



School BPIE Account Login – Quick Step Guide

Step One—Log in to your School BPIE Assessment account using the following URL:

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

Step Two—Enter your school’s **Username** in the “Username” box, as described below. **Username** is your **district name and Master School Identification (MSID) number**, as found on the following FLDOE MSID website—with **no spaces between the district name and school number** (letters are not case sensitive):

<http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/>

Note: your “Username” always remains the same

Examples:

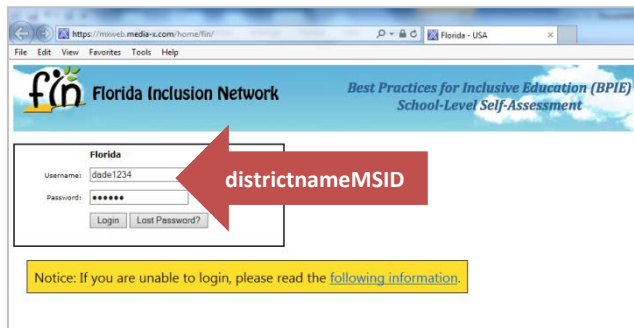
dade1234
st.lucie1234

palmbeach1234
hillsborough1234

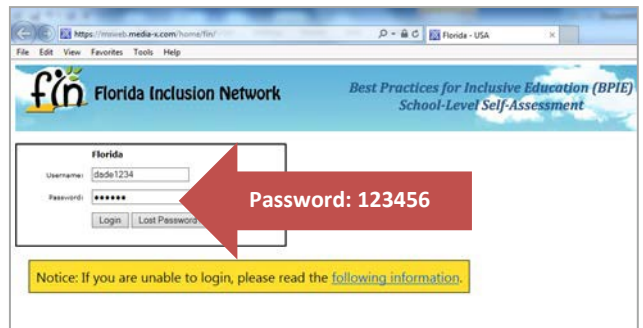
Step Three—Enter the **Password provided: 123456** in the “Password” box. Click the “Login” button below and, when prompted, enter the **password provided** (123456) and change it to a **new, unique password** (entered twice) for your School BPIE Assessment account. Click “Set password”. Please write down your new password and keep it in a safe place. **Note:** all school passwords have been reset to **123456** for 2018-2019.

Examples:

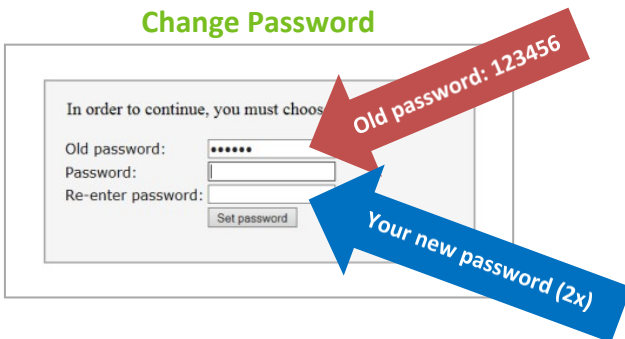
Type Username



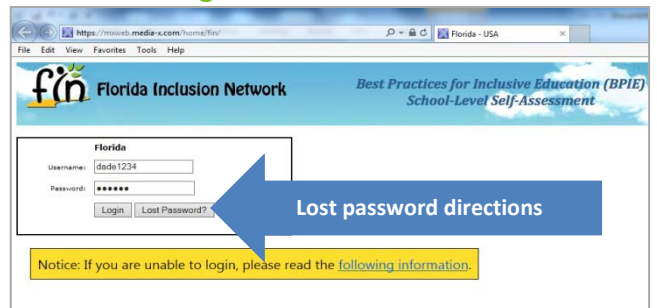
Type Password: 123456



Change Password



Forget Your Password?



Questions or trouble logging in? Email BPIE Tech Support –

BPIETechSupport@contactfin.com

Using the School BPIE Account

After you log in, enter your FIN facilitator or FIN-trained leader's name and date of training. Enter your team's names and positions.

Confirm your school and district name, assessment year, and completion date:

Access your indicator rating pages:

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence
		Not yet	Partially	Fully	
3. Short and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	<ul style="list-style-type: none"> The school has developed an action plan including goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of a 1003.57 APF, 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 school handbook or website. 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 schools process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is my data source

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.

Note: It is recommended that the team table and return to the indicator after the entire BPIE assessment has been completed. Please see the Appendix: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57 APF, 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.

Comments: These are my comments

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence
		Not yet	Partially	Fully	
3. Short and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	<ul style="list-style-type: none"> The school has developed an action plan including goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of a 1003.57 APF, 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 school handbook or website. 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 schools process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is my data source

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.

Note: It is recommended that the team table and return to the indicator after the entire BPIE assessment has been completed. Please see the Appendix: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57 APF, 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.

Comments: These are my comments

Enter your team ratings and data:

Save your data as you go:

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence
		Not yet	Partially	Fully	
2. Short and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	<ul style="list-style-type: none"> The school has developed an action plan including goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of a 1003.57 APF, 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 school handbook or website. 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 schools process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is my data source

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.

Note: It is recommended that the team table and return to the indicator after the entire BPIE assessment has been completed. Please see the Appendix: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57 APF, 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.

Comments: These are my comments

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence
		Not yet	Partially	Fully	
3. Short and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	<ul style="list-style-type: none"> The school has developed an action plan including goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of a 1003.57 APF, 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 school handbook or website. 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 schools process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is my data source

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.

Note: It is recommended that the team table and return to the indicator after the entire BPIE assessment has been completed. Please see the Appendix: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57 APF, 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.

Comments: These are my comments

Complete all ratings and select your team's school priority indicators.

Save and email your assessment to your district ESE administrator or designee:

School Priority Indicators

Based on your team's final indicator ratings, please specify your school's priority indicators by selecting them on the list below. When you have selected your priority indicators, please click on the save button in the toolbar above and email your completed BPIE to your ESE administrator.

1. School analyzes data to identify barriers and initiate improvement steps that increase the number of students in gen. ed.
2. Short and long term improvement efforts are included in the SIP.
3. School has a key person who coordinates and monitors the implementation of inclusive education.
4. School administrators advocate for all SWDs to have the same school choice options as typical peers.
5. School data reflect that all SWDs are educated in gen. ed. contexts 80% or more of the day.
6. School data reflect that all SWDs, ages 25, receive special education and related services in regular Pre-K and kindergarten classes.
7. Administrators communicate expectations for all personnel to share responsibility for all students.
8. Administrators facilitate the use of resources to implement best practices for inclusive education.
9. Administrators communicate expectations for all personnel to use person first language.
10. Administrators use job interview questions to appraise an applicants knowledge and beliefs pertaining to inclusive practices.
11. Administrators advocate for all SWDs to be transported to and from school with typical peers attending the same school.
12. All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities.
13. All SWDs are given equal consideration for recognition through honors, awards, etc.
14. Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.
15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.
16. Administrators facilitate job embedded, technical assistance and inclusion practices for all school personnel.
17. Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.
18. Special, academic, and technical education teachers have regular opportunities to consult with special education teachers.
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.
20. A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.
21. Instructional and related services personnel use formative assessment to analyze and evaluate data about effective instruction and behavior interventions for SWDs.

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence
		Not yet	Partially	Fully	
3. Short and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	<ul style="list-style-type: none"> The school has developed an action plan including goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of a 1003.57 APF, 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 school handbook or website. 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 schools process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is my data source

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.

Note: It is recommended that the team table and return to the indicator after the entire BPIE assessment has been completed. Please see the Appendix: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57 APF, 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.

Comments: These are my comments