

School Best Practices for Inclusive Education (BPIE) Assessment

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

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State of Florida Department of Education

Monica Verra-Tirado, Ed.D., Bureau Chief
Bureau of Exceptional Education and Student Services

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FIN Workgroup:

Vicki Barnitt, Director of Program Development, FIN

Maggie Miller, Regional Facilitator, FIN

Mike Muldoon, Regional Facilitator, FIN

Kimberlee Oakes, Regional Facilitator, FIN

Deidre Phillips, Regional Facilitator, FIN

Sheryl Sandvoss, Executive Director, FIN

Stan Weser, Regional Facilitator, FIN

Libby Willis, Regional Facilitator, FIN

Other Contributors:

Lori Benvenisty, Autism Spectrum Disorder Coach, Meadowbrook Elementary School, Broward County, Florida

Karen Clay, Parent, Hillsborough County, Florida

Sue Davis-Killian, Parent, Palm Beach County, Florida

Donna Djerf, Parent and Family Liaison, School District of Lee County, Florida

Timi Godin, Assistant Principal, Koa Elementary School, Osceola County, Florida

Sharon Gunsett-Kennedy, Parent, Lee County, Florida

Julie Hasson, Principal, Symmes Elementary School, Hillsborough County, Florida

Toyka Holden, General Education Language Arts Teacher, Malone School, Jackson County, Florida

Cathy Huffman, Parent, Lee County, Florida

Phyllis Jones, Ph.D., Associate Professor, Department of Special Education, University of South Florida

Fabrice Laguerre, Principal, Parkway Middle School, Miami-Dade County, Florida

Bethany Mathers, Program Specialist, Florida Department of Education, Bureau of Exceptional Education and Student Services (BEES)

Gail Munroe, Program Specialist, Publications, Florida Department of Education, BEES Resource and Information Center (BRIC)

Michael Phillips, Writer and Expert Technology User, Hillsborough County, Florida
Carol Rine, Principal, M. Cherry Street Elementary School, Bay County, Florida
Jennifer Spangler, Exceptional Student Education (ESE) Coordinator, R. L. Swain Middle School, Palm Beach County, Florida
Renee Supple, ESE Teacher, Fox Chapel Middle School, School District of Hernando County
Rachel Taylor, Learning Resource Specialist for Inclusion, School District of Lee County, Florida
Chris Trent-Waits, Parent, Leon County, Florida
Michele Tucker-Wilkins, Parent, Lee County, Florida
Monica Verra-Tirado, Ed.D. Chief, Bureau of Exceptional Education and Student Services

About the Florida Inclusion Network

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

FIN's primary goals are to:

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

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

<http://www.FloridaInclusionNetwork.com> or call, toll-free: 1-888-232-0421

Table of Contents

Introduction	6
Overview of the School BPIE	7
BPIE Assessment Team Membership	9
Rating and Prioritizing the School BPIE Indicators	10
After the BPIE Assessment: Planning Improvement Steps	12
BPIE School Assessment Instrument:	13
BPIE Indicators and Examples— <i>Domain: Leadership and Decision-making</i>	14
BPIE Indicators and Examples— <i>Domain: Instruction and Student Achievement</i>	34
BPIE Indicators and Examples— <i>Domain: Communication and Collaboration</i>	44
Sources	51
Appendices:	57
• Glossary of Terms	58
• Resources	65
• Publication	66

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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 non-disabled 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 s. 1003.57(f), F.S. (<http://www.leg.state.fl.us/>), which requires "each district and school to complete a BPIE assessment every three years," the FIN revised the *Best Practices for Inclusive Education (BPIE) 1.0 District and School Level* assessment process and instruments, originally published in 2007. As districts and schools implement the new BPIE 2.0 (hereafter referred to as BPIE) 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 revised **school-level** 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 school BPIE is designed for school leadership teams to develop, implement and sustain systemic best practices for inclusive education. 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)

Overview of the School BPIE Assessment Process

The school BPIE assessment process is designed to identify **priority** needs, develop goals, plan schoolwide improvement strategies and organize resources to support the implementation of inclusive practices. Goals and improvement strategies related to **selected** BPIE indicators should 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 process 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.

The BPIE includes 34 indicators, aligned with the **district-level BPIE**, that are categorized within the following three domains.

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

Each indicator 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.

Many indicators and examples refer to *students with disabilities (SWDs)* and *students or peers without disabilities*. It is significant to note that the term *students with disabilities* refers to **all** students with disabilities, including those with low-incidence disabilities (e.g., students with a significant cognitive disability and those with extensive support needs), high-incidence disabilities, 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 when rating each indicator.**

Analysis of data and information obtained through the BPIE indicator ratings will lead to the team identification of targeted indicators and priority goals. For example, the team may select indicators receiving a rating of **Not Yet** to develop priority goals. Indicators selected by the team will be the basis of subsequent action steps, including measurable goals, timelines, and persons responsible for implementation and evaluation criteria. Action steps and improvement strategies should be included in the school's annual SIP and reviewed quarterly to measure progress toward meeting established goals.

The School BPIE is completed by the school BPIE team using an online assessment tool. The process is most effective when facilitated by a person with a thorough understanding of and expertise in best practices for inclusive education. It is recommended that the school request support from their district Exceptional Student Education (ESE) Department for assistance in completing the assessment process and subsequent action steps.

Each district ESE department provides school administrators with information to access the "School BPIE Assessment Administrator Guide". The administrator guide provides school administrators with information, steps, and resources to plan and implement the "School BPIE Assessment" and improvement steps. Information is also provided to each school administrator to access the online School BPIE Assessment account unique to their school. For additional assistance and information on the implementation of the School BPIE, please contact your district Exceptional Student Education (ESE) office or your local FIN office at www.FloridaInclusionNetwork.com.

BPIE Assessment Team Membership

The BPIE assessment is completed by a school team, including 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 family members, administrators, general and special education personnel, members of the School Advisory Council and other staff who can provide valuable perspectives during the assessment process.

The school BPIE team may include the following members, as appropriate, who will each read and rate the BPIE indicators, in part or in full, **and should attend the BPIE assessment team meeting.**

- A district-level staff member responsible for coordinating school BPIE assessment data
- School administrator(s)
- Student services personnel: guidance counselor, school psychologist, social worker
- Special education (ESE) teachers who have experience teaching students with low- **and** high-incidence disabilities
- General education teachers
- English for Speakers of Other Languages teacher
- Grade-level or department chairpersons
- Specials and electives teachers
- Pre-kindergarten (Pre-K) teachers (if applicable)
- Career and technical education teachers (if applicable)
- Instructional coaches
- 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]) – <http://www.fldoe.org/ese/pdf/projectslisting.pdf>
- Differentiated Accountability (DA; <http://www2.ed.gov/nclb/accountability/differentiated/factsheet.html>) team member (for DA Focus schools only; http://floridarti.usf.edu/floridaproject/units/da_unit.html)
- Students **with** and **without** a disability (e.g., secondary-level student government representative, service club representative, peer tutor)
- Family members* of students with low- **and** high-incidence disabilities and a family member of a student without disabilities
- Community agencies: e.g., Vocational Rehabilitation (<http://www.rehabworks.org/>), Florida Developmental Disability Council (<http://www.fddc.org/places-to-find-help>), Head Start (<http://www.floridaheadstart.org/>), child care providers, as appropriate

**It is strongly recommended that the BPIE team 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.

Rating and Prioritizing the BPIE Indicators

BPIE team members individually read and rate the indicators based on the school's **current status** of implementation of the practice. There are four levels of implementation for each indicator: **Not Yet**, **Partially/Beginning**, **Partially/Almost** or **Fully**. Team members select **one** rating per indicator and note data source(s) or evidence to support their rating in the appropriate column.

Following are the definitions for the Implementation Status ratings.

1. **Not Yet:** There is **no evidence** that the school has put in place actions to address this indicator or implement the practice.
2. **Partially/Beginning:** The school is just **beginning** to implement the practice—it is not implemented consistently across the entire school, and **considerable further action or improvement is needed**. *For example, there is evidence that **one** grade-level or*

*content-area team is effectively implementing the practice with some SWDs; the practice **does not** include those students with **low-incidence disabilities**.*

3. **Partially/Almost:** The school is **almost** at full implementation and needs only a **minimal amount** of progress to reach full implementation for **all** SWDs. *For example, the practice is evident in **all** grade-level or content-area classes for students with **high-incidence disabilities**; however, there are **some** students with **low-incidence disabilities** who are **not included** as part of this practice.*
4. **Fully:** There is clear evidence that this indicator is **consistently practiced** and in place **across the entire school** and **for all SWDs**.

Depending on their job roles, experience and background knowledge, team members rate **only** those indicators that they determine are **directly related** to their area of expertise, roles and responsibilities. *For example, a parent may pass on indicators that require knowledge and evidence of schoolwide student data or school transportation and instructional schedules.*

When completing indicators, team members refer to current and specific data (e.g., student data) and tangible evidence (e.g., school policies, documents and master schedules) to determine and support their rating for each indicator. *For example, when completing Indicator 17, the rater may make note that “The school’s master schedule indicates planning time for all collaborative teams on campus; meeting logs are provided to the principal on a monthly basis.”* If a team member does not have evidence or data sources to support their rating, they may (a) choose to rate the indicator and note, in the comment box below the indicator, their rationale for rating the indicator in the absence of data or tangible evidence, or (b) skip that indicator and move to the next indicator.

It is important to note that BPIE team members rate **only** those indicators for which they have evidence of implementation. Individuals are not expected to make “educated guesses” to rate **all** indicators. For example, a speech/language pathologist may not have data or sources of evidence to rate the indicator related to transportation for students with disabilities, so they would **not** rate that specific indicator.

The final step of the assessment process is the identification of priority areas of need. The school will not develop improvement goals and steps on all 34 indicators; rather, the team will determine which indicators/priority needs to focus upon, based on their final group ratings. Priority needs will be used to determine specific and measurable goals, including action steps, persons responsible, timelines and evaluation criteria.

The School BPIE assessment instrument is completed by the school BPIE team online, using the log in information provided by the district ESE office. The team should select one person who will be responsible for entering information, data, and ratings for each indicator in digital format during the team discussion and rating process. The form can be completed in multiple sessions, with the data saved from prior sessions. For example, the team may want to rate indicators 1-10 during the first meeting, save the data in the online form, and return the following week to complete indicators 11-20, until all 34 indicators have been rated and the data saved in the online form.

After the BPIE Assessment: Planning Improvement Steps

The purpose of developing improvement steps is to ensure that priority goals, identified through the BPIE assessment, lead to the initiation and implementation of actions resulting in measurable outcomes of inclusive best practices. The action steps must be aligned with specific and measurable goals and include person(s) responsible for each step, timelines and evaluation criteria. The action steps should be aligned with the *School Improvement Plan*, establishing shared ownership and responsibility among all stakeholders and allowing for the allocation of resources for implementation.

The goals and action steps are developed by a core team of individuals with background knowledge associated with the specific, priority needs identified during the assessment process. *For example, if a priority goal is to provide ongoing, job-embedded professional development and technical assistance to all teachers on effective instructional approaches, the core team may include representatives from the district's ESE Department, office of professional learning or development and organizations serving the district and schools, such as FDLRS and FIN.* Action steps should be developed soon after completion of the BPIE assessment process and included in the SIP. This process should include discussions about the priority goals and what is feasible to accomplish within one to three years. For more information and assistance in facilitating the BPIE assessment and planning process, please contact your district ESE Department or FIN facilitator: <http://www.FloridaInclusionNetwork.com>.

School Best Practices for Inclusive Education (BPIE) Assessment

Name:

Title:

Subject Area or Grade Level:

Date Completed:

Please bring your completed BPIE School-Level Self-Assessment to the BPIE team meeting on _____, 20____. If you cannot attend the BPIE team meeting, please submit your completed BPIE Self-Assessment to:

School BPIE Contact Person:

Directions for completing the indicators:

1. Please enter all responses directly on the BPIE assessment form.
2. Read each indicator and the accompanying examples provided.
3. Determine if you have evidence or data source(s) to support one of the following ratings:
 - a. **Not yet:** There is **no evidence** that the school has put in place actions to address this indicator or implement the practice.
 - b. **Partially–Beginning:** The school is just **beginning** to implement the practice—it is not implemented consistently across the entire school, and **considerable further action or improvement is needed**. *For example, there is evidence that **one** grade-level or content-area team is effectively implementing the practice with some SWDs; the practice **does not** include those students with **low-incidence disabilities**.*
 - c. **Partially–Almost:** The school is **almost** at full implementation and needs only a **minimal amount** of progress to reach full implementation for **all** SWDs. *For example, the practice is evident in **all** grade-level or content-area classes for students with **high-incidence disabilities**; however, there are **some** students with **low-incidence disabilities** who are **not included** as part of this practice.*
 - d. **Fully:** There is clear evidence that this indicator is **consistently practiced** and in place **across the entire school** and **for all SWDs**.
4. For each indicator you rate, click on the gray box in the Implementation Status column to select your rating from the drop-down menu provided for *Not Yet, Partially–Beginning, Partially–Almost or Fully*. Please note your data source(s) or supporting evidence in the last column.

BPIE Indicators and Examples—Domain: Leadership and Decision Making

BPIE SCHOOL-LEVEL INDICATORS

Domain: Leadership and Decision Making						
Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence
			Not yet	Partially		
			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.	<ul style="list-style-type: none"> School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. Data chats are conducted with students to create strong accountability and high expectations. 				
<p>Suggested Measures: Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, postschool outcomes, observations from classroom walk-throughs and progress toward individual educational plan (IEP) goals.</p>						
<p>Note: Aligns with District BPIE Indicator #1. Please see the <i>Appendices: Glossary of Terms</i> section for definitions of the terms found above: <i>leadership team, low- and high-incidence disabilities</i> and <i>general education and natural contexts</i>.</p>						
<p>Comments:</p>						

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence
			Not Yet	Partially		
			B	A		
2.*	<p>Short- and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	<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.). 				
<p>Suggested Measures: Copy of SIP, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation.</p>						

Note: Please see the *Appendices: Glossary of Terms* and *Resources* sections for information about the terms found above: *stakeholder groups* and *s. 1003.57 4(F), F.S.* Schools that have specific goals related to the BPIE indicators currently identified in their SIP would rate themselves as *Partially* implemented. Schools that have not included goals related to the BPIE indicators in their SIP would rate this indicator as *Not Yet*.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not Yet	Partially			Fully
			B	A		
3.	The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	<ul style="list-style-type: none"> • There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). • The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. • The key person is identified in various school documents, such as: <ul style="list-style-type: none"> ○ Staff roster; ○ Professional Learning Community (PLC) minutes; ○ Team planning logs; ○ Staff handbook; ○ School website; and ○ Newsletters. 				

Suggested measures: Name and job description, including the role and responsibility of key person. Schedule or communication log of activities/meetings of key person. Samples of documents including the name and contact information of the key person who oversees inclusive practices.

Notes: Aligns with District BPIE Indicator #6. Progress monitoring toward attainment of BPIE goals will occur after the school's initial BPIE assessment and development of priority goals/action steps.

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.	<ul style="list-style-type: none"> • The principal contacts the district to obtain information about SWDs who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. • The principal requests services and supports to follow SWDs in the school. • The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. • The school is equipped to provide educational services to all students. • Families perceive the school as being able to address their child’s needs, regardless of the type or severity of disability. 					
<p>Suggested Measures: Documentation of school administrator requests for information (e.g., emails, memos) to the district office, roster of SWDs in school’s zone who are not attending the school.</p>							
<p>Note: Aligns with District BPIE Indicator #3. This indicator addresses the practice of placing SWDs in schools based primarily on exceptionality, label or services needed, rather than identifying and allocating resources for all SWDs to receive educational services in their neighborhood school or school of choice. Students who are transported to attend other schools are at risk of disenfranchisement from the communities within which they live and lack opportunities to build natural relationships among the students in the assigned school. With the practice of placing SWDs at schools based on their exceptionality, unintended consequences include further isolation of students with significant disabilities and barriers to scheduling SWDs into heterogeneous classrooms that have natural proportions of students with and without disabilities. Please see the <i>Appendices: Glossary of Terms</i> section for definition of the above term <i>natural proportions</i>.</p>							
<p>Comment:</p>							

Indicator		Examples or Evidence of Practice	Implementation Status			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.	<ul style="list-style-type: none"> All SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day. All SWDs receive 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, as stated in s. 1003.574(F), F.S. SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. SWDs are not assigned to classrooms based on a perceived lack of resources at the school. All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. All SWDs are involved in before- or after-school tutoring interventions provided for reading and math. Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings. To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings, for example: <ul style="list-style-type: none"> A speech-language pathologist (SLP) in an elementary school engages in small group language arts lesson with a general education 					

		teacher. During the lesson, the SLP facilitates discussion while the general education teacher collects assessment data for SWDs who have speech-language goals on their IEPs.						
<p>Suggested measures: School-level least restrictive environment (LRE) data showing the percentage of time each SWD, disaggregated by exceptionality, spends in age- and grade-appropriate, heterogeneous, general education contexts</p>								
<p>Note: Aligns with District BPIE Indicator #12. Please see the <i>Appendices: Glossary of Terms</i> section for definitions of the above terms: <i>related services, Individual educational plan (IEP), age-appropriate heterogeneous groups and supplementary aids and services.</i></p>								
<p>Comments:</p>								
Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence		
			Not yet	Partially				Fully
				B	A			
*6.	<p>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.</p> <p>*Schools with Pre-K programs only</p>	<ul style="list-style-type: none"> • School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood and kindergarten classes. • The school has targets to increase the number of SWDs, ages 3–5, who receive special education and related services in inclusive classes with peers without disabilities. • General and special education teachers regularly collaborate to plan and implement weekly lessons based on Florida standards for Pre-K and kindergarten. • Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions <i>for all children</i> that do not require additional resources, but do require collaborative planning. • All children receive supports and interventions necessary to ensure developmentally appropriate 						

		<p>progress prior to referral for special education services and programs.</p> <ul style="list-style-type: none"> • Developmentally appropriate behavior supports are provided for students. • The school regularly monitors (e.g., monthly) the number and progress of SWDs, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities. 					
<p>Suggested measures: Schedules of SWDs, ages 3–5, indicating the location(s) where related services are provided to those students. Data showing the percentage of time each SWD, ages 3–5, spends with same-age peers without disabilities. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWDs in the general education, early childhood curriculum.</p>							
<p>Note: Aligns with District BPIE Indicator #4. Please see the <i>Appendices: Glossary of Terms</i> for definition of the above term: <i>curriculum adaptations</i>. Partnerships with private providers may be necessary.</p>							
<p>Comments:</p>							

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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 .	<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 exceptionality of 					

		<p>students on their caseload (e.g., Mrs. Smith rather than the <i>Autistic</i> Teacher).</p> <ul style="list-style-type: none"> ○ 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. 					
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Suggested Measures: Results of surveys, self-assessments, questionnaires, interviews and teacher schedules.

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.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
8.	School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.	<ul style="list-style-type: none"> • School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. • School administrators provide and monitor the use of resources across all school teams, such as: <ul style="list-style-type: none"> ○ Supplemental materials for core subject areas related to all academic standards; ○ Text sets with differentiated reading levels; ○ Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); ○ Assistive technologies, supports and services; ○ Time for instructional planning; and ○ Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists). 				
<p>Suggested Measures: Achievement data for all SWDs. Inventory lists available to all staff indicating supplemental materials available for use with all students across all content areas and grade levels; schedules of teacher planning time; and minutes from planning meetings with support personnel, coaches and/or administrators.</p> <p>Note: Aligns with District BPIE Indicator #5. Within an MTSS, all educators should have access to a variety of resources that include concepts of <i>universal design</i> so that all students have access to and can make progress in the general education curriculum.</p> <p>Comment:</p>						

Indicator		Examples or Evidence of Practice	Implementation Status			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.	<ul style="list-style-type: none"> Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label). 					
<p>Suggested Measures: School documents (e.g., SIP, newsletters), family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.</p> <p>Note: Aligns with District BPIE Indicator #24. See <i>Appendices: Glossary of Terms</i> and <i>Resources/Publications</i> sections for information on supporting and using person first language. Language is a powerful tool: When we adopt new ways of thinking and talking about people with disabilities, we not only exert a positive influence on their lives, but on our society as a whole.</p> <p>Comment:</p>							

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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.	<ul style="list-style-type: none"> School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive 					

		<p>educational practices, such as:</p> <ul style="list-style-type: none"> ○ <i>“Please describe your role in a co-taught classroom.”</i> ○ <i>“How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?”</i> ○ <i>“Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school?”</i> <ul style="list-style-type: none"> ● School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: <ul style="list-style-type: none"> ○ <i>“Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school.”</i> ○ <i>“Give me an example of a time when you facilitated relationship-building between students with and without disabilities.”</i> 					
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Suggested Measures: Interview questions used for various positions at the school, including front office staff, cafeteria staff, teachers, paraprofessionals, coaches, etc., include questions related to diversity and effective inclusive practice, as applicable to the position.

Note: Aligns with District BPIE Indicator #11.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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	<ul style="list-style-type: none"> ● Administrators review the bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (e.g., physical access, health and safety measures, adequate supervision for all bus arrivals and departures). 				

	<p>an IEP indicating a shortened school day.</p>	<ul style="list-style-type: none"> • All bus arrivals and departures occur at the same time and location for students with and without disabilities. • There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. • The principal has made a formal request to the district for bus schedules to be changed. • Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. • SWDs do not arrive late and leave school early based upon the bus schedule. 					
<p>Suggested Measures: Bus schedules and rosters, school site map (including bus locations), field trip documentation; documentation of emails or other communication between school leaders and district transportation office requesting changes to bus schedules.</p>							
<p>Note: Aligns with District BPIE Indicator #9. Although school leaders may not have full control over district bus schedules, they can advocate for the district to make changes to schedules so that no students lose academic time on task as a result of scheduled bus service. School leaders can also make requests to the district through work orders that include the construction of curb cuts at school bus drop-off and pick-up locations designated for all buses.</p>							
<p>Comments:</p>							

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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 trips, school plays, community service activities and graduation activities.	<ul style="list-style-type: none"> All SWDs have access to all school facilities and non-academic activities. Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs can fully participate in the same activities as those students without disabilities. Athletic coaches include students with disabilities in the same activities as those without disabilities. Club sponsors are chosen because of their commitment to include SWDs in all club activities. Case managers monitor the participation of SWDs in non-academic activities. All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities. SWDs participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged. School personnel model strategies and create opportunities for students without disabilities to socialize with SWDs in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies). Ability awareness and diversity training is provided to all students in the school. Same-age peers provide natural supports to SWDs, as appropriate, to facilitate social interactions during school-sponsored activities. SWDs are eligible for and encouraged to run for student government. 					

		<ul style="list-style-type: none"> All SWDs are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc. Families of students with significant cognitive disabilities receive information about all school-sponsored, non-academic activities. 					
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Suggested Measures: Student schedules, organizational rosters, list of adaptive equipment; observations of students with and without disabilities in non-academic contexts, e.g., recess, in between class and school social gatherings; surveys, focus groups or interviews of students with and without disabilities

Note: Aligns with District BPIE Indicator #21. For many students with disabilities, especially those with more significant disabilities, learning purposeful skills in the context of meaningful and inclusive activities is critical to practicing, maintaining and generalizing what they learn across a range of natural settings and situations. Educators should consider non-academic activities when identifying opportunities to develop essential skills such as using money, ordering food, reading, speaking and asking for assistance when needed in natural contexts, with non-disabled peers. School-sponsored, non-academic activities also provide opportunities for students with significant disabilities to interact and develop relationships with same-age peers without disabilities.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not Yet	Partially			Fully
			B	A		
13.	All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.	<ul style="list-style-type: none"> All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities. 				

Suggested Measures: Guidelines for participation as noted in information (e.g., school handbook, flyers, newsletters, website) disseminated to teachers, students and families; list of honorees and award recipients; student interview responses.

Note: Aligns with District BPIE Indicator #23.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
<p>14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<ul style="list-style-type: none"> • Administrators analyze student performance data, staff and family needs assessments/ surveys. • Administrators analyze data from classroom observations. • Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. • PD and TA are differentiated for each staff member, as per their assessed needs. • When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan. • Regular review of student learning data is reflected in the SIP in an effort to determine ongoing PD and TA needs. • Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers. 					
<p>Suggested Measures: Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.</p>						
<p>Note: Aligns with District BPIE Indicators #6 and #7. School administrators are encouraged to develop PD and TA that are differentiated based on individual educator and/or team needs and not as a <i>one-size-fits-all</i> approach.</p>						
<p>Comment:</p>						

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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.	<ul style="list-style-type: none"> • Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. • PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. • Strategies for effective inclusion are provided and modeled in the classroom setting. • PD is provided to collaborative teams, to include the following topics. <ul style="list-style-type: none"> ○ Curricular accommodations and modifications in general education classes and non-instructional activities ○ Embedding IEP goals into the general education instructional activities and natural contexts ○ Access points for math, language arts, science and social studies ○ Universal design for learning (UDL) ○ Differentiated instruction (DI) ○ Classroom management strategies ○ Data collection and analysis ○ Accessible instructional materials ○ Assistive technology ○ Communication supports (AAC) ○ Visual supports ○ PBS ○ Alignment of modified curriculum to general education standards 					

		<ul style="list-style-type: none"> ○ Formative assessment ○ Collaborative planning and teaching models ○ Flexible scheduling ○ Peer supports ○ School-family communication/collaboration ● School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices. ● School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's <i>Building Inclusive Schools</i>) for all SWDs. ● Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD. ● School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. ● Administrators provide ongoing support for new personnel who are hired after the beginning of the school year. 					
<p>Suggested Measures: School's professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.</p>							
<p>Note: Aligns with District BPIE Indicators #13–#17 and #19. Please see the <i>Appendices: Glossary of Terms</i> for definitions of the above terms: <i>access points</i>, <i>collaborative teams</i> and <i>visual supports</i>. It is recommended that school administrators maintain an active role in the provision of PD activities for their faculty and staff. This includes participation in PD activities and monitoring of progress toward meeting PD goals for individual teachers and/or teams.</p>							
<p>Comment:</p>							

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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.	<ul style="list-style-type: none"> • A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. • School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: <ul style="list-style-type: none"> ○ In-class coaching on collaborative teaching models; ○ Development of professional learning communities; ○ Classroom demonstration of instructional strategies; ○ Team problem solving; ○ Flexible scheduling; ○ Planning and implementing behavior supports; ○ Planning and implementing visual supports; ○ AAC and other instructional technologies; ○ Planning and application of curricular accommodations/modifications; and ○ Planning instruction based on UDL and DI. • Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams. • Outside resources, such as FIN, FDLRS and CARD, are procured for the provision of TA. 					
<p>Suggested Measures: Schedule of TA with topics, data from various needs assessment instruments.</p> <p>Note: Aligns with District BPIE Indicators #14–#17 and #19. It is recommended that school administrators maintain an active role in the provision of TA activities for their faculty and staff. This includes monitoring of progress toward meeting PD goals for individual teachers and/or teams.</p>							

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
17.	School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	<ul style="list-style-type: none"> The school master schedule reflects collaborative planning time for collaborative teaching teams. Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common. Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. Agendas and logs from collaborative planning sessions are available for administrators to review. There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. There is a schedule and record of PLCs related to the review of student work and instructional planning. 				

		<ul style="list-style-type: none"> Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time. 					
<p>Suggested Measures: Master schedule, teachers’ lesson plans, agendas and logs from collaborative planning sessions, walk-through notes from teacher planning meetings.</p>							
<p>Note: Aligns with District BPIE Indicator #15. School administrators are encouraged to provide support to teams during planning time, such as oversight of and support for team planning agendas and activities, assistance with team problem solving and provision of resources for planning time (e.g., release of regularly scheduled bus duty time for collaborative planning).</p>							
<p>Comment:</p>							

BPIE Indicators and Examples—Domain: Instruction and Student Achievement

Domain: Instruction and Student Achievement

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
18.	Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.	<ul style="list-style-type: none"> • A music teacher has several SWDs in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students. • The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. • The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. • ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. • The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers. • The LATS team provides guidance and training on the use of assistive technology devices. 				

Suggested Measures: Teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions.

Note:
Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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.	<ul style="list-style-type: none"> • IEP goals and objectives for all SWDs are aligned to the general education standards. • General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the Florida Standards. • The instructional goals and learning targets of students with a significant cognitive disability are based on access points. • Teachers modify learning goals and instruction for students with a significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities. 				
Suggested Measures: Lesson or unit plans, curriculum maps, walk-through data, ongoing progress-monitoring data.						
Note: For all SWDs, including those who are taking alternate assessment, educators should develop learning goals and assess progress toward meeting those goals based on the Florida Standards.						
Comment:						

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
20.	An MTSS and problem-solving	<ul style="list-style-type: none"> • School personnel use a problem-solving process 				

	<p>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.</p>	<p>to identify appropriate instructional and behavioral interventions.</p> <ul style="list-style-type: none"> • There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. • Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. • PD and TA activities for implementing MTSS are documented in the SIP, including evaluation criteria to measure desired outcomes. • PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWDs in general education classrooms and natural contexts. • Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. • Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBS plans. • An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. • School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBS plan. 					
<p>Suggested Measures: SIP, PD/TA schedule and sign-in sheets, minutes of MTSS meetings, schoolwide PBS plans, FBA documents.</p>							
<p>Note: For more information and resources on the MTSS and problem-solving process, please refer to the <i>Appendices: Glossary and Resources/Publications</i> sections.</p>							
<p>Comment:</p>							

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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.	<ul style="list-style-type: none"> • General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts, such as: <ul style="list-style-type: none"> ○ Checklists; ○ Profiles; ○ FBA tools; ○ Ecological inventories; ○ Task analysis; ○ Portfolios; ○ Performance assessments; ○ Reading assessment tools; and ○ Scoring criteria/rubrics. • All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. • Instructional personnel consider SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs to make progress in general education and natural contexts. • The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. • All SWDs have access to the same multi-tiered 					

		interventions as those without disabilities.				
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Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

Note:

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			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.	<ul style="list-style-type: none"> • Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. • Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. • Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and school store. 					

Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

Note: This indicator refers to the use of formative assessment data to ensure SWDs served in self-contained and resource settings have opportunities to receive educational services in general education classes. Assessment data are used to determine interventions and supports that follow the student into general education classes, rather than providing educational supports and services in a pull-out model.

Comment:

Indicator	Examples or Evidence of Practice	Implementation	Data Sources/
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			Status			Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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.	<ul style="list-style-type: none"> • The school has one or more schoolwide programs in place that address the following: <ul style="list-style-type: none"> ○ Formal, academic and social peer support ○ Social and community inclusion ○ Anti-bullying ○ Conflict mediation ○ Student problem solving ○ Character education ○ Self-determination and self-advocacy ○ Community service projects ○ Global cultural and diversity awareness • Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities. • School guidance counselor(s) are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc. 					
Suggested Measures: Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects.							
Note: Aligns with District BPIE Indicator #22. These programs can be formal or informal, but should involve the entire school.							
Comment:							

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
24.	There is a schoolwide approach for planning and implementing UDL across all instructional and non-instructional school contexts.	<ul style="list-style-type: none"> • Teachers differentiate instruction to allow multiple means of representation, expression and engagement. • Lessons are presented in visual and oral formats. • The student responds using eye gaze, choices cards and/or gestures. • Appropriate response time is given for SWDs to participate. • Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. • Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as: <ul style="list-style-type: none"> ○ Book pages equipped with foam tabs for Pre-K students to easily turn pages; ○ A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; ○ Wide classroom aisles to accommodate students with limited mobility; ○ Table heights adjusted to accommodate a wheelchair, a stander or students of short stature; ○ Choice boards or software programs for visual schedules and assignments; ○ Pencil grips; ○ Wood blocks to raise the desk level; ○ Specialized computer software, digital text, 				

		<p>iPads™, Alpha-Smarts™ or FM systems to ensure meaningful participation in instructional activities;</p> <ul style="list-style-type: none"> ○ A student with scoliosis is provided with a lab stool with a back so that he can participate fully in instructional activities; and ○ An FM system is provided in class for a student who needs auditory support. ● Teachers allow students to respond orally on assessments. ● Teachers tier assignments/assessments. ● Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. 					
Suggested Measures: Classroom observation, lesson plans reflect use of technology/DI and the principles of UDL.							
Note: Creating learning environments using the principals of UDL does not mean teachers water down the curriculum for SWDs. Students with IEPs are expected to know and understand the same concepts as those without disabilities (with varying levels of complexity), through multiple means of representation, action and expression and engagement.							
Comment:							

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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.	<ul style="list-style-type: none"> ● Administrators and teachers can articulate different ways to deliver special education services in general education settings. ● Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWDs during reading instruction, physical therapy is provided 				

		<p>during P.E. or recess and occupational therapy is provided during writing activities.</p> <ul style="list-style-type: none"> • When developing the school’s master schedule, SWDs are scheduled first. • The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation. • When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. • Collaborative teachers can explain why they selected a structure for a particular lesson. • Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students. • Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system. 					
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Suggested Measures: School master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback.

Note: Service delivery models used to serve students in inclusive classes include consultation, support facilitation and co-teaching. For more information, please see the *Resources/Publications* section: *Course Code Directory and Instructional Personnel Assignments*.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
26.	All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and	<ul style="list-style-type: none"> • Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on 				

	<p>strategies for providing support to SWDs in general education classrooms and natural contexts.</p>	<p>learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality).</p> <ul style="list-style-type: none"> • Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. • The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. • The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. • Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts. • Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs. • Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve. 					
<p>Suggested Measures: Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules.</p>							
<p>Note: It is important that paraprofessionals understand how to support learning while using the least intrusive interventions for SWDs. Paraprofessionals should be included in professional learning opportunities and technical assistance relative to their assigned students and job responsibilities. Paraprofessionals' input on student learning (academic, behavioral and social) is critical to planning and implementing appropriate supports as part of the IEP and curriculum team planning processes.</p>							
<p>Comment:</p>							

BPIE Indicators and Examples—Domain: Communication and Collaboration

Domain: Communication and Collaboration							
Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
27.	All special education teachers are full, collaborative members of a general education curriculum team.	<ul style="list-style-type: none"> • A secondary school special education teacher is an active member of the social studies department. • An elementary school special education teacher is an active member of the third grade team. • Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. • Special and general education teachers meet regularly to share information on curriculum and individual student support needs. • All team members receive minutes of team meetings and have input into decisions when not available to attend in person. • Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences). 					
Suggested Measures: Curriculum team rosters, curriculum team meeting schedules and notes.							
Note: Although all special education teachers may not be available to meet with each curriculum team during every scheduled team meeting, they should flex their schedules to have opportunities to meet with each team throughout each grading period. For example, Mrs. Smith may meet with the third grade team during pre-school planning time on Monday, and the fifth grade team during pre-school planning the following Monday.							
Comment:							

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
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.	<ul style="list-style-type: none"> Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. When planning, teachers consider the application of UDL and DI as part of every lesson. Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. Teachers share roles and responsibilities such that distinctions between <i>special education</i> and the <i>content- or grade-level teacher</i> are not obvious. Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. Teachers reflect on and assess their effectiveness as collaborative teachers. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities. 					
Suggested Measures: Master schedule, teacher lesson plans, classroom observation or walk-throughs, teacher interviews, coaching logs.							
Note: Please see the <i>Resources Section: DOE Course Code Directory</i> ; Please see the <i>Appendices: Glossary of Terms</i> section for definitions of the above terms: <i>Collaborative models of support—consultation, support facilitation and co-teaching.</i>							
Comment:							

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
29.	Family members of SWDs are contributing members of school decision-making groups.	<ul style="list-style-type: none"> School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council. Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities. 					

Suggested Measures: Decision-making group rosters, meeting notes.

Note: In addition to the School Advisory Council, family members of students **with** disabilities should be included in all decision-making groups that include family members of students **without** disabilities, such as the PTA and school sub-committees.

Comment:

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
30.	Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.	<ul style="list-style-type: none"> Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc. Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing 					

		<p>meaningful IEP goals and postsecondary school opportunities.</p> <ul style="list-style-type: none"> • Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. • Family learning opportunities include content and activities that are translated for families whose first language is not English. 					
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Suggested Measures: List of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English.

Note: Family members play an important role in facilitating their child’s success in school when they are given complete and accurate information. It is important for families to understand ways to support their child’s learning goals and objectives at home and in community settings.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
<p>31. When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<ul style="list-style-type: none"> • A fifth grade co-teaching team sends a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and homework habits, etc. • Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. • Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. • Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. 					

		<ul style="list-style-type: none"> Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs. 					
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Suggested Measures: Sample correspondence, meeting notes, phone logs, planning documents.

Note: Family members are experts about their child. Their input is invaluable in identifying and providing appropriate supports for success.

Comment:

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
32.	The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	<ul style="list-style-type: none"> At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices as described in the SIP. The school administrator provides a report to families as part of school open house activities. The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. The school administrator provides a report to other school administrators during district meetings. 				

Suggested Measures: SIP; annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.

Note: See indicator #2; BPIE results should be embedded as goals in the SIP.

Comment:

Indicator		Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
			Not yet	Partially			Fully
				B	A		
33.	The school uses a person-centered planning process for SWDs.	<ul style="list-style-type: none"> • There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. • Personnel use the <i>Circles of Friends</i> activity to identify natural learning and social/friendship supports for SWDs in general education contexts. • Person-centered planning is used for SWDs to plan for independent living, postsecondary education and careers. • SWDs have opportunities to learn and practice skills associated with self-determination. • Personnel use the <i>Students Transitioning to Adult Roles (STAR)</i> process for SWDs transitioning from school to postsecondary education. • Personnel use the <i>Planning Alternative Tomorrows with Hope (PATH)</i> or <i>McGill Action Planning System (MAPS)</i> to determine person-centered planning goals for the future in general education and community contexts. • The school involves adult and community agencies and postsecondary education institutions in person-centered planning. 					
<p>Suggested Measures: Policies and procedures for transition, <i>STAR</i>, <i>PATH</i>, <i>MAPS</i>, and <i>Circles of Friends</i> graphics and participant rosters, IEP goals, postschool outcomes data.</p> <p>Note: The input of all stakeholders, including family members and peers, should be considered in determining the supports needed for SWDs to achieve the most desirable outcome. Please see the <i>Appendices: Glossary of Terms</i> for definitions of the terms <i>person centered planning</i> and <i>self-determination</i>. For more information on <i>STAR</i>, <i>PATH</i>, <i>MAPS</i> and <i>Circles of Friends</i>, please refer to the <i>Appendices: Resource/Publications</i> section.</p> <p>Comment:</p>							

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/ Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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 LRE.	<ul style="list-style-type: none"> • Supports are in place and are passed seamlessly between sending and receiving parties. • Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. • Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district. • Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWDs. • Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade. • In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures. • The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another, to spend time in the receiving school's classrooms for a week, with appropriate support (e.g., paraprofessional, visual schedule, social supports). 				
Suggested Measures: Teacher, family and administrator interviews, district and school articulation plans, procedures and policies.						
Note: Aligns with District BPIE Indicator #10.						
Comment:						

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Appendices

Glossary of Terms

Academic—Having to do with school subjects such as reading, writing, math, social studies and science.

Access points—Academic expectations written specifically for students with significant cognitive disabilities. As part of the Florida Standards, access points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity (<http://www.fldoe.org/ese/pdf/OnlineParentGuide.pdf>).

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

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

Age appropriate—Describes materials, activities and experiences that are useful and suitable for persons of a particular age. For example, age-appropriate books for a teenager are different than age-appropriate books for a seven-year-old, even if the teenager reads on a second-grade level.

Augmentative and alternative communication (AAC) —All forms of communication, other than oral speech, that are used to express thoughts, needs, wants and ideas (<http://www.asha.org/public/speech/disorders/AAC/>). AAC includes special augmentative aids (e.g., picture and symbol communication boards and electronic devices) that help people express themselves to increase social interaction, school performance and feelings of self-worth.

Assessment—A process of collecting information about what a student knows and can do and what a student still needs to learn. Assessments may include giving tests, observing the student and evaluating the student’s portfolio or work samples.

Assistive technology (AT)—Any item, piece of equipment or product system—whether acquired commercially off the shelf, modified or customized—that is used to increase, maintain or improve the functional capabilities of a student with a disability (<http://ncld.org/students-disabilities/assistive-technology-education/>). The term does not include a medical device that is surgically

implanted or the replacement of that device. For more information on the use of technology for students with disabilities, please download the Florida Department of Education publication *Exploring New Territories* (http://www.tlc-mtss.com/assets/exploring_new_territories.pdf).

Autism Spectrum Disorder—A person who has an autism spectrum disorder has trouble communicating and interacting with others. The person may also repeat patterns of behaviors and activities. In order to qualify for programs and services for students with autism spectrum disorder, a student must meet all the requirements listed in the Florida State Board of Education Rule 6A-6.03023, Florida Administrative Code (F.A.C.; <https://www.flrules.org/gateway/RuleNo.asp?id=6A-6.03023>).

Career and technical education (CTE)—Education related to the skills needed for a trade or technical career (<http://www.fldoe.org/workforce/>). It includes the knowledge, skills and dispositions that are important for students to become career ready, such as occupational-specific standards and technical content standards.

Collaborative models of support—

- **Consultation**—A general education teacher (grades K–12) is providing instruction and a special education (ESE) teacher is providing consultation services for SWDs in the general education classroom, in accordance with a student’s IEP.
- **Support facilitation**—Two teachers, one general and one special education (ESE) teacher (grades K-12), are providing instruction in the general education classroom. The ESE teacher provides services to individual or small groups of students on an individualized basis within the general education classroom, but not as a co-teacher.
- **Co-teaching**—Two teachers, one general education and one special education (ESE) teacher, share responsibility for planning, delivering and evaluating instruction for all students in a class/subject for the entire class period.

Cooperative learning—The instructional use of small groups of students who work together to maximize their own and others’ learning. The essential components of cooperative learning include positive interdependence, face-to-face interaction, social skills, structured group processes, individual accountability and personal responsibility (<http://www.co-operation.org/home/introduction-to-cooperative-learning/>).

Critical friend—A trusted person who provides added perspectives and feedback to an individual or group. A critical friend asks provocative questions, provides information and data to be examined through another lens, offers critical feedback related to a specific context of work and serves as an advocate for the success of the individual or group.

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

Disability—A condition that makes it hard for a person to learn or do things in the same ways as people without disabilities. A disability may be temporary or permanent.

Exceptional Student Education (ESE)—The name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called “special education.”

Flexible scheduling—A team-planning process to schedule supports for students with disabilities in inclusive, general education classrooms. Students are scheduled for services and supports in general education classrooms based on their individual needs rather than their disability label. The flexible scheduling process results in teacher master schedules that allow services to be provided where and when supports are needed (<http://www.floridainclusionnetwork.com/wp-content/uploads/FINALCUEScheduling10-15-09.pdf>).

Functional behavioral assessment (FBA)—FBA is a process to identify the function or purpose of an individual’s inappropriate behavior by examining the environment in which the behavior is occurring and identifying the variables that maintain the behavior (<http://www.fldoe.org/ese/pdf/tap99-3.pdf>).

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

- Natural school settings (e.g., classrooms, cafeteria, football stadium, common areas);
- Community-based settings;
- Roles and contributions of the participants in natural settings, such as involvement in student presentations, volunteer activities, etc.; and
- Interpersonal relationships among the participants in natural settings, such as reciprocal learning and social interactions or norms among students and/or adults.

Heterogeneous—A heterogeneous classroom is one that reflects the rich diversity of students. Rather than grouping children based on their ability or achievement, a heterogeneous classroom is composed of students with varying interests, attitudes, talents, and backgrounds (Rubin, 2006). Research strongly supports the positive effects of heterogeneous groupings of students because of its noticeable effects on attitude toward school, increase of self-concepts as learners, relationships with peers, reduction of anxiety, and future aspirations.

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

Inclusion (as defined in s. 1003.57, Florida Statutes [F.S.])—A student with a disability receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research. (http://www.leg.state.fl.us/statutes/index.cfm?mode=ViewStatutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.57&URL=1000-1099/1003/Sections/1003.57.html)

Individual educational plan (IEP)—A written plan that describes the individual learning needs of a student with disabilities and the ESE services, supports, aids and accommodations and modifications that will be provided to that student (<http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalArea,1,>).

Individuals with Disabilities Education Act (IDEA)—An important United States law regarding the education of students with disabilities (<http://idea.ed.gov/>). The IDEA requires that all students with disabilities be provided a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Interventions—Interventions are the supports provided to student(s) that help them learn (it could include a specific curriculum, a teaching strategy, one-on-one, or small group assistance from a teacher). Interventions are often provided to individual students or small groups of students in order to give them extra help so that they can be successful in meeting their educational goals (<http://www.florida-rti.org/reveal/glossary/glossary.htm>). The important thing to remember is that the intervention should match each student’s learning needs.

Least restrictive environment (LRE) —The IDEA entitles all students with disabilities to a free, appropriate education in the least restrictive environment (<http://idea.ed.gov/explore/view/p/,root,statute,I,B,612,a,5,>). This means that, to the maximum extent possible, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services.

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

Modifications—Changes made to **what** students with disabilities are expected to learn. Students who are not able to work on grade level or pass the required courses for a standard diploma may need a modified curriculum to meet their priority educational goals. Generally, these students will be those with a significant cognitive disability and working toward completion of standards based on the Florida Standards and access points. (<https://www.fldoe.org/ese/pdf/Transition.pdf>).

Multi-tiered system of support (MTSS)—MTSS uses a data-based, problem-solving process that matches the intensity of support with student needs to most efficiently allocate resources to improve learning and behavior for all students (<http://www.florida-rti.org/floridamtss/index.htm>). Effective core instruction and interventions are provided for all students, including students with disabilities, who need various levels of supports to master all academic standards. Three tiers describe the level and intensity of the instruction/interventions provided across a continuum of support: Tier One – core, universal instruction; Tier Two – supplemental intervention; and Tier Three – intensive intervention. The MTSS may also be referred to as Problem-Solving/Response to Intervention or Instruction (PS/RtI).

Natural proportions—SWDs are distributed throughout general education classes based on the natural proportion, or ratio, of students **with** disabilities to students **without** disabilities. **For example**, if the whole school student population is comprised of 12 percent SWDs, then classes should also reflect no more than 12 percent SWDs. Also, students with a significant cognitive disability typically comprise no more than 1 percent of the total school population. Therefore, those students should be placed into general education classes at a ratio of no more than 1 percent of the total number of students in that class.

Person-centered planning (PCP)—Person-centered planning is a term used to describe an approach to assist individuals in planning for their futures (<http://www.pacer.org/tatra/resources/personal.asp>). The goal of PCP is to aid an individual in developing meaningful life goals based on his or her strengths and talents, utilizing individual, natural and creative supports and services. PCP focuses on the person and their needs by putting them in charge of defining the direction for their lives, not on the systems that may or may not be available to serve them.

Person first language—A respectful, accurate way of communicating about and describing people (<http://www.disabilityisnatural.com/explore/people-first-language>). This approach puts the person first and the descriptors afterward. Instead of describing a person as a “Down Syndrome boy,” this approach describes him as “a boy with Down Syndrome.” People with

disabilities are not their diagnoses or disabilities; they are people, first. When we adopt new ways of thinking and talking about people with disabilities, we'll not only exert a positive influence on their lives, but also on our society as a whole.

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

Problem-Solving/Response to Intervention or Instruction (PS/RtI)—RtI is a problem-solving process that matches resources to individual student's needs (<http://www.florida-rti.org/floridamtss/index.htm>). It involves understanding where the student is struggling; designing a way to help the student (an intervention); monitoring how the student responds to the intervention; and changing, decreasing, or increasing the intensity of the intervention depending on how the student responds.

Professional development (PD)—Job-embedded learning opportunities that include formal and informal means of helping educators learn and apply new skills, develop new insights into pedagogy and their own practice and explore new or advanced understandings of evidence-based content and resources (<http://www.fldoe.org/profdev/inserv.asp>).

Related services—Those services provided by professionals as noted in the student's IEP, such as occupational therapy, physical therapy, speech-language pathology and audiology services and interpreting services (<http://www.fldoe.org/ese/rs.asp>).

School leadership team—A team of individuals at the school level who have individual and unique strengths that, together, comprise a collective group of broad strengths. These broad categories of strengths include: executing, influencing, relationship building and strategic thinking (Rath & Conchie, 2008). School leadership teams generally include members representing school-based administrators, department or grade-level chairpersons, general education and special education lead teachers, instructional coaches, school services personnel, etc.

School leaders—Personnel who provide leadership for all aspects of the school, including curriculum, instruction, assessment, budgets, operations, etc. School leaders typically refer to school-based administrators who include principals and assistant principal(s).

Self-determination—Taking control and making decisions that affect one's own life. Self-determination skills help students with disabilities make choices, set goals and manage their own lives.

Stakeholder groups—Administrators, general education teachers, special education teachers, related services personnel (speech/language therapist, occupational therapist, physical therapist), other certified personnel (e.g., guidance, academic and non-academic coaches),

non-instructional personnel (e.g., paraprofessionals, front office staff, cafeteria staff), families of students with disabilities, families of students without disabilities.

Student profile—A comprehensive description of the abilities of a child with a disability, including academic, non-academic, social, communication, and behavior strengths and types or intensity of support (e.g., communication or peer supports) needed to participate fully and become independent. A student profile includes information about the student’s abilities and support needs at school, home, in the community and when interacting with same-age peers without disabilities.

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

Supplementary aids and services—Aids, services and other supports that are provided in general education classes or other education-related settings that enable children with disabilities to be educated alongside children without disabilities, to the maximum extent possible. AT, adapted physical education and training in the use of braille or large print books are examples of supplementary aids and services (<http://idea.ed.gov/explore/view/p/,root,statute,I,A,602,33,>).

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

Transition services/postsecondary—Activities that help a student move from school to post-school activities. For more information on transition planning for students with disabilities, download the *Transition Planning Guide* from the Florida Department of Education website: <https://www.fldoe.org/ese/pdf/Transition.pdf>.

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

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

Resources

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

Section 1003.57(1)(a)2, F.S.: Inclusion and BPIE:

http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.57&URL=1000-1099/1003/Sections/1003.57.html

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.

S. 1003.57(1)(a)4(f), F.S.:

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

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

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

Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§ 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's – (1)

Special Education under § 300.36; (2) Related services under § 300.34; or (3) Supplementary aids and services under §§ 300.38 and 300.114 (a)(2)(ii). (b) On a case by case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

Individuals with Disabilities Education Act (IDEA):

<http://idea.ed.gov>

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

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

Publications:

- *Accommodations and Modifications for Students with Disabilities: What Parents Need to Know*
<http://www.fldoe.org/ese/pdf/ac-mod-parents.pdf>
- *Accommodations: Assisting Students with Disabilities*
<http://www.fldoe.org/ese/pdf/accomm-educator.pdf>
- *Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education*
http://www.fldoe.org/ese/pdf/311201_acmod-voc.pdf
- *Assessment in the Diverse Classroom: A Handbook for Teachers*
http://www.fldoe.org/ese/pdf/assess_diverse.pdf
- *A Parent's Guide to Access Points, Access Courses, and Resources*
<http://www.fldoe.org/ese/pdf/PrintMasterParentsGuide.pdf>
- *Building Inclusive Schools: Online Learning Module*
<http://146.201.208.219/uploads/fin/inclusiveschools/player.html>

- *Circles of Friends*
<http://www.inclusion.com/artcommonsensetools.html>
- *Course Code Directory and Instructional Personnel Assignments*
<http://www.fldoe.org/articulation/CCD/>
- *Disability History and Awareness: A Resource Guide*
<http://www.fldoe.org/ese/pdf/DHA-Resource2010.pdf>
- *District Technology Plans: Essential Components and E-rate Plan Criteria*
http://www.fldoe.org/bii/Instruct_Tech/downloads/EssentialComponents.pdf
- *Documenting, Reporting, and Monitoring the Use of Seclusion and Restraint on Students with Disabilities*
<http://www.fldoe.org/ese/parent/pdf/RestraintSeclusion-ParentBrochure.pdf>
- *Family FACT Folios, Volumes 1-4*
<http://www.floridainclusionnetwork.com/family-fact-folios/>
- *Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and EOC Assessments*
<http://www.fldoe.org/ese/pdf/CBTAccomm.pdf>
- *Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities*
<http://www.fldoe.org/ese/pdf/fcatteam.pdf>
- *McGill Action Plan System (MAPS)*
<http://olms.cte.jhu.edu/11772>
- *Measuring Children's Progress in Early Intervention and Preschool Programs*
<http://www.tats.ucf.edu/docs/measuringprogress.pdf>
- *P.A.T.H.: Planning Alternative Tomorrow's with Hope Fact Sheet*
<http://www.parent2parentqld.org.au/pdf/Fact%20Sheets/1.%20PATH.pdf>

- *People First Language*
<https://disabilityisnatural.com/images/PDF/pfl09.pdf>
- *Planning FCAT and FCAT 2.0 Accommodations for Students with Disabilities*
<http://www.fldoe.org/ese/fcat/FCATPlanning.pdf>
- *Prekindergarten Children with Disabilities: Expanding Opportunities for Providing Services*
<http://www.fldoe.org/ese/pdf/PreK-disabALL.pdf>
- *Program Options for Students with Disabilities: Career Education and Adult General Education*
http://www.fldoe.org/ese/pdf/310913_prog-opt.pdf
- *Miscellaneous Resources for Families on Positive Behavior Supports*
http://flpbs.fmhi.usf.edu/resources_family.cfm
- *New Roles for General and Special Education Staff in Inclusive Schools*
<http://www.fldoe.org/ese/pdf/Newrole.pdf>
- *Students Transitioning to Adult Roles (STAR)*
http://www.fltpsid.info/files/PP_Person_Centered_Planning_10.28.12.pdf
- *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/ese/pdf/Tran3.pdf>
- *Transition Planning for Students with Disabilities: A Guide for Parents*
<http://www.fldoe.org/ese/pdf/Transition.pdf>
- *What Is Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-tiered System of Supports*
http://sss.usf.edu/resources/format/pdf/specially_designed_instruction.pdf