



## **Best Practices for Inclusive Education (BPIE) Assessment School Level**

### **Related Legislation**

**In July 2013 § 1003.57, Florida Statute, took effect. Following are the sections of the legislation pertaining to inclusion and the BPIE:**

#### **Section 1003.57(1)(a)(2), F.S.: Defines inclusion to mean...**

...a student with a disability receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and access is provided to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

#### **Section 1003.57(1)(f), F.S.: BPIE**

Once every 3 years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network (FIN) 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.

### **What is the School BPIE Assessment?**

The School BPIE is a school self-assessment process designed to identify **priority** needs, develop goals, plan school-wide improvement strategies, and organize internal and external resources to support the implementation of inclusive practices. 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

Under the leadership of a FIN facilitator or FIN-trained leader, the School BPIE indicators are reviewed and rated, according to the level of implementation of inclusive practices across the school. The team provides data and sources of evidence to support the rating of each indicator. Based on the final indicator ratings, and in conjunction with existing initiatives, priority goals are identified and short- and long-term improvement efforts are implemented.

**For more information, contact your regional FIN team  
at: [www.FloridaInclusionNetwork.com](http://www.FloridaInclusionNetwork.com)**