

**District: Date:**

**Purpose: District personnel, FIN Facilitators, and other discretionary projects, as appropriate, will use the *Plan for Inclusive Education* to collaboratively develop short and long- term improvement efforts to address prioritized indicators from the Best Practices for Inclusive Education (BPIE) assessment.**

In July 2013, Florida lawmakers enacted section 1003.57(1)(a), Florida Statutes (F.S.; http://www.leg.state.fl.us/), which defines inclusion as 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.

According to Florida Statute 1003.57(1)(f): “Once every 3 years, each school district and school shall complete a Best Practices for Inclusive Education (BPIE) assessment with a **Florida Inclusion Network facilitator** and include the results of the BPIE assessment and all planned short‐term and long‐term improvement efforts in the school district’s exceptional student education policies and procedures.”

The Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan 2018-2023 goals is to increase regular class placement of students with disabilities to ≥ **85%**, decrease separate class placement of students with disabilities to ≤ **6%**, and decrease other separate environment placement of students with disabilities to ≤ **1%**, resulting in increased reading and math gains and graduation rates of **all** students with disabilities across **all** districts. This will be accomplished by developing, implementing, and monitoring regional, district, and site-based Plan for Inclusive Education.

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| **District Contact Information:**  **Team Members/Titles:** | | | **District BPIE Self-Assessment and Plan for Inclusive Education review dates:**   * Best Practices for Inclusive Education (BPIE) Self-Assessment Date: * District BPIE Priority Indicators: * Scheduled/future Plan for Inclusive Education Review Dates: | |
|  | | | **Top 5 School BPIE Priority Indicators (based on date span):** | |
| **LEA Profile/**  **State Strategic Plan Indicators** | **Current**  **District**  **Data and Source** | **State**  **Targets** | **District**  **Targets** | **District-Specific Data:**  **Other current and specific data to support the need for improvement:** *BPIE* self-assessment data and ratings**,** school data, climate surveys, focus group results, etc. |
| **Indicator 5a/Regular class placement:** |  | 2018-19: ≥**85%**  2019-20: ≥**85%**  2020-21: ≥**85%**  2021-22: ≥**85%** | 2018-19:  2019-20:  2020-21:  2021-22: |  |
| **Indicator 5b/Separate class placement:** |  | 2018-19: ≤ **6%**  2019-20: ≤ **6%**  2020-21: ≤ **6%**  2021-22: ≤ **6%** | 2018-19:  2019-20:  2020-21:  2021-22: |  |
| **LEA Profile/**  **State Strategic Plan Indicators** | **Current**  **District**  **Data and Source** | **State**  **Targets** | **District**  **Targets** | **District-Specific Data:**  **Other current and specific data to support the need for improvement:** *BPIE* self-assessment data and ratings**,** school data, climate surveys, focus group results, etc. |
| **Indicator 5c/Other separate environment:** |  | 2018-19: ≤ **1%**  2019-20: ≤ **1%**  2020-21: ≤ **1%**  2021-22: ≤ **1%** | 2018-19:  2019-20:  2020-21:  2021-22 |  |
| **Indicator 3c/Reading:**  *See District ELA Proficiency Performance by Disability Status graph below.* |  | 2018-19: ≥ **66%**  2019-20: ≥ **66.5%**  2020-21: ≥ **67%**  2021-22: ≥ **67.5%** | 2018-19:  2019-20:  2020-21:  2021-22 |  |
| **Indicator 3c/Math:**  *See District Math Proficiency Performance by Disability Status graph below.* |  | 2018-19: ≥ **66%**  2019-20: ≥ **66.5%**  2020-21: ≥ **67%**  2021-22: ≥ **67.5%** | 2018-19:  2019-20:  2020-21:  2021-22: |  |

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| **District BPIE Priority Indicator(s)**: | | | | **State Strategic Plan Indicator(s): (please mark)**  \_\_\_\_Indicator 5a Regular Class  \_\_\_\_Indicator 5b Separate Class  \_\_\_\_Indicator 5c Other Separate Environment  \_\_\_\_Indicator 3c/Reading Proficiency  \_\_\_\_Indicator 3c/Math Proficiency  Other: | | |
| **SMART Goal 1:** | | | | | | |
| **Goal 1**  **Action Steps:** | **By Whom:**  (FIN, District, Other Collaborative Partner) | **By When:**  (Deadline for Completion‒ Month/Year) | **By What:**  (Provide evidence that will demonstrate completion of Action Step.) | | **Follow-up:**  (Measurable and aligned with each action step) | **Status:**  (Completed,  in-progress, revised, additional goal/action step) |
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| **Notes/Comments**: | | | | | | |