chapter Four:

Using School BPIE Assessment Results for School Improvement

The School BPIE Assessment is designed to assist schools in determining the current status of inclusive practices and identify needs for increasing or improving those practices schoolwide. Through the team assessment process, the school can identify the challenges that may impede improvement efforts and develop priority goals and action steps to overcome barriers.

Some common characteristics of the BPIE and school improvement planning process are that they both

- Consider a range of needs or issues,
- Include information gathered from a variety of sources,
- Employ the use of valid and reliable data to the maximum extent possible,
- Meaningfully involve many individuals representing a range of knowledge, skills, and expertise,
- Result in the development of goals and action steps,
- Can be used as a basis for resource allocation, and
- Include regular follow-up and evaluation of plans and strategies. (WestEd, 2008)

Research suggests that inclusive practices and instructional methodologies can impact outcomes for students **with and without** disabilities. Therefore, goals and action steps resulting from the BPIE may also impact school improvement outcomes for other student subgroups within the school.

After an analysis of data has been completed and priority indicators selected, measurable goals are identified and action plans created. The emergent action steps can allow for targeted allocation of existing internal and external resources: human, material, and fiscal. Finally, the ongoing monitoring and evaluation of outcomes resulting from the action steps will assist the school in determining whether strategies and resources have been executed with fidelity, or whether other strategies should be planned, implemented, and monitored.

A Systems Change Approach to Improvement:

When schools take a unified approach to improvement, aligned with district improvement initiatives, results will undoubtedly reflect a more systematic and deliberate use of limited resources. Each district in Florida is also required to complete a District BPIE Assessment that includes many indicators **directly aligned** to the School BPIE indicators. The District BPIE Assessment results are used by the district to plan measurable goals and implement improvement steps across the district.

As districts analyze district **and** school improvement plan goals and strategies, including those related to inclusive practices, they can identify, organize and unify a multi-tiered scope of district and state resources to meet the needs of all schools across the district. **For example**, if 40 percent of the schools indicate a need for professional development in the area of flexible scheduling for in-class support, the district can identify resources and develop plans to meet those schools' needs in a more comprehensive manner. A multi-tiered system of support involves data-based decision making to ensure the systematic use and alignment of resources to accelerate the inclusion of SWDs in general education settings and the performance of **all** students in districts and schools.

Additionally, by analyzing School BPIE data, the district may identify and allocate resources to target supports for specific school feeder patterns. Through the BPIE Assessment process, the district can identify schools in need of more intensive supports from the district and service providers. The organization of resources may include professional development, technical assistance, print or electronic resources, sharing of evidence-based practices, instructional technology and policy development. Intensive supports to schools may include school-based instructional coaching, classroom demonstration and modeling and ongoing progress monitoring and team problem-solving to meet individual school improvement goals.

Using a systems change approach as an improvement framework involves the development of infrastructures and capacities that support the implementation and sustainability of inclusive practices in all schools and for all students. District and school leaders must take a unified approach to align all state-, district- and school-level resources to respond to and support the specific, data-driven needs of students with and without disabilities in every school.

As a result of improvement efforts, districts and schools are adopting and employing new ways to build capacity among district and school staff. Administrators and stakeholders alike acknowledge the importance of sustaining inclusive practices over time. They understand that people and resources may come and go, but the focus of each district and school is to ensure all students, including those with intellectual and other disabilities, graduate from high school ready for a successful, productive and happy adult life.

APPENDICES

Appendix 1: Sample School BPIE Team Invitation Memo (for the school administrator to send to selected team members)

Date: October 30, 2014

To: Bob Jones, ESE Dept. Chair
Sandra Billingsly, Math Dept. Chair
Kiara Hale, Reading Coach
Rebecca Drake, SLP

From: Dr. Tanya Smart, Principal

Re: School Best Practices for Inclusive Education (BPIE) Assessment

In response to recent legislation (section 1003.57(f), F.S.) requiring each district and school to complete a “Best Practices for Inclusive Education” (BPIE) assessment every three years, our school is preparing to complete this assessment process. You are invited to be part of the School BPIE assessment team who will complete this important process for our continued school improvement efforts.

The purpose of the School BPIE is to facilitate the analysis, implementation and improvement of **inclusive best practices** for students with disabilities on our campus. The School BPIE process is designed to evaluate the current status of inclusive practices through the perspectives of educators and other stakeholders who represent varying areas of content knowledge and expertise and develop measurable goals and action steps to increase or improve inclusive practices across our school.

You are invited to participate in the BPIE assessment process by individually reviewing and rating a number of indicators related to inclusive best practices occurring in our school. After your individual review and ratings, the BPIE team members will come together for a meeting (see below) to share your ratings, sources of evidence, and perspectives on inclusion in our school. During this time the team will discuss and reach a decision on a **final rating for each indicator**. After we have determined a final rating for all the indicators, we will have a brief discussion to **prioritize** specific indicators for the future development of goals and action steps for inclusion.

Below, you will find a link to the online “School BPIE” assessment instrument, the “BPIE Team Indicator Rating Sheet,” and directions for reviewing and rating the indicators. Please print and bring your completed copy of the “BPIE Team Indicator Rating Sheet” to the BPIE meeting. If you **cannot** attend the meeting, but would like to participate in rating the indicators, please complete the “BPIE Team Indicator Rating Sheet” and return it to me prior to the meeting date indicated below.

Please click on the following link for the School BPIE Assessment Team Documents:

<http://www.floridainclusionnetwork.com/school-bpie-team>.

Thank you for your commitment to increase and improve inclusive outcomes for students with disabilities and their families in our school community. The knowledge and experience you bring to this process will be extremely valuable as we determine priority goals for our ongoing school improvement process.

Please contact me if you have any questions.

The School BPIE assessment team meeting is scheduled for:

Date: *April 19, 2015* **Time:** *2:00 – 4:30* a.m. **(p.m.)**

Location: *Principal's Conference Room, A-104*



Please complete the following section and return it to me before _____.

Name: _____ Email: _____

Please indicate your response below:

- I will complete the “BPIE Team Indicator Rating Sheet” and attend the BPIE team meeting.
- I am not able to attend the BPIE team meeting but will complete the “BPIE Team Indicator Rating Sheet” and submit it to the principal before the above date.
- I am not able to participate in the BPIE process at this time.

Appendix 2: Directions for Completing the School Best Practices for Inclusive Education (BPIE) Assessment

Please click on the following link for the School BPIE Assessment Team Documents:

<http://www.floridainclusionnetwork.com/school-bpie-team>.

Following are the steps for completing the School BPIE Assessment. Please read and follow all steps and remember to bring your final results to the School BPIE team meeting scheduled by your administrator.

There are two documents needed to complete the School BPIE assessment process.

- I. The “School BPIE Assessment” instrument, which includes 34 best practice indicators for inclusive education. Each indicator has sections that include
 - a) Examples or evidence of practice,
 - b) Implementation ratings,
 - c) Data sources or supporting evidence,
 - d) Suggested measures, and
 - e) Comments.

- II. The “School BPIE Team Indicator Rating Sheet” to record data sources or supporting evidence and your ratings of the indicators.

Follow these steps to complete your “School BPIE Team Indicator Rating Sheet”:

1. Download the “School BPIE Assessment.” You may choose to print the document or read it on your computer as you complete the “School BPIE Team Indicator Rating Sheet.”
2. To complete the “School BPIE Team Indicator Rating Sheet” you may print out and write directly on your copy or use your computer to record your responses in the electronic tool (please remember to save your responses!). **You will record your indicator ratings and other information on this form only.**
3. Read the indicator rating definitions.
 - **Not yet (NY):** There is **no evidence** that the school has put in place actions to address this indicator or implement the practice; **considerable further action or improvement is needed.**
 - **Partially/Beginning (PB):** There is evidence that the **practice is beginning to be implemented in some classrooms, with some teams, or for some students with**

disabilities (SWDs) in the school. The practice is not implemented consistently across the entire school or for **all** SWDs; **further action or improvement is needed.**

- **Partially/Almost (PA):** There is evidence that the **practice is almost fully in place** across **all** teams and classrooms, and for **all** SWDs; a **minimal amount of further action or improvement** is needed to reach full, schoolwide implementation.
- **Fully (F):** There is clear evidence that this indicator is consistently practiced and in place across the **entire school** and for **all** SWDs; further actions will be for the purpose of maintaining the practice schoolwide.

4. Read each indicator and the examples provided.
5. Determine if you have evidence or data source(s) to support a rating of **Not Yet, Partially/Beginning, Partially/Almost** or **Fully Implementing** for the indicator.

Depending on your role, experience and background knowledge, you **may or may not** have evidence or data to support an indicator rating for **all 34 indicators. Please rate only those indicators that you have data or evidence to support.**

6. For each indicator you rate, mark your response with a check mark or X in the selected “Implementation Status” column. **Please rate only the indicators as shown in the first column.** The items in the second column are provided as **examples only.**
7. List your evidence or source(s) where data may be found in the right column. For example, when completing Indicator 5, the rater may make note that “School LRE data, student IEPs, and student schedules” reflect this indicator that states “All SWDs, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80 percent or more of the day.” Please note that data sources or supporting evidence should be documented for **each** indicator rated, including those rated as **Fully** implemented.
8. After completing the BPIE indicator ratings, please bring your “BPIE Team Indicator Rating Sheet” to the scheduled BPIE team meeting(s) 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 “Data Sources/Supporting Evidence” column.
9. **If you cannot attend the BPIE team meeting,** please provide a copy of your completed “School BPIE Team Indicator Rating Sheet” to your administrator so that your ratings and feedback can be shared and included in the final team ratings.

For more information about completing the School BPIE Assessment, please contact your school administrator. Thank you for your time and effort to improve outcomes for students with disabilities in our school!

Appendix 3: *Suggested Measures and Data Sources*

The school may wish to obtain a copy of the district's Local Education Agency (LEA) Profile. This document includes district level outcome data (e.g., discipline and graduation rates) for students with disabilities from the previous year and can be downloaded from the website: <http://www.fldoe.org/ese/datapage.asp>. Additionally, the school may contact the local FIN office to obtain the most recent data on the school's Least Restrictive Environment (LRE) percentages for students with disabilities.

All School Levels (Elementary and Secondary):

- **Educational Environment (all SWDs):**
 - **Regular class placement:** Number and percent of SWDs who spend 80 percent or more of their school week with nondisabled peers.
 - **Resource room placement:** Number and percent of SWDs who spend between 40 and 80 percent of their week with nondisabled peers.
 - **Separate class placement:** Number and percent of SWDs who spend less than 40 percent of their week with nondisabled peers.

- **Discipline Rates and Risk Ratio:**
 - **Discipline Rate of SWDs:** Number of SWDs suspended or expelled for greater than 10 days ÷ the total year enrollment of SWDs as reported at the end of the school year.
 - **Discipline Rate of Students Without Disabilities:** Number of students without disabilities suspended or expelled for greater than 10 days ÷ the total year enrollment of students without disabilities as reported at the end of the year.
 - **Discipline Risk Ratio:** The discipline rate of SWDs ÷ the discipline rate of students without disabilities.

- ❖ **Student Achievement Data:**
 - Achievement/learning gains of all SWDs in segregated versus general education settings.
 - Achievement/learning gains of all SWDs versus all students without disabilities.

Early Childhood Education Settings only data:

- Number and percent of students, ages 3-5, receiving the majority of special education and related services **inside** the regular early childhood or kindergarten program.
- Number and percent of students, ages 3-5, receiving the majority of special education and related services **outside** the regular early childhood or kindergarten program.

Secondary School only data: School Completion and Postsecondary Outcome Data

Graduation Rates:

Federal Uniform Graduation Rate: The number of first-time ninth graders, with disabilities, from four years ago, plus incoming transfer students on the same schedule to graduate, minus students from this population who transferred out or left to enroll in a private school or home education divided into the number of standard diploma graduates from the same group.

Standard Diploma Graduation Rate: The number of standard diploma graduates divided by the number of students with disabilities who completed their education (received either a standard diploma, General Education Development test, special diploma, certificate of completion or special certificate of completion) or dropped out. This graduation rate is calculated based on the total number of students with disabilities who exited school in a given year, rather than using the four-year cohort model described in the No Child Left Behind graduation rate.

Rate of Students Enrolled in Post-secondary Programs: Percentage of students with disabilities exiting school who were found during the fall/winter following the school year and were (1) enrolled in higher education, (2) enrolled in higher education or competitively employed and (3) enrolled in higher education or some other postsecondary education or training program or competitively employed or employed in some other employment.

Dropout Rates: The number of students in grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grades 9-12 students and students who did not enter school as expected (DNEs) as reported at the end of the school year (survey 5). Calculate the dropout rates for students from disability subgroups (e.g., students with emotional/behavioral disabilities [EBD], specific learning disabilities [SLD], autism spectrum disorder [ASD] and intellectual disabilities [InD]) to get a more detailed picture of needs within school populations.

Appendix 4: School BPIE Indicator Rating Definitions Task Card

BPIE Indicator Rating Definitions Task Card

Not yet (NY): There is **no evidence** that the school has put in place actions to address this indicator or implement the practice; **considerable further action or improvement is needed.**

Partially/Beginning (PB): There is evidence that the **practice is beginning to be implemented in some classrooms, with some teams or for some SWDs in the school.** The practice is not implemented consistently across the entire school or for **all SWDs**; **further action or improvement is needed.**

Partially/Almost (PA): There is evidence that the **practice is almost fully in place** across **all** teams and classrooms, and for **all SWDs**; a **minimal amount of further action or improvement** is needed to reach full, schoolwide implementation.

Fully (F): There is clear evidence that this indicator is consistently practiced and in place across the **entire school** and for **all SWDs**; further actions will be for the purpose of maintaining the practice schoolwide.

BPIE Indicator Rating Definitions Task Card

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Fully (F): There is clear evidence that this indicator is consistently practiced and in place across the **entire school** and for **all SWDs**; further actions will be for the purpose of maintaining the practice schoolwide.

Appendix 5: School BPIE Assessment Process: Steps-At-A-Glance Task Card

BPIE Assessment Process: Steps-at-a-Glance

Step 1: Facilitator reads each indicator aloud.

Step 2: When prompted, vote for the indicator rating you selected by raising your hand.

Step 3: If team member ratings **are all the same**, the facilitator indicates the final rating and records the data source or evidence in the appropriate sections of the online assessment.

Step 4: If team ratings are **not all the same**, the team discusses the data or supporting evidence and repeats **Step 2** for a **final vote**.

Step 5: If the team does not reach consensus on a final rating for an indicator, the decision rules are used:

- A team **majority vote decides** the final rating,
- The **school administrator decides** the final rating,
- The **school administrator designates another to decide** the final rating, *or*
- A combination of these rules may be applied to decide the final rating, depending on the indicator.

Step 6: After all indicators have been rated, the facilitator leads a team discussion to identify and select the **final priority indicators** (for further action planning). Final priority indicators are also noted on the online assessment in the appropriate section.

BPIE Assessment Process: Steps-at-a-Glance

Step 1: Facilitator reads each indicator aloud.

Step 2: When prompted, vote for the indicator rating you selected by raising your hand.

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- The **school administrator decides** the final rating,
- The **school administrator designates another to decide** the final rating, *or*
- A combination of these rules may be applied to decide the final rating, depending on the indicator.

Step 6: After all indicators have been rated, the facilitator leads a team discussion to identify and select the **final priority indicators** (for further action planning). Final priority indicators are also noted on the online assessment in the appropriate section.

Appendix 6: School BPIE Team Indicator Rating Sheet

School:

District:

Date Completed:

BPIE Team Member Names/Titles:

Name/Title	Name/Title

Indicator Rating Definitions:

- **Not yet (NY):** There is **no evidence** that the school has put in place actions to address this indicator or implement the practice; **considerable further action or improvement is needed.**
- **Partially/Beginning (PB):** There is evidence that the **practice is beginning to be implemented in some classrooms, with some teams, or for some SWDs in the school.** The practice is not implemented consistently across the entire school or for **all SWDs**; **further action or improvement is needed.**
- **Partially/Almost (PA):** There is evidence that the **practice is almost fully in place** across **all** teams and classrooms, and for **all SWDs**; a **minimal amount of further action or improvement** is needed to reach full, schoolwide implementation.
- **Fully (F):** There is clear evidence that this indicator is consistently practiced and in place across the **entire school** and for all SWDs; further actions will be for the purpose of maintaining the practice schoolwide.

DOMAIN: LEADERSHIP AND DECISION-MAKING

Indicator		Rating				Data Sources/Supporting Evidence
		Not Yet	Partially		Fully	
			B	A		
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.					
Comments:						
2.	Short and long term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the School Improvement Plan (SIP).					
Comments:						
3.	The school has a key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.					
Comments:						
4.	School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.					
Comments:						

DOMAIN: LEADERSHIP AND DECISION-MAKING

Indicator	Rating				Data Sources/Supporting Evidence
	Not Yet	Partially		Fully	
		B	A		
5. School data reflect that all SWDs, 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.					
Comments:					
6.* School data reflect that all SWDs, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) and kindergarten classes with peers without disabilities. *schools with Pre-K programs only					
Comments:					
7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.					
Comments:					
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.					
Comments:					

DOMAIN: LEADERSHIP AND DECISION-MAKING

Indicator	Rating				Data Sources/Supporting Evidence
	Not Yet	Partially		Fully	
		B	A		
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.					
Comments:					
10. School administrators use job interview questions to appraise an applicant’s knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.					
Comments:					
11. School administrators advocate for all SWDs 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.					
Comments:					
12. All SWDs 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 trip, school plays, community service activities, and graduation activities.					
Comments:					
13. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.					
Comments:					

DOMAIN: LEADERSHIP AND DECISION-MAKING

Indicator	Rating				Data Sources/Supporting Evidence
	Not Yet	Partially		Fully	
		B	A		
14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.					
Comments:					
15. School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.					
Comments:					
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 SWDs.					
Comments:					
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.					
Comments:					

DOMAIN: INSTRUCTION AND STUDENT ACHIEVEMENT

Indicator	Rating				Data Sources/Supporting Evidence
	Not Yet	Partially		Fully	
		B	A		
18. Specials, 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 SWDs in their classes.					
Comments:					
19. General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.					
Comments:					
20. A multi-tiered system of student supports (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.					
Comments:					
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.					
Comments:					

DOMAIN: INSTRUCTION AND STUDENT ACHIEVEMENT

Indicator	Rating				Data Sources/Supporting Evidence
	Not Yet	Partially		Fully	
		B	A		
22. Teachers of SWDs 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 SWDs to make progress toward meeting IEP and learning goals.					
Comments:					
23. There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.					
Comments:					
24. There is a schoolwide approach for planning and implementing Universal Design for Learning across all instructional and non-instructional school contexts.					
Comments:					
25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.					
Comments:					

DOMAIN: INSTRUCTION AND STUDENT ACHIEVEMENT					
Indicator		Rating			Data Sources/Supporting Evidence
		Not Yet	Partially		
		B	A		
26.	All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.				
Comments:					

DOMAIN: COMMUNICATION AND COLLABORATION					
Indicator		Rating			Data Sources/Supporting Evidence
		Not Yet	Partially		
		B	A		
27.	All special education teachers are full, collaborative members of a general education curriculum team.				
Comments:					
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.				
Comments:					

DOMAIN: COMMUNICATION AND COLLABORATION

	Indicator	Rating			Data Sources/Supporting Evidence	
		Not Yet	Partially			Fully
			B	A		
29.	Family members of SWDs are contributing members of school decision-making groups.					
Comments:						
30.	Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.					
Comments:						
31.	When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem-solving.					
Comments:						
32.	The School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.					
Comments:						
33.	The school uses a person-centered planning process for SWDs.					
Comments:						
34.	School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school, and district to district to ensure placement in the least restrictive environment.					
Comments:						

Additional Comments/Notes:

Appendix 7: Indicator Ratings At-a-Glance

Chart A: Blank

Indicators		
1.	12.	23.
2.	13.	24.
3.	14.	25.
4.	15.	26.
5.	16.	27.
6.	17.	28.
7.	18.	29.
8.	19.	30.
9.	20.	31.
10.	21.	32.
11.	22.	33.
		34.

Chart B: With Ratings

Indicators		
1. PA	12. F	23. F
2. PA	13. NY	24. NY
3. NY	14. NY	25. NY
4. NY	15. NY	26. PA
5. PB	16. PB	27. PA
6. NY	17. PB	28. PB
7. F	18. PB	29. F
8. F	19. F	30. F
9. PB	20. F	31. PA
10. F	21. PB	32. NY
11. NY	22. PA	33. F
		34. PA

Chart C: With Priorities

Indicators		
1. PA	12. F	23. F
2. PA	13. NY	24. NY
3. NY	14. NY	25. NY
4. NY	15. NY	26. PA
5. PB	16. PB	27. PA
6. NY	17. PB	28. PB
7. F	18. PB	29. F
8. F	19. F	30. F
9. PB	20. F	31. PA
10. F	21. PB	32. NY
11. NY	22. PA	33. F
		34. PA

Appendix 8: *Sample Group Norms*

Top Ten Group Norms

1. **Listen attentively.**
2. **Actively participate.**
3. **Stay focused.**
4. **Remain non-judgmental.**
5. **Use a respectful tone of voice.**
6. **Seek first to understand—ask questions.**
7. **Use humor/Have fun!**
8. **Create a safe environment: build trust through honesty; take risks.**
9. **Put cell phones to rest.**
10. **Maintain a vision of inclusion!**



Appendix 9: *Aligning the BPIE to Principal and Teacher Practices*

The School BPIE aligns with the following Florida Principal Leadership Standards and the Florida Educator Accomplished Practices to ensure a highly qualified staff:

Florida Principal Leadership Standards

- Achieve results on the school’s student learning goals.
- Demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.
- Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
- Recruit, retain, and develop an effective and diverse faculty and staff.
- Structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.
- Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.
- Actively cultivate, support, and develop other leaders within the organization.
- Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
- Practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
- Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Florida Educator Accomplished Practices:

- Apply concepts from human development and learning theories.
- Maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.
- Use a deep and comprehensive knowledge of the subject taught.
- Recognize the importance of assessments and student data to inform instruction and drive the learning process.
- Engage in continuous professional improvement.
- Understand that educators are held to a high moral standard in a community.

Appendix 10: *School BPIE Information and Talking Points for Families and Community Members*

- The *School Best Practices for Inclusive Education (BPIE)* is an assessment tool for inclusive education, required by Florida Statute 1003.57(f), to be completed by districts and schools once every 3 years.
- The BPIE assessment is completed by a school team, including family representation, and identifies the level at which current inclusive practices are in place across the school.
- The BPIE assessment team uses the BPIE results to identify priority needs at the schools. These priorities are used to guide the development of action steps for implementation and support of inclusive practices.
- The School BPIE assessment process is supported by your District ESE Department, the Florida Inclusion Network (FIN), and the Florida State Department of Education, Bureau of Exceptional Education and Student Services (BEESS).
- Family input is very important for the BPIE assessment process. Family members requesting information on their school's BPIE results or the BPIE assessment team are asked to contact their school principal.

Appendix 11: *School BPIE Flyer*

Following is an informational flyer for disseminating School BPIE information to families and the community.



The School Best Practices for Inclusive Education (BPIE) Assessment: What Families Need to Know

What is the BPIE? The BPIE is an assessment tool and process to assist schools as they analyze and identify their current implementation of effective inclusive practices. The BPIE consists of 34 evidence-based inclusive practice indicators that are rated according to their level of implementation across the school. The BPIE results are used to identify priority needs for increasing or improving inclusive practices for all students with disabilities in the school.

Why are schools required to do the BPIE? In July 2013, Florida lawmakers enacted section 1003.57(f), Florida Statutes, which **requires each district and school to complete a Best Practices for Inclusive Education (BPIE) assessment every three years**. Each school must complete the BPIE and report their assessment results to the district ESE department once every three years. The BPIE is founded on research-based practices that show students with disabilities achieve more when they receive their education in the general education curriculum and classroom.

How do schools complete the BPIE? The BPIE is designed to be completed by a team of stakeholders including administrators, general education and ESE teachers, other staff (e.g., guidance counselor, paraprofessionals), and family representatives who are familiar with the school's inclusive practices. Each team member individually reads and rates each indicator, noting supporting evidence and/or data that support their rating. All team members then come together to discuss their ratings, share data sources and agree on a final rating for each indicator. This information is used by the school to determine priority improvement goals and action steps.

How do I get more information about the BPIE? General information about the District or School BPIE Assessments can be found by visiting the Florida Inclusion Network website:

www.FloridaInclusionNetwork.com

For information about your school's BPIE Assessment, please contact your school administrator.

School BPIE Sources

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Resources

Florida Statutes (F.S.), State Performance Report for Students with Disabilities, and the Federal Individuals with Disabilities Education Act

Section 1003.57 4(f), F.S.: Inclusion and BPIE:

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.

Florida's Part B State Performance Report for 2013:

<http://www.fldoe.org/core/fileparse.php/7512/urlt/apr2013.pdf>

Individuals with Disabilities Education Act (IDEA):

<http://idea.ed.gov>

Publications:

- Accommodations and Modifications for Students with Disabilities: What Parent’s Need to Know
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070070-ac-mod-parents.pdf>
- Accommodations: Assisting Students with Disabilities
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>
- Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education
http://www.fldoe.org/core/fileparse.php/7690/urlt/0070067-310907_accomm.pdf
- Administrator FACT Folios on Inclusive Practices
<http://www.floridainclusionnetwork.com/administrator-fact-folios/>
- Assessment in the Diverse Classroom: A Handbook for Teachers
http://www.fldoe.org/core/fileparse.php/7690/urlt/0070083-assess_diverse.pdf
- A Parent’s Guide to Access Points, Access Courses, and Resources
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070060-onlineparentguide.pdf>
- Building Inclusive Schools: Online Learning Module
<http://www.FloridaInclusionNetwork.com>
- Disability History and Awareness: A Resource Guide
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070081-dha-resource2010.pdf>
- Documenting, Reporting, and Monitoring the Use of Seclusion and Restraint on Students with Disabilities
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070154-restraintseclusion-parentbrochure.pdf>
- Family FACT Folios, Volumes 1-4
<http://www.floridainclusionnetwork.com/family-fact-folios/>
- Measuring Children’s Progress in Early Intervention and Preschool Programs
<http://www.tats.ucf.edu/docs/measuringprogress.pdf>
- Prekindergarten Children with Disabilities: Expanding Opportunities for Providing Services
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070134-prek-disaball.pdf>
- Program Options for Students with Disabilities: Career and Adult General Education
http://www.fldoe.org/core/fileparse.php/7690/urlt/0070073-310913_prog-opt.pdf

- Resources for Families on Positive Behavior Supports
http://flpbs.fmhi.usf.edu/resources_family.cfm
- Technical Assistance Paper (TAP) – Assistive Technology for Students with Disabilities
<http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>
- Transition at Age 3: Family Booklet
<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/index.shtml>
- MTSS & Problem Solving/Response to Intervention Resources
http://sss.usf.edu/resources/topic/ps_rti/index.html