

## District BPIE Indicators At-A-Glance

### DOMAIN: Leadership and Decision-Making

1. District analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities in general education and natural contexts in every school.
2. District data reflects that in each school there is alignment to the natural proportion of SWDs in the district.
3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.
4. District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program (Pre-K) with peers without disabilities.\* (\*As of July 01, 2020, 5 year olds in kindergarten were included under indicator 5. Prior to this change, this indicator included students who were age 5 and in kindergarten.)
5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.
6. District has key personnel with expertise in inclusive best practices for all SWDs who oversee, coordinate, monitor and provide technical assistance (TA) for the implementation of best practices for inclusive education at the district and school levels.
7. District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts.
8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.
9. District policies and student transportation schedules indicate all SWDs arrive and leave schools and district facilities at the same time, in the same place and on the same daily schedule as students without disabilities, except for those SWDs who have an IEP indicating a shortened school day.
10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school to school and district to district to maintain placement in the least restrictive environment.
11. All district departments and schools use job interview questions to appraise an applicant’s knowledge and beliefs pertaining to diversity and best practices for inclusive education, as applicable to the position.

### DOMAIN: Instruction and Student Achievement

12. District data reflect that SWDs receive most, if not all, of their education and related services in age- and grade-appropriate general education classes, regardless of the type or severity of their disability.
13. District and school leaders receive ongoing and current information and professional development about best practices for inclusive education for all SWDs.
14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the academic state standards in general education classes and natural contexts.

15. District provides ongoing PD and TA to all school leaders on the implementation of an inclusive scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability.
16. District provides PD and TA to schools in the use of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional <i>and</i> behavioral interventions for all SWDs in general education and natural contexts.
17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the academic state standards.
18. District facilitates and supports access to AT, including augmentative and alternative communication (AAC) devices, as determined by the assessed need of SWDs for meaningful learning, participation and communication in general education and natural contexts.
19. District provides job-embedded, collaborative PD and TA on the use and integration of AT (including AAC) to special and general education teachers, instructional support personnel and family members at all schools.
20. District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services, and curricular modifications as stipulated in student IEPs.
21. District data reflect that SWDs receive supplemental supports and services in order to participate in all school and district extracurricular activities.
22. District provides support and resources to schools to facilitate the development of positive, interdependent relationships among all students with and without disabilities in instructional and non- instructional general education and natural contexts.
23. District data reflect that all SWDs are given equal consideration for recognition through honors, awards and other designations offered by schools.
<b>DOMAIN: Communication and Collaboration</b>
24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.
25. District documents, forms, program materials and other communication that refer to SWDs reflect the use of person first language.
26. District provides information to families about research-based, inclusive educational practices and ways they can support their child's learning, independence and participation at home, at school and in the community.
27. District provides resources to all district and school staff that include strategies for effective family communication and collaboration to increase learning and achievement for all SWDs in inclusive classrooms and natural contexts.
28. District uses a variety of processes and tools to involve family members of students with and without disabilities in district wide decision-making and planning processes, including initiatives related to inclusive practices.
29. District disseminates information to all families in the same manner and at the same time.
30. District has partnerships with colleges, universities and career and technical schools to provide inclusive, post-secondary educational and career opportunities for students with a significant cognitive disability, ages 18–21, to enroll in programs with adults without disabilities.

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