



District Best Practices for Inclusive Education Assessment Indicators at a Glance

DOMAIN I: 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 SWD in the district.
3. District provides SWD with the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.
4. District data reflect that SWD, ages 3–5, receive special education and related services in the regular early childhood program (Pre-K) with peers without disabilities.
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 SWD 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 SWD 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 SWD 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 SWD who have an IEP indicating a shortened school day.
10. District uses decision-making guidelines to ensure schools transition all SWD 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 of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.

DOMAIN II: Instruction and Student Achievement

12. District data reflect that SWD 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 (PD) about best practices for inclusive education for all SWD.
14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the state academic achievement 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 SWD 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 SWD 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 SWD based on the state academic achievement standards.
18. District facilitates and supports access to Assistive Technology (AT), including augmentative and alternative communication (AAC) devices, as determined by the assessed need of SWD 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 SWD 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 SWD are given equal consideration for recognition through honors, awards and other designations offered by schools.
DOMAIN III: Communication and Collaboration
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 SWD 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 SWD 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, postsecondary educational and career opportunities for students with the most significant cognitive disabilities, ages 18–21, to enroll in programs with adults without disabilities.

The Florida Inclusion Network is a discretionary project funded by the Florida Department of Education, Division of K-12 Public Schools, Bureau of Exceptional Education and Student Services, under the Individuals with Disabilities Education Improvement Act, Part B.