District Best Practices for Inclusive Education (BPIE) Assessment, as required by section 1003.57, Florida Statutes, (F.S.)

Developed by the Florida Inclusion Network (FIN), in collaboration with the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS)

Acknowledgements

About the Florida Inclusion Network

FIN is a discretionary project funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, with federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

FIN's Mission: The Florida Inclusion Network (FIN) collaborates with all districts, schools, and discretionary projects to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.

FIN's Mission Implementation: In partnership with districts, FIN facilitates the implementation of best practices for inclusive education through:
- Data-driven, student-focused planning and problem-solving across districts and schools.
- Data-driven professional development and technical assistance to increase knowledge and skills of district and school personnel.
- Coaching and resources for district and school personnel to build and sustain capacity.
- Sharing information to build collaborative relationships between families, schools, and districts.

For more information on the BPIE Assessment or FIN services and supports, please visit the website:

http://www.FloridaInclusionNetwork.com

or call, toll-free, at 1-888-232-0421

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Introduction

In July 2013, Florida lawmakers enacted section 1003.57, Florida Statutes (F.S.) (http://www.leg.state.fl.us/statutes/Sections/1003.57.html), which defines inclusion as follows:

> "a student (with a disability) 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 is provided to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research."

Inclusion is much more than scheduling students with disabilities in general education classrooms. It means that all students with disabilities have a right to be together for instruction and learning, regardless of their eligibility, and that collaborative integrated services are planned and provided by district- and school-level education teams, across disciplines for all children with disabilities served under Part B of the Individuals with Disabilities Education Act (IDEA). In 2017, the U.S. Department of Education reaffirmed that the strong preference expressed in IDEA for educating students with disabilities in regular classes with appropriate aids and supports, applies equally to preschool children with disabilities aged 3-5 (Dear Colleague Letter, 2017). Students with disabilities who make progress in general education environments are provided the appropriate services and support to learn academic and functional skills within the context of core curriculum content and activities. When inclusive practices are effectively implemented, students with disabilities develop skills for independent living, college and career readiness and the development of meaningful and reciprocal relationships with same-age peers without disabilities.

In 2013, FIN revised the original *Best Practices for Inclusive Education (BPIE) Assessment District* and *School Level* assessment process and instruments, originally published in 2007, in response to s. 1003.57, F.S. (http://www.leg.state.fl.us/statutes/Sections/1003.57.html) which requires "each district and school to complete a BPIE assessment every three years." Further revisions to these documents, in 2018 and in 2023, included updated language and adjustments to FIN facilitator processes. As districts and schools have implemented the BPIE assessment process, they have engaged stakeholders in the analysis, implementation and improvement of inclusive practices to promote change for meaningful inclusion of all students with disabilities, including students with the most significant cognitive disabilities.

The revised **district-level** BPIE assessment includes 30 indicators of specific, inclusive educational practices that are based on peer-reviewed research, current literature and best practices throughout Florida and across the nation. While statutory requirements shape the BPIE assessment, input on all of the BPIE assessment indicators was obtained from experts in the field, district- and school-based educators and stakeholders across Florida.

Led by a FIN facilitator team, the district BPIE assessment is designed for leaders working to develop, implement and sustain system wide best practices for inclusive education. Several leadership elements are embedded within the BPIE assessment process, including:
- creation of a context for developing a shared vision;
- creation of a context for shared ownership of development;
- development of processes for shared decision making;
- the use of focused questions to bring in different voices, knowledge, and experience; and
- development of consensus decision-making.

Overview of the District BPIE Assessment

The district BPIE assessment process is designed to be used *primarily* as an improvement planning and technical assistance (TA) tool rather than an instrument to monitor compliance of district practices and programs. The process, led by a FIN facilitator team, is intended to identify and prioritize critical areas of need, and to develop short-term and long-term improvement efforts in order to facilitate inclusive practices in schools where all students with disabilities achieve to their highest potential and enjoy a life of meaning and value.

The district BPIE assessment process is intended to:
- Provide a format for districts to use to self-evaluate the 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 students with disabilities
- Monitor and report progress toward the implementation of inclusive best practices at the district level
- Analyze data from districts to determine the status of inclusive practices across the state

The BPIE includes 30 indicators that address the following three domains:
- Leadership and Decision Making
- Instruction and Student Achievement
- Communication and Collaboration

Each indicator has a list of specific examples or samples of evidence of the practice in place or implemented. The examples are provided to add clarity to the intent of each indicator and to stimulate thinking about specific examples, in each district, of practices that may reflect level of implementation. The examples are not provided as individual measures of each indicator, but rather as a means to assist team members in rating the extent to which the practice **is or is not** in place in the district.

Many indicators and examples refer to *students with disabilities* and *students*, or *peers*, without disabilities. It is important to note that the term *students with disabilities* refers to **all** students with disabilities, including those with high- and low-incidence disabilities, students with the most significant cognitive disabilities, students served in Pre-K programs, and students ages 18-22 receiving transition services as specified in their IEP. **It is important for school teams to consider *all students with disabilities* when rating each indicator.**

Analysis of data and information obtained through the BPIE assessment process will lead to the selection of priority indicators, and subsequent development of short-term and long-term improvement efforts, including measurable goals, action steps, timelines, persons responsible for implementation and evaluation criteria. A trained FIN facilitator team conducts the BPIE assessment team assessment and assists with the subsequent development of the plan for inclusive education. Per s. 1003.57(1)(f), F.S., the district's BPIE assessment document and Plan for Inclusive Education (PIE), with short-term and long-term improvement efforts, are submitted with the ESE Policies and Procedures (P&P) to the Florida Department of Education.

BPIE Assessment Team Membership

The BPIE assessment is completed by a district team of key individuals who have knowledge of current practices related to all or some of the 30 indicators in the instrument. Other stakeholder groups must be represented on the BPIE assessment team, including parents and school-based general and special education personnel, who can provide valuable perspectives during the process.

A district BPIE assessment team should include the following members who will each review and rate the 30 BPIE assessment indicators, in part or in full, and should attend the BPIE assessment team meeting:

- A lead district contact person (generally the ESE director or designee)
- District ESE administrators and staff
- Student services administrators (such as guidance, school psychology, social work)
- Career and technical education administrators
- School-based administrator(s): elementary, secondary, career or technical, ESE center schools
- ESE teachers: elementary and secondary (who have experience teaching students with low- and high-incidence disabilities)
- General education teachers: elementary and secondary
- Support services personnel: occupational therapist, physical therapist, speech language therapist, assistive technology specialist
- Other district administrators:
  - Superintendent or assistant superintendent
  - Deputy director or executive director of ESE
  - Student services director
  - Title 1 director
  - District specialist for multi-tiered systems of support (MTSS)
  - District literacy coordinator or specialist
  - English for Speakers of Other Languages (ESOL) director
- Family members* (of students with low- and high-incidence disabilities)

The following areas, departments or programs should also have a representative who completes the BPIE assessment, in part or in full. If the following BPIE assessment team members cannot attend the BPIE assessment team meeting, they should provide their completed indicator ratings to the contact person prior to the meeting:
- District transportation administrator
- District human resources director
- Paraprofessional representative
- BEESS discretionary project representatives:
  - Center for Autism and Related Disabilities (CARD)
  - Florida Diagnostic and Learning Resources System (FDLRS)
  - Florida Problem Solving and Response to Intervention Project (PS/RtI)
  - Florida Positive Behavioral Interventions and Supports (FLPBIS)
  - Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
  - Project 10: Transition Education Network
  - Technical Assistance and Training System for Programs Serving Prekindergarten Children with Disabilities (TATS)

- o   Florida Instructional Materials Center for the Visually Impaired (FIMC-VI)
  - o   Resource and Materials Technology Center for the Deaf/Hard of Hearing (RMTC-DHH)
- School board member(s)
- Community agencies or institutions:
  - o   University and college representatives
  - o   Vocational Rehabilitation (VR)
  - o   Early Childhood Coalition
  - o   Other community agencies

It is strongly recommended that the BPIE assessment team meeting include a minimum of two family members, as noted above.

It is also suggested that the team invite an external, critical friend (e.g., a university professor or representative from a local parent organization), who can provide a broader context of inclusive practices in relation to thoughts, assumptions, and beliefs. A critical friend does not rate or score the indicators but can provide expert guidance and support to implement and improve inclusive practices.

The BPIE Assessment Process

In collaboration with a FIN facilitator, prior to the district BPIE assessment team meeting, districts should first establish a district BPIE assessment contact person and review the process. Then, the district should identify those stakeholders who will make up the BPIE assessment team and complete the assessment instrument. Following a pre-call with a FIN facilitator, the contact person distributes the "BPIE Assessment Team Invitation Memo" along with the "BPIE Assessment-District Level" and "Directions for Completing the BPIE Assessment" to identified team members, along with other supporting documents discussed during the pre-call. The memo invites members to review the indicators, complete their Implementation Status ratings and note data sources or supporting evidence in the appropriate column. Team members who cannot attend the meeting submit their completed BPIE assessment to the district contact person prior to the scheduled BPIE team meeting date. Team members who can attend the meeting bring their completed BPIE assessment to the meeting. The meeting may be in-person, virtual, or a hybrid of the two.

Depending on their job roles, experience and background knowledge, team members should complete any indicators that they determine are directly related to their area of expertise and responsibility. For those indicators that are completed, team members should refer to current, available and specific data (e.g., student data) and tangible evidence (e.g., school board policies, district documents, bus schedules), whenever possible, to determine and support their rating for each indicator. For example, when completing Indicator 4, the rater may make note that "District data show that 85 percent of students with disabilities, ages 3–5, receive special education and related services in the regular early childhood program (Pre-K) with peers without disabilities," or they may indicate the source where the data can be found. If a team member does not have evidence or data sources to support their rating, they may (a) choose to rate the indicator and note, in the comment box below the indicator, their rationale for rating the indicator in the absence of data or tangible evidence, or (b) skip that indicator and move to the next indicator.

Team members are not required to bring hard copies of data or supporting evidence to the BPIE assessment team meeting; however, they should be prepared to justify their ratings based on the information noted in the comment box and/or Data Sources/Supporting Evidence column. During the BPIE assessment meeting, a FIN facilitator will guide the group discussion and rating process, including identification of priority areas of need, based on all indicator ratings and group consensus. Priority needs will be used to create achievable goals and identify a core team who will come together after the BPIE assessment team meeting to develop short-term and long-term improvement efforts, including specific and measurable goals, action steps, persons responsible, timelines and evaluation criteria.

Rating the Indicators

BPIE assessment team members will read and rate the indicators based on the status of district implementation of the practice. There are four levels of implementation for each indicator: Not Yet, Partially Beginning, Partially Almost or Fully implemented. Team members should select one rating per indicator and note data source(s) or evidence of the practice in the appropriate area.

Following are the definitions for the Implementation Status ratings:
- **Not yet (NY):** There is **no evidence** that the district has put in place actions to address this indicator or implement the practice.
- **Partially Beginning (PB):** There is some evidence that the indicator **is in place or practiced in some instances or schools**. The practice is not implemented consistently across the entire district and **further action or improvement is needed.**
- **Partially Almost (PA):** There is evidence that the indicator **is almost fully in place or practiced in most instances or schools**. The practice is implemented consistently across most schools in the district and **minimal action or improvement is needed to reach full implementation.**
- **Fully (F):** There is clear evidence that this indicator is **consistently practiced and in place across the entire district.**

A FIN facilitator team will lead the district's BPIE team through the rating process for all 30 indicators. This process takes approximately 3 hours. After rating all indicators, the team will review the ratings and decide together which indicators will be chosen as priorities for the next 3-year cycle. Teams typically choose between 3-5 priority indicators, depending on their current status and district initiatives.

Planning for Short-term and Long-term Improvement

The purpose of developing a plan for inclusive education to capture short- and long-term improvement efforts is to ensure that priority goals, developed from the priority indicators identified through completion of the BPIE assessment, lead to the initiation and implementation of steps resulting in measurable outcomes of inclusive best practices. The plan must include specific and measurable goals, action steps, person(s) responsible for each action, timelines and evaluation criteria. The plan can be aligned with existing district action or improvement plans, establishing shared ownership and responsibility among district leaders and stakeholders.

The plan is developed by a core team of individuals with background knowledge associated with the specific, priority indicators identified during the assessment process. For example, if a priority goal is to provide ongoing, job-embedded district professional development (PD) and technical assistance (TA) to all schools on effective instructional approaches, the core team will include representatives from FIN, FDLRS and the district's office of professional learning or development.

It is recommended that the district's plan for inclusive education (PIE) to capture short- and long-term improvement efforts be developed soon after completion of the BPIE assessment process. The planning process includes discussions about the priority goals and what is feasible to accomplish within one to three years. For assistance in facilitating the plan for short- and long-term improvement, please contact your local FIN facilitator: http://www.FloridaInclusionNetwork.com.

Best Practices for Inclusive Education (BPIE) Assessment 2.0

As required by section 1003.57, Florida Statutes, (F.S.)

District-Level Assessment

Name:

Title:

Department, School or other Affiliation:

Date Completed:

Please bring your completed BPIE District Assessment to the BPIE team meeting. If you cannot attend the BPIE team meeting, please submit your completed BPIE Assessment to the District BPIE Assessment Contact Person.

Directions for completing the indicators:
1. Please enter all responses directly on the BPIE assessment form.
2. Read each indicator and the accompanying examples provided.
3. Determine if you have evidence or data source(s) to support one of the following ratings:
   - **Not yet (NY)** – There is **no evidence** that the district has put in place actions to address this indicator or implement the practice.
   - **Partially Beginning (PB) -** There is some evidence that the indicator **is in place or practiced in some instances or schools**. The practice is not implemented consistently across the entire district and **further action or improvement is needed.**
   - **Partially Almost (PA) –** There is evidence that the indicator **is almost fully in place or practiced in most instances or schools**. The practice is implemented consistently across most schools in the district and **minimal action or improvement is needed to reach full implementation.**
   - **Fully (F) –** There is clear evidence that this indicator is **consistently practiced and in place across the entire district.**
4. For each indicator you rate, click on the gray box in the "Implementation Status" column to select your rating from the drop-down menu provided (*Not Yet, Partially Almost, Partially Beginning, or Fully*). Please note your data source(s) or supporting evidence in the last column.

BPIE DISTRICT INDICATORS

DOMAIN I: Leadership and Decision-Making			
Indicator	**Examples or Evidence of Practice**	**Implementation Status** Select from the drop-down menu in each box.	**Data Sources/ Supporting Evidence**
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.	• District analyzes data of all students with disabilities (e.g., alternate assessment data, achievement data, behavioral data, educational environment data, graduation data, post-school outcome data and progress on individual educational plan [IEP] goals), to identify current practices and barriers to providing educational services for all SWD in general education and natural contexts in every school. • District increases the number of SWD who receive educational services in inclusive classrooms and natural contexts in every school.		
Comments:			
2. District data reflects that in each school there is alignment to the natural proportion of SWD in the district.	• SWD receive their education in age-appropriate general education school campuses, reflecting natural proportions of SWD to students without disabilities across the district.		
Comments:			
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.	• District has written criteria, including decision-making steps or guiding questions, to determine placement of all SWD in their neighborhood school or school of choice. • Assignment of all SWD to schools or programs is not based on exceptionality or perceived lack of resources at the school.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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. *	• District increased the number of SWD, ages 3–5, who receive special education and related services in inclusive Pre-K settings with peers without disabilities. • District regularly monitors (e.g., monthly) the number of SWD, ages 3–5, who receive special education and related services in inclusive early childhood settings with peers without disabilities. • District has written agreements with early childhood centers to establish programs reflecting natural proportions of students with and without disabilities.		
Comments:			
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.	• District has an allocation formula that reflects unit allocations based on the needs and number of all SWD and models of in-class service delivery (including co-teaching and support facilitation) as determined by the inclusive scheduling process at each school.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence

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.	• Key district personnel…
	  o Conduct ongoing monitoring of district progress toward goals established from the BPIE
	  o Coordinate and oversees the BPIE assessment process in each school
	  o Provide ongoing support and TA to schools in the implementation of BPIE-related plans for all SWD
	  o Maintain ongoing communication of BPIE plan progress monitoring to stakeholders
	  o Make ongoing recommendations for improvement goals and steps to increase best practices for inclusive education, for all SWD, across the district.
	• The key personnel contact information is shared in all applicable district and school publications (e.g., website, newsletters).
	  o District provides each school with district-wide and school-specific data related to progress on State Performance Plan (SPP) Indicators 3 (student achievement) and 5 (educational environment).		

Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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.	• Districts allocate sufficient time and resources for personnel to train and support school-based MTSS, functional behavior assessment (FBA) and PBIP. • District uses a problem-solving process to identify (a) key personnel on the district team and (b) needs for ongoing PD in schools. • Key district personnel have content expertise in behavior assessment, planning and evaluation practices within an MTSS. • There is a district-wide plan and schedule to provide PD and TA to school personnel about the core components of an MTSS framework. • There is a district-wide schedule of PD for schools on FBAs and PBIPs. • There is a plan and schedule to provide follow-up and ongoing TA to schools on FBAs and PBIPs. • PD and TA activities for implementing MTSS are documented in the district's improvement plan, including evaluation criteria to measure desired outcomes. • PD and TA activities are provided with the goal of matching tiered supports with the behavior support needs of individual SWD in general education classrooms and natural contexts. • District provides support and resources to schools to engage families in the FBA and PBIP processes.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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.	• In-school and out-of-school suspension and expulsion data reflect that SWD in general education classes are not suspended or expelled at a higher rate than those without disabilities. • All SWD receive multi-tiered behavior supports, as determined by MTSS, PBIPs and IEPs, in general education classrooms and natural contexts.		
Comments:			
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.	• All SWD are provided transportation to and from school or school-related activities in the same manner as students without disabilities. • Transportation schedules for all SWD are the same as those for students without disabilities attending the same school or district event (e.g., extracurricular activity bus, field trips). • SWD do not spend more time on the bus getting to school than their peers without disabilities. • SWD do not lose instructional time getting to and from school on the bus. • SWD arrive and leave school and district facilities in the same location as students without disabilities.		
Comments:			
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.	• District provides guidance and TA on transitioning all SWD from grade to grade, school to school and district to district. • District provides resources and guidelines for schools to ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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.	• District departments and schools include job interview questions related to respect for and appreciation of differences in student learners, including knowledge and beliefs of inclusive best practices, as applicable for the position in the hiring process, including instructional and non-instructional personnel.		
Comments:			

DOMAIN II: Instruction and Student Achievement			
Indicator	**Examples or Evidence of Practice**	**Implementation Status** Select from the drop-down menu in each box.	**Data Sources/ Supporting Evidence**
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.	• SWD are not assigned to schools with separate classes or programs because of their exceptionality or perceived lack of resources at the school. • Districts identify and implement strategies that result in increased numbers of students with low-incidence disabilities who spend 80% or more of their day in general education contexts in all schools. • Districts identify and implement strategies that result in an increase in the number of students with an emotional/behavioral disability who spend 80% or more of their day in general education contexts. • Related services (e.g., occupational, physical and language therapy, and interpreting and mobility services) are provided to SWD in general and natural contexts, rather than in segregated settings. • Transition programs are provided to SWD in natural school and/or community settings.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
13. District and school leaders receive ongoing and current information and professional development (PD) about best practices for inclusive education for all SWD.	• District provides information, materials, PD and TA to district and school leaders – in multiple formats (e.g., print and electronic) – on current research and best practices for inclusive education, including instruction and assessment for all SWD. • District provides information to all district and school leaders on Florida legislation related to inclusion, including BPIE and the IDEA. • District regularly provides current data to district and school leaders related to SPP Indicators 3 and 5. • District provides electronic learning resources related to best practices for inclusive education (e.g., FIN's *Building Inclusive Schools*) for all SWD. • District and school leaders participate in forums for discussion and problem solving (e.g., online communities of practice) related to best practices for inclusive education.		
Comments:			
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.	• District collaborates, across departments and other appropriate service providers, to provide PD and TA that include implementation of methods to integrate IEP and other learning goals (e.g., independence, participation, communication and social/emotional goals) and academic state standards to maximize teaching and learning in the general education curriculum and other contexts. • There is a published schedule of PD and TA related to the topics listed above.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence

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.	• District provides a published schedule of PD opportunities, made available throughout the school year, for all school leaders.
	• The PD and TA includes information on:
	  o In-class support models, including co-teaching and support facilitation for all SWD
	  o Flexible models of service delivery and support based on data for all SWD
	  o Methods for hand-scheduling students to ensure supports are in place to meet their needs		

Comments:			

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 *and* behavioral interventions for all SWD in general education and natural contexts.	• District schedules and provides ongoing PD, resources and TA to teachers and support staff in the use of data collection and analysis tools and processes for SWD in general education classrooms and natural contexts:
	  o Checklists
	  o Ecological inventories
	  o Portfolios
	  o Performance assessments
	  o Reading assessment tools
	  o Scoring criteria/rubrics
	• District has trained and designated data coaches, with expertise in gathering and analyzing student data to provide ongoing PD and TA to teachers from each school and monitor data of all SWD.		

Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence

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.	• PD and TA activities are included in the district professional development plan and involve collaboration among ESE, general education, other district departments and/or statewide TA and support projects (e.g., FIN, FDLRS).
	• District collaborates, across departments and other service delivery providers, to provide PD and TA that includes strategies to implement research-based instructional approaches and methods for all SWD, such as:
	  ○ Curricular accommodations and modifications in general education classes and non-instructional activities
	  ○ Universal Design for Learning (UDL)
	  ○ Accessible instructional materials
	  ○ Assistive technology
	  ○ Differentiated instruction
	  ○ Alignment of modified curriculum to academic state standards
	  ○ Formative assessment
	  ○ Collaborative teaching in inclusive classes
	• There is a published schedule of PD and TA related to the topics listed above.
	• PD and TA are provided to a variety of professionals and paraprofessionals, at all grade levels, per their job roles and responsibilities.		

Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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.	• District provides resources and support to assess the need for AT and AAC devices for SWD in every school. • District provides supports and equipment to all SWD, based on identified need, to communicate and participate with same-age peers and access general education curriculum. • SWD use AT devices to participate in instructional and non-instructional activities in the school, home and community. • SWD use AT devices to participate in instructional activities and show progress toward achieving IEP and general education learning goals in general education contexts.		
Comments:			
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.	• District has a published schedule of PD and TA for teachers, paraprofessionals, therapists and family members on the use and integration of AT and AAC devices. • PD and TA are provided to families in their native languages.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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.	• SWD are provided accommodations to be involved in and make progress toward achieving academic state standards and IEP goals in age- and grade- appropriate general education classes. • Students with low-incidence disabilities and/or the most significant cognitive disabilities are provided accommodations and/or modifications to be involved and make progress in general education electives or special classes. • Teachers are provided supplementary academic resources and materials for instruction of students receiving instruction through the access points in general education classes.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
21. District data reflect that SWD receive supplemental supports and services in order to participate in all school and district extracurricular activities.	• District has guidelines to ensure all SWD have equal access to participate in the same extracurricular activities and in the same locations as their peers without disabilities, including meals, recess periods, counseling services, athletics, transportation, field trips, health services, recreational activities and special interest clubs sponsored by the school or district. • SWD are provided accommodations, modifications and related services, as outlined on the IEP, to participate in the same district- or school-sponsored extracurricular activities as their same-age peers without disabilities. • SWD are provided with adaptive equipment in order to participate in athletics or other extracurricular activities. • All SWD transitioning between schools are provided equitable and consistent access and opportunities for participation in band, cheerleading, clubs, etc. • Parent surveys reflect that SWD are participating in extracurricular activities.		
Comments:			
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.	• Strategies, such as cooperative learning, peer supports, social supports and positive behavior supports, are embedded in district and school programs and events, including, but not limited to, anti-bullying, athletics, cheerleading, character education, dances and proms, recreational activities, clubs, etc. • District provides resources and support to implement peer mentoring or support programs.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
23. District data reflect that all SWD are given equal consideration for recognition through honors, awards and other designations offered by schools.	• All SWD, who are on a modified curriculum, are included in honors and awards programs (e.g., principal's honor roll, citizenship awards and attendance awards) except those honors and awards based solely on the completion of general education requirements (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). • All SWD are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc.		
Comments:			

DOMAIN III: Communication and Collaboration			
Indicator	**Examples or Evidence of Practice**	**Implementation Status** Select from the drop-down menu in each box.	**Data Sources/ Supporting Evidence**
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.	• All district personnel are provided with print or electronic resources and/or PD on the use of person first language. • District provides guidelines on the use of person first language to all schools, including instructions to eliminate the use of disability-related labels in school print and electronic publications (e.g., website, classroom designations, published teacher titles). • School websites, nametags and classroom identifiers refer to teachers by their instructional role, such as "collaborative teacher," rather than the diagnostic labels of the SWD on their caseload, such as "autistic teacher."		
Comments:			
25. District documents, forms, program materials and other communication that refer to SWD reflect the use of person first language.	• District personnel use person first language in all written, verbal and electronic communication with colleagues, families and community members. • Transcripts and recordings of district-level meetings, including school board meetings, reflect the use of person first language by all district and school personnel.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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.	• District publishes and disseminates contact information (in print and electronic formats) to families related to district personnel who can provide information on best practices for inclusive education for all SWD. • District provides workshops, information and/or print materials for families, which include topics related to PBS, differentiated instruction, UDL, communication support, literacy support, academic state standards and other topics related to educational supports and services in general education classes and natural contexts. • Information is provided to families on ways to support and facilitate self-advocacy of all SWD in school, home and community contexts, beginning in elementary grades. • Information is provided to families in their native languages.		
Comments:			
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.	• All school staff members are provided with information and strategies to effectively communicate and collaborate with parents and involve them in planning and problem solving to increase achievement and other learning outcomes for their children, including those with low-incidence disabilities, in general education and natural contexts. • Special and general education staff members communicate with and engage family members, consider them a resource and value their input in planning and problem solving throughout the year.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence
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.	• District conducts an annual survey with families of all SWD to obtain input and identify barriers to the implementation of best practices for inclusive education. • District provides information and resources to schools to promote involvement of family members of SWD, including those with low-incidence disabilities, in district meetings. • District includes family members of SWD, including those with low-incidence disabilities, on advisory or other committees. • District includes family members of SWD, including those with low-incidence disabilities, in BPIE assessment activities.		
Comments:			
29. District disseminates information to all families in the same manner and at the same time.	• Families of all SWD receive progress reports in the same manner as the families of students without disabilities. • Student code of conduct is distributed to all families on the first week of school. • Invitations to participate in the district Parent Advisory Council go out to all families at the same time.		
Comments:			

Indicator	Examples or Evidence of Practice	Implementation Status Select from the drop-down menu in each box.	Data Sources/ Supporting Evidence

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.	• District has partnerships with local colleges and career and technical schools to provide the following:
	  o Reasonable entrance requirements, including substitutions for any standard enrollment requirements, for college or career and technical courses or programs
	  o Opportunities for students to complete a course or program of study and participate in employment or internships with adults without disabilities
	  o Opportunities for students to engage in learning, social and recreational activities within the same locations and activities of students without disabilities
	• District has contact(s) for communication, program coordination and transition from high school to the postsecondary setting.
	• District provides information to families, during initial transition planning (age 14 or earlier), on postsecondary opportunities provided for students with the most significant cognitive disabilities, ages 18–21.		

Comments:			

BPIE Assessment References

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Note: The references in this section were used in the initial development of the DBPIE and may not continue to be available in subsequent revisions.

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