



The District and School Best Practices for Inclusive Education (BPIE) Assessment

What Educators and Families Need to Know

Presented by The Florida Inclusion Network (FIN)
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§1003.57(1)(a)4(f), Florida Statutes

“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.”



District BPIE



School BPIE



Best Practices for Inclusive Education (BPIE) is an assessment that includes indicators of best practices for inclusion at the district and school levels.



What is the BPIE?

The BPIE is a self-assessment for districts and schools to evaluate the current status of inclusion across the district or school, identify priority needs, and implement improvement plans to achieve measurable goals.



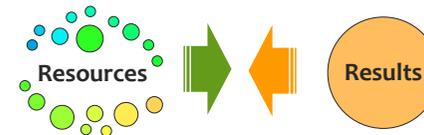
Purpose of the BPIE

- ❖ Analyze a broad range of needs and barriers related to inclusion.
- ❖ Involve stakeholders (including family members) in data-based decision making.
- ❖ Identify and develop **PRIORITY** goals and action steps for improvement.



Purpose of the BPIE

- ❖ Validate areas of strength and effective practices at the district and school levels

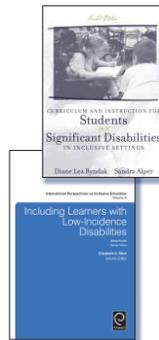


- ❖ Monitor and report progress toward achieving goals for inclusion



BPIE Assessment Development

- ❖ Indicators developed from evidence-based practices and peer-reviewed research
- ❖ Reviewed and revised by a variety of stakeholders, including family members, university faculty, experts in the field, and school and district leaders



BPIE Assessment Instrument

Three Domains:

1. Leadership and Decision Making
2. Instruction and Student Achievement
3. Communication and Collaboration



BPIE Assessment Process

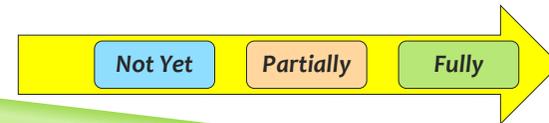
Completed by a district or school team representing various stakeholders, *including a family member of a student with a disability.*



BPIE Indicator Team Ratings



❖ Each indicator is rated by the team, based on **data and evidence** of the extent to which the practice is in place across the district or school.



Indicator Examples:

District BPIE indicator #1:

District analyzes data to identify barriers and initiate improvement steps that increase the number of students with low and high incidence disabilities in general education and natural contexts **in every school.**

School BPIE indicator #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.



SCHOOL BPIE					
DOMAIN: Leadership and Decision-Making					
Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence
		Not yet	Partially	Fully	
7.	<p>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.</p> <ul style="list-style-type: none"> Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.: <ul style="list-style-type: none"> General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. SWDs are not the sole responsibility of special education personnel during academic and non-academic school activities. School personnel refer to special education teachers by name rather than exceptionalities of students on their caseload (e.g., Mrs. Smith rather than the <i>Autistic Teacher</i>). All school personnel are trained and responsible for safety and evacuation procedures for SWDs. Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices. Administrators survey staff to determine beliefs and attitudes about inclusive practices. Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs. 				
<p>Suggested Measures: Results of surveys, self-assessments, questionnaires, interviews and teacher schedules.</p> <p>Note: School leaders are critical in setting and maintaining a vision for inclusive education with all personnel and across all school classrooms and settings. Creating a climate of shared responsibility for all students in the school is a cornerstone of inclusive education.</p> <p>Comment:</p>					

DISTRICT BPIE				
DOMAIN: Leadership and Decision-Making				
Indicator (SWDs=Students with Disabilities)	Implementation Status			Data Sources/ Supporting Evidence
	Not Yet	Partially	Fully	
1. District analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities in general education and natural contexts in every school.		✓		District analyzes data to improve the number of students with disabilities in the least restrictive environment, but hasn't identified barriers to inclusion specifically for those students with low incidence disabilities.
2. District data reflects that in each school there is alignment to the natural proportion of SWDs in the district.	✓			District still has schools or centers where students with disabilities are clustered and make up a disproportionate amount of the total school population.
3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.		✓		Not all schools provide services for all SWDs. Students with extensive support needs (e.g., significant cognitive disabilities) attend specific schools identified to provide services.

District and School BPIE Assessment Results

- ❖ District BPIE indicators align with School BPIE indicators
 - School BPIE indicator priorities inform the district BPIE priorities.
- ❖ Districts report BPIE results, including priority goals and improvement steps, to the Florida Department of Education.
- ❖ Schools report BPIE results and priority indicators to the district Exceptional Student Education (ESE) Department.



Intended Outcomes:

- ❖ Serves as a basis for **resource allocation** across schools, district, and the state (internal and external)
- ❖ Promotes **systems change** for inclusion: Top down and bottom up!
- ❖ Leads to better **school and quality of life outcomes** for **all** students with disabilities.



How Can You Get Involved: At School?

- ❖ Ask for and read a copy of your school's BPIE Assessment results, priority goals and the school improvement plan.
- ❖ Ask your school's principal how you can get involved in supporting inclusion in and out of school.
- ❖ Ask how your child's school is making progress toward school improvement plan goals for inclusion.



Stay Informed About Inclusion - and Inform Others!

- ❖ Read the latest research on the benefits of inclusion for students with disabilities. You can find lots of family and inclusion resources on Google and the FIN website: www.FloridaInclusionNetwork.com
- ❖ Share what you know about inclusion with other families or parent organizations.
- ❖ Schedule a meeting with one of your local School Board members to share what you know about inclusion. Be sure to bring data-based evidence and research of inclusive educational benefits.
- ❖ **Remember:** *inclusion benefits all children!*



For more information, please contact...

- ❖ Your local school administrator,
- ❖ Your District Exceptional Student Education (ESE) Department, or
- ❖ Your local Florida Inclusion Network team: <http://www.floridainclusionnetwork.com/fin-regions/>



FIN Resource Samples

Building Family School Partnerships for Inclusive Education
FACT Folio
 What is inclusion?
 What does the research say?
 Who should be included?
 Look inside for more information on achieving inclusive education for all.

Making Friends
 The Top 10 Tips to Help Your Child Make and Keep Friends
 1. Play games with your child to practice some of these important skills.
 2. Read books with your child about making friends.
 3. Create craft projects for your child and invite neighborhood children to participate.
 4. Talk to your child about sharing friends.
 5. Practice social skills with children the same age as yours.
 6. Be a good role model in friendships.
 7. Make friendships an important discussion topic.
 8. Don't try to solve your child's friendship problems.
 9. Help your child identify his or her interests and hobbies.
 10. Help your child use the computer to set up an online "friendship" account.

TATS & FIN Talk with Instructional Staff
 About Universal Design for Learning in Inclusive Environments
 Designing environments that are accessible to all also applies to learning.
 3 Key Elements
 Multiple means of engagement

Online Learning

Building Inclusive Schools
 Brought to you by
 The Florida Inclusion Network (FIN)
 www.FloridaInclusionNetwork.com
 Funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals With Disabilities Education Act (IDEA), Part B.

Building Inclusive Schools
 Building Inclusive Schools is an on-demand, self-paced module that provides an overview of effective practices for students with disabilities. The module is comprised of five separate learning sessions that can be repeated or reviewed at any time that is convenient for you!

Session Overview:

- Session One: What is Inclusion?**
 - The history of education for people with disabilities and how it has led to current laws and research supporting inclusive education for all students.
- Session Two: Why is Inclusion Important?**
 - The benefits of inclusive education for students with disabilities and the entire school community.
- Session Three: Who Makes Inclusion Work?**
 - The roles that administrators, educators and family members play in the classroom to create inclusive schools and classrooms.
- Session Four: What Makes Inclusion Work?**
 - Research-based instructional approaches and strategies that ensure students with disabilities learn and make progress in the general education classrooms and other school contexts.
- Session Five: Laying the Foundation of Inclusion**
 - Concrete steps that schools can take to implement, assess, or improve inclusive education practices, along with free resources to assist in the process!

FIN Website

Florida Inclusion Network
 WELCOME TO FLORIDA INCLUSION NETWORK
 WHAT'S NEW!
 We've added an overview of the resources available on the FIN website, including...
 We've added a Family, Teacher and Educator page with updated...
 Building Inclusive Schools (BIS) provides an overview of effective practices for students with disabilities. This module is comprised of five separate learning sessions that can be repeated or reviewed at any time that is convenient for you, and the best part is that it's free!

www.FloridaInclusionNetwork.com

Other Resources

Florida Diagnostic and Learning Resources System (FDLRS)
<http://www.fdlrs.org>

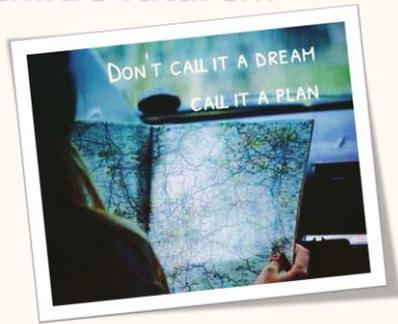
FLORIDA DEPARTMENT OF EDUCATION
 State of Florida Department of Education:
<http://www.fldoe.org>

Bureau of Exceptional Education and Student Services (BEES):
<http://www.fldoe.org/academics/exceptional-student-edu/index.shtml>

BEES Resource and Information Center (BRIC):
<http://www.fldoe.org/academics/exceptional-student-edu/bees-resources>

BEES Discretionary Projects:
<http://www.fldoe.org/core/fileparse.php/7567?urlrt/projectslisting.pdf>

Your child's future...



**Thank you for your interest in
supporting inclusion!**