



## FAQs: Best Practices for Inclusive Education (BPIE) Assessment

### 1. What is the BPIE assessment?

BPIE stands for *Best Practices for Inclusive Education*. It is a Florida Inclusion Network (FIN) facilitated self-assessment tool and process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school levels.

The BPIE assessment includes indicators developed from evidence-based practices, literature, and research related to inclusive education. Each indicator is rated by a district or school team and priority needs are identified for ongoing district or school improvement activities. Each indicator rating is based on data that establish the extent to which the practice is being implemented across a district or school.

### 2. Are the district and school BPIE assessments the same?

No, the District BPIE assessment includes 30 best practice indicators related to district level practices that effect and support inclusion in all schools across the district. The district and school BPIE indicators are both grouped within three major domains:

1. Leadership and Decision-making
2. Instruction and Student Achievement
3. Communication and Collaboration

The district BPIE process is intended to:

- Facilitate a self-assessment for districts to evaluate current status of inclusive best practices
- Initiate discussion among district leaders and stakeholders to identify priority needs for improvement
- Develop measurable goals and action steps to increase or improve inclusive best practices across the district
- Validate areas of strength in the implementation of best practices for inclusive education for all SWDs
- Monitor and report progress toward the implementation of inclusive best practices at the district level

- Provide data from districts to analyze and determine the status of inclusive practices across the state

The School BPIE Assessment includes 34 best practice indicators related to school level practices that effect and support inclusion at the individual school level. The School BPIE indicators are aligned with and grouped within same three domains as the District BPIE.

School BPIE indicators include practices related to leadership, school climate, use of data for instructional decision-making, instructional pedagogy, school structures that facilitate and support inclusive education, such as inclusive scheduling, collaborative teaching, and job-embedded professional learning. The School BPIE Assessment is a facilitated process completed by a school team via the school administrator’s online BPIE assessment account.

### **3. When are districts and schools required to complete the BPIE assessment?**

According to section 1003.57, Florida Statutes (F.S.):

“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.”

### **4. Who should be part of the BPIE self-assessment team and process?**

Recommended team members include, but are not limited to, members representing a variety of stakeholder groups, including parents, district ESE and general education administrators, school-based leaders, ESE and general education teachers, support staff personnel, discretionary project personnel, district human resources, district transportation, and adult service agency staff.

### **5. How are districts and schools required to report the BPIE Assessment results?**

According to s. 1003.57, F.S., districts and schools are required to use the results of their BPIE assessment to develop plans for short-term and long-term improvement efforts.

Each District’s ESE Administrator has access to the results of the completed School BPIE

assessments for their district, including a summary report of the priority indicators chosen by schools. The top priorities of the schools' completed School BPIE Assessments are embedded into the district's Plan for Inclusive Education (PIE) in alignment with the district's planned short-term and long-term improvement efforts to provide targeted supports for schools. Individual schools are also required to develop and implement a plan for building-level priorities according to each district's procedures, through school improvement measures or individual school plans.

The District's BPIE and PIE are then uploaded into the appropriate section of the district's exceptional student education policies and procedures (P&P) document.

## **6. What does FIN do to help districts and schools complete the BPIE assessment?**

FIN assists each district in completing their District BPIE assessment, including providing materials and facilitating the district team discussions, indicator ratings and identification of priority indicators. After the District BPIE assessment is completed, FIN will also assist the district in developing meaningful and measurable goals and action steps based on their priority needs and data.

FIN facilitators assist districts in the School BPIE assessment process by working with the district ESE administrator to develop and implement a plan for School BPIE completion, providing needed school BPIE materials to district ESE administrators, and providing district ESE administrator(s) with an overview and procedural information regarding use of the BPIE online tool. FIN facilitators provide FIN-trained leader training as needed to facilitate the BPIE assessment at the school level. The FIN facilitator provides assistance to districts and schools by providing information and technical assistance on inclusive best practices to address short- and long-term improvement efforts.

The FIN facilitator or FIN-trained leader provides materials and support to school administrators, facilitates school team discussions, and ensures the completion of the BPIE assessment process at the school level.

## **7. How was the BPIE assessment developed?**

The BPIE assessment was developed by a team from the Florida Inclusion Network. Each of the indicators went through an extensive review and revision process, including stakeholder review. Reviewers included district ESE administrators, district resource staff, parents, university

professors and researchers in the field, discretionary project personnel, Bureau of Exceptional Education and Student Services (BEESS) program staff, and an independent expert in inclusive education.

## **8. How does Florida define inclusion?**

According to [s. 1003.57, F.S.](#):

“The school district shall use the term “inclusion” to mean that a student is 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 a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.”

## **9. How can I get more information about the District or School BPIE Assessment?**

For more information about the District or School BPIE Assessment instrument and process, please visit the Florida Inclusion Network website at [www.FloridaInclusionNetwork.com](http://www.FloridaInclusionNetwork.com), or contact your District’s ESE Administrator.

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