School Best Practices for Inclusive Education (BPIE) Assessment

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Subject Area or Grade Level: 6-8   **Date Completed:** 8/25/2025

Please bring your completed BPIE School-Level Assessment to the BPIE team meeting on:

If you cannot attend the BPIE team meeting, please submit your completed BPIE Assessment to:

School BPIE Leader:

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:
   a. **Not yet:** There is **no evidence** that the school has put in place actions to address this indicator or implement the practice.
   b. **Partially–Beginning:** The school is just **beginning** to implement the practice—it is not implemented consistently across the entire school, and **considerable further action or improvement is needed.** *For example, there is evidence that **one** grade-level or content-area team is effectively implementing the practice with some SWD; the practice **does not** include those students with **low-incidence disabilities**.*
   c. **Partially–Almost:** The school is **almost** at full implementation and needs only a **minimal amount** of progress to reach full implementation for **all** SWD. *For example, the practice is evident in **all** grade-level or content-area classes for students with **high-incidence disabilities**; however, there are **some** students with **low-incidence disabilities** who are **not included** as part of this practice.*
   d. **Fully:** There is clear evidence that this indicator is **consistently practiced** and in place **across the entire school** and **for all SWD**.
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 for *Not Yet, Partially–Beginning, Partially–Almost or Fully*. Please note your data source(s) or supporting evidence in the last column.

BPIE SCHOOL-LEVEL INDICATORS

	Domain: Leadership and Decision Making			
	Indicator	**Examples or Evidence of Practice**	**Implementation Status**	**Data Sources/ Supporting Evidence**
1.	The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	• School analyzes data of all SWD to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWD who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts. • Data meetings are held to identify barriers and plan for actions to increase inclusive opportunities for all students with disabilities. • Data chats are conducted with students to create strong accountability and high expectations.	Fully	- School analyzes data of all SWD to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. - Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts. - Data chats are conducted with students to create strong accountability and high expectations.

Suggested Measures: Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, postschool outcomes, observations from classroom walk-throughs and progress toward individual educational plan (IEP) goals.

Note: Aligns with District BPIE Indicator #1. Please see the *Appendices*: *Glossary of Terms* section for definitions of the terms found above: *leadership team, low- and high-incidence disabilities* and *general education and natural contexts.*

Comments: Click or tap here to enter text.

Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
2.* The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. ***It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.**	• The school has developed a plan indicating goals related to inclusive practices. • The leadership team reviews and shares the language and intent of s. 1003.57, F.S., with all staff and stakeholders. • Once every three years, the school completes a School BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. • The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. • All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. • The school provides access to goals related to short- and long-term improvement efforts on the school website and on request in the front office. • The school handbook or website includes information on the school's process of shared decision making. • Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).	Partially Almost	-Once every three years, the school completes a School BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. -The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.

Suggested Measures: Copy of goals related to short- and long-term improvement efforts, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation.

Note: Please see the *Appendices*: *Glossary of Terms* and *Resources* sections for information about the terms found above: *stakeholder groups* and *s. 1003.57(1)(f), F.S.* Schools that have specific goals related to the BPIE indicators currently identified in improvement plan would rate themselves as *Partially I*mplemented. Schools that have not included goals related to the BPIE indicators in their improvement plan would rate this indicator as *Not Yet*.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

3.	The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	• There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of goals and action steps based on SBPIE assessment priority indicators).
		• The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices.
		• The key person is identified in various school documents, such as:
		    o Staff roster;
		    o Professional Learning Community (PLC) minutes;
		    o Team planning logs;
		    o Staff handbook;
		    o School website; and
		    o Newsletters.
			Fully	-The ESE Specialist and ESE Support Facilitator attends collaborative planning sessions to oversee and monitor the implementation of best practices for inclusive education for all SWD.

Suggested measures: Name and job description, including the role and responsibility of key person. Schedule or communication log of activities/meetings of key person. Samples of documents including the name and contact information of the key person who oversees inclusive practices.

Notes: Aligns with District BPIE Indicator #6. Progress monitoring toward attainment of BPIE goals will occur after the school's initial BPIE assessment and development of priority goals/action steps.

Comments: Click or tap here to enter text.

Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	• The principal contacts the district to obtain information about SWD who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. • The principal requests services and supports to follow SWD in the school. • The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive disabilities. • The school is equipped to provide educational services to all students. • Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.	Partially Almost	- The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive disabilities. - The school is equipped to provide educational services to all students.

Suggested Measures: Documentation of school administrator requests for information (e.g., emails, memos) to the district office, roster of SWD in school zone who are not attending the school.

Note: Aligns with District BPIE Indicator #3. This indicator addresses the practice of placing SWD in schools based primarily on exceptionality, label or services needed, rather than identifying and allocating resources for all SWD to receive educational services in their neighborhood school or school of choice. Students who are transported to attend other schools are at risk of disenfranchisement from the communities within which they live and lack opportunities to build natural relationships among the students in the assigned school. With the practice of placing SWD at schools based on their exceptionality, unintended consequences include further isolation of students with the most significant disabilities and barriers to scheduling SWD into heterogeneous classrooms that have **natural proportions** of students with and without disabilities. Please see the *Appendices*: *Glossary of Terms* section for definition of the above term *natural proportions*.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
5.	School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	- All SWD, including those with the most significant cognitive disabilities, are scheduled into general education classes 80% or more of the day. - All SWD receive 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, as stated in s. 1003.57, F.S. - SWD are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. - SWD are not assigned to classrooms based on a perceived lack of resources at the school. - All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. - All SWD are involved in before- or after-school tutoring interventions provided for reading and math. - Support services personnel have caseloads that allow for inclusive scheduling of services to SWD in general education classes and other settings. - To the greatest extent possible, related services are scheduled and provided to SWD in general education and natural contexts, rather than in segregated settings, for example: - A speech-language pathologist (SLP) in an elementary school engages in small group language arts lesson with a general education	Fully	- SWD are not assigned to classrooms based on a perceived lack of resources at the school. - To the greatest extent possible, related services are scheduled and provided to SWD in general education and natural contexts, rather than in segregated settings.

		teacher. During the lesson, the SLP facilitates discussion while the general education teacher collects assessment data for SWD who have speech-language goals on their IEPs.		

Comments: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
*6.	School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities. ***schools with Pre-K programs only**	• School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood classes. • The school has targets to increase the number of SWD, ages 3–5, who receive special education and related services in inclusive classes with peers without disabilities. • General and special education teachers regularly collaborate to plan and implement weekly lessons based on the state standards for early childhood. • Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions *for all children* that do not require additional resources, but do require collaborative planning. • All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. • Developmentally appropriate behavior supports are provided for students. • The school regularly monitors (e.g., monthly) the number and progress of SWD, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities.	Choose an item.	Click or tap here to enter text.

Suggested measures: Schedules of SWD, ages 3–5, indicating the location(s) where related services are provided to those students. Data showing the percentage of time each SWD, ages 3–5, spends with same-age peers without disabilities. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWD in the general education, early childhood curriculum.

Note: Aligns with District BPIE Indicator #4. Please see the *Appendices*: *Glossary of Terms* for definition of the above term: *curriculum adaptations.* Partnerships with private providers may be necessary.

Comments: Click or tap here to enter text.

Indicator		Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

7.	School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students **first**.	• Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:
		  o General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings.
		  o SWD are not the sole responsibility of special education personnel during academic and non-academic school activities.
		  o School personnel refer to special education teachers by **name** rather than exceptionality of
			Fully	-Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices.
				
				-Administrators survey staff to determine beliefs and attitudes about inclusive practices.
				
				-Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.
				
				-Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.

		students on their caseload (e.g., Mrs. Smith rather than the *Autistic* Teacher). o All school personnel are trained and responsible for safety and evacuation procedures for SWD. • Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices. • Administrators survey staff to determine beliefs and attitudes about inclusive practices. • Administrators review staff schedules to ensure all personnel have opportunities to support students with **and** without disabilities. • Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.		

Suggested Measures: Results of surveys, self-assessments, questionnaires, interviews and teacher schedules.

Note: School leaders are critical in setting and maintaining a vision for inclusive education with all personnel and across all school classrooms and settings. Creating a climate of shared responsibility for **all** students in the school is a cornerstone of inclusive education.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
8.	School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	• School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. • School administrators provide and monitor the use of resources across all school teams, such as: o Supplemental materials for core subject areas related to all academic standards; o Text sets with differentiated reading levels; o Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); o Assistive technologies, supports and services; o Time for instructional planning; and o Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).	Partially Almost	-Time for instructional planning; and -Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).

Suggested Measures: Achievement data for all SWD. Inventory lists available to all staff indicating supplemental materials available for use with all students across all content areas and grade levels; schedules of teacher planning time; and minutes from planning meetings with support personnel, coaches and/or administrators.

Note: Aligns with District BPIE Indicator #5. Within an MTSS framework, **all** educators should have access to a variety of resources that include concepts of *universal design* so that **all** students have access to and can make progress in the general education curriculum.

Comment: Click or tap here to enter text.

Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	• Administrators provide all school personnel with ongoing information and resources on person first language. • Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. (e.g., students with disabilities rather than disabled students or ESE students, student with intellectual disabilities). • Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label).	Not Yet	Click or tap here to enter text.

Suggested Measures: School documents (e.g., improvement plan, newsletters), family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.

Note: Aligns with District BPIE Indicator #24. See *Appendices*: *Glossary of Terms* and *Resources/Publications* sections for information on supporting and using person first language.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
10.	School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.	• School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. • School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive	Fully	- School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. -School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices

Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
	educational practices, such as: ○ *"Please describe your role in a co-taught classroom."* ○ *"How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?"* ○ *"Tell me how you would respond if a parent of a student with a most significant* cognitive *disability inquires abou*t the process of student enrollment? " • School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: ○ *"Tell me how you would respond if a parent of a student with a most significant* cognitive *disability inquires about* the process of student enrollment" ○ *"Give me an example of a time when you facilitated relationship-building between students with and without disabilities."* • Interview protocols include questions related to diverse learning needs or potential applicants.		

Suggested Measures: Interview questions used for various positions at the school, including front office staff, cafeteria staff, teachers, paraprofessionals, coaches, etc., include questions related to diverse learning needs, effective inclusive practices, as applicable to the position.

Note: Aligns with District BPIE Indicator #11.

Comment: Click or tap here to enter text.

Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

11.	School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have	• All bus arrivals and departures occur at the same time and location for students with and without disabilities. • There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.	Fully	- All bus arrivals and departures occur at the same time and location for students with and without disabilities. -There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.
	an IEP indicating a shortened school day.	• The principal has made a formal request to the district for bus schedules to be changed. • Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. • SWD do not arrive late and leave school early based upon the bus schedule.		

Suggested Measures: Bus schedules and rosters, school site map (including bus locations), field trip documentation; documentation of emails or other communication between school leaders and district transportation office requesting changes to bus schedules.

Note: Aligns with District BPIE Indicator #9. Although school leaders may not have full control over district bus schedules, they can advocate for the district to make changes to schedules so that no students lose academic time on task as a result of scheduled bus service. School leaders can also make requests to the district through work orders that include the construction of curb cuts at school bus drop-off and pick-up locations designated for all buses. If Fully is not selected please address this Indicator.

Comments: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
12.	All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.	• All SWD have access to all school facilities and non-academic activities. • Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWD can fully participate in the same activities as those students without disabilities. • Athletic coaches include students with disabilities in the same activities as those without disabilities. • Club sponsors show their commitment to include SWD in all club activities. • Case managers monitor the participation of SWD in non-academic activities. • All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities. • SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged. • School personnel model strategies and create opportunities for students without disabilities to socialize with SWD in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies). • Ability awareness and diversity training is provided to all students in the school. • Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities. • SWD are eligible for and encouraged to run for student government.	Fully	- Athletic coaches include students with disabilities in the same activities as those without disabilities. -Club sponsors show their commitment to include SWD in all club activities. - All SWD have access to all school facilities and non-academic activities. - SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged. - Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities. - Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic activities.

		• All SWD are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc. • Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic activities.		

Suggested Measures: Student schedules, organizational rosters, list of adaptive equipment; observations of students with and without disabilities in non-academic contexts, e.g., recess, in between class and school social gatherings; surveys, focus groups or interviews of students with and without disabilities

Note: Aligns with District BPIE Indicator #21. For many students with disabilities, especially those with more significant disabilities, learning purposeful skills in the context of meaningful and inclusive activities is critical to practicing, maintaining and generalizing what they learn across a range of natural settings and situations. Educators should consider non-academic activities when identifying opportunities to develop essential skills such as using money, ordering food, reading, speaking and asking for assistance when needed in natural contexts, with non-disabled peers. School-sponsored, non-academic activities also provide opportunities for students with the most significant cognitive disabilities to interact and develop relationships with same-age peers without disabilities.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
13.	All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	• All SWD, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). • All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.	Fully	- All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.

Suggested Measures: Guidelines for participation as noted in information (e.g., school handbook, flyers, newsletters, website) disseminated to teachers, students and families; list of honorees and award recipients; student interview responses.

Note: Aligns with District BPIE Indicator #23.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
14.	School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	• Administrators analyze student performance data, staff and family needs assessments/ surveys. • Administrators analyze data from classroom observations. • Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. • PD and TA are differentiated for each staff member, as per their assessed needs. • When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan. • Regular review of student learning data is documented in an effort to determine ongoing PD and TA needs. • Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers.	Fully	- Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. - Administrators analyze data from classroom observations. - Regular review of student learning data is documented in an effort to determine ongoing PD and TA needs.

Suggested Measures: Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.

Note: Aligns with District BPIE Indicators #6 and #7. School administrators are encouraged to develop PD and TA that are differentiated based on individual educator and/or team needs and not as a *one-size-fits-all* approach.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
15.	School leaders provide job-embedded **professional development** for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	- Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. - PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. - Strategies for effective inclusion are provided and modeled in the classroom setting. - PD is provided to collaborative teams, to include the following topics. - Curricular accommodations and modifications in general education classes and non-instructional activities - Embedding IEP goals into the general education instructional activities and natural contexts - Specially designed instruction - Access points for math, language arts, science and social studies - Universal design for learning (UDL) - Differentiated instruction (DI) - Classroom management strategies - Data collection and analysis - Accessible instructional materials - Assistive technology - Communication supports (AAC) - Visual supports - PBIS - Alignment of modified curriculum to general education standards	Partially Almost	-Differentiated instruction - Assistive technology -Communication supports (AAC) -Visual supports -School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. -Administrators provide ongoing support for new personnel who are hired after the beginning of the school year.

| | | ○ Formative assessment ○ Collaborative planning and teaching models ○ Inclusive scheduling ○ Peer supports ○ School-family communication/collaboration School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices. School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's *Building Inclusive Schools*) for all SWD. Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD. School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. Administrators provide ongoing support for new personnel who are hired after the beginning of the school year. | | |

Suggested Measures: School's professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.

Note: Aligns with District BPIE Indicators #13–#17 and #19. Please see the *Appendices*: *Glossary of Terms* for definitions of the above terms: *access points*, *collaborative teams* and *visual supports.* It is recommended that school administrators maintain an active role in the provision of PD activities for their faculty and staff. This includes participation in PD activities and monitoring of progress toward meeting PD goals for individual teachers and/or teams.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

16.	School leaders facilitate job-embedded, **technical assistance** for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	• A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.
		• School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as:
		   o In-class coaching on collaborative teaching models;
		   o Development of professional learning communities;
		   o Classroom demonstration of instructional strategies;
		   o Team problem solving;
		   o Inclusive scheduling;
		   o Planning and implementing behavior supports;
		   o Planning and implementing visual supports;
		   o AAC and other instructional technologies;
		   o Planning and application of curricular accommodations/modifications; and
		   o Planning instruction based on UDL and DI.
		• Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams.
		• Outside resources, such as FIN, FDLRS and CARD, are procured for the provision of TA.
			Partially Beginning	- Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams.
				
				-Inclusive scheduling
				
				- Development of professional learning communities.
				
				-Team problem solving

Suggested Measures: Schedule of TA with topics, data from various needs assessment instruments.

Note: Aligns with District BPIE Indicators #14–#17 and #19. It is recommended that school administrators maintain an active role in the provision of TA activities for their faculty and staff. This includes monitoring of progress toward meeting PD goals for individual teachers and/or teams.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
17.	School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	• The school master schedule reflects collaborative planning time for collaborative teaching teams. • Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). • Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. • The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common. • Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. • Agendas and logs from collaborative planning sessions are available for administrators to review. • There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. • There is a schedule and record of PLCs related to the review of student work and instructional planning.	Fully	- The school master schedule reflects collaborative planning time for collaborative teaching teams. -Administrators provide structures for release time for planning. - Agendas and logs from collaborative planning sessions are available for administrators to review. - There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. -There is a schedule and record of PLCs related to the review of student work and instructional planning.

		• Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.		

Suggested Measures: Master schedule, teachers' lesson plans, agendas and logs from collaborative planning sessions, walk-through notes from teacher planning meetings.

Note: Aligns with District BPIE Indicator #15. School administrators are encouraged to provide support to teams during planning time, such as oversight of and support for team planning agendas and activities, assistance with team problem solving and provision of resources for planning time (e.g., release of regularly scheduled bus duty time for collaborative planning).

Comment: Click or tap here to enter text.

Domain: Instruction and Student Achievement

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
18.	Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	• A music teacher has several SWD in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students. • The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. • The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. • ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. • The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers. • The LATS team provides guidance and training on the use of assistive technology devices.	Partially Almost	-ESE Specialist always makes herself available to observe students during elective classes and discuss accommodations, modifications, and other appropriate supports for students. - The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.

Suggested Measures: Teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions.

Note: Administrators are encouraged to provide information to all faculty and staff regarding SWD, including students with the most significant cognitive disabilities (see resources). Consultation time must be documented if required by students' IEPs.

Comment:Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
19.	General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	• IEP goals and objectives for all SWD are aligned to the state standards. • General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards. • The instructional goals and learning targets of students with the most significant cognitive disability are based on access points. • Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities.	Fully	- The instructional goals and learning targets of students with the most significant cognitive disability are based on access points. -Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities. - IEP goals and objectives for all SWD are aligned to the state standards.

Suggested Measures: Lesson or unit plans, curriculum maps, walk-through data, ongoing progress-monitoring data.

Note: For all SWD, including those who are taking alternate assessment, educators should develop learning goals and assess progress toward meeting those goals based on the state standards.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
20.	An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	• School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. • There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. • Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. • PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. • PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWD in general education classrooms and natural contexts. • The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities. • Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. • Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans. • An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. • School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.	Fully	- PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. - School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. - MTSS, functional behavior assessments (FBA) and PBIS plans. -An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. -School rules are translated into specific applications for classrooms, hallways and other

				school areas as part of a schoolwide PBIS plan.

Note: For more information and resources on the MTSS and problem-solving process, please refer to the *Appendices*: *Glossary* and *Resources*/*Publications* sections.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

21.	All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	• General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to **continuously** assess progress of SWD in general education classrooms and natural contexts, such as:
		  o Checklists;
		  o Profiles;
		  o FBA tools;
		  o Task analysis;
		  o Portfolios;
		  o Performance assessments;
		  o Reading assessment tools; and
		  o Scoring criteria/rubrics.
		• All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts.
		• Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.
		• The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes.
		• All SWD have access to the same multi-tiered interventions as those without disabilities.
			Partially Almost	-General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts.
				
				- All SWD have access to the same multi-tiered interventions as those without disabilities.
				
				- Most teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts.

Note: Aligns with District BPIE Indicator #16. The school should use a consistent problem-solving process that considers the individual needs of students when implementing multi-tiered interventions.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
22.	Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	• Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. • Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. • Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in natural contexts, such as lunchroom, media center and school store.	Partially Almost	- Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.

Note: This indicator refers to the use of formative assessment data to ensure SWD served in self-contained and resource settings have opportunities to receive educational services in general education classes. Assessment data are used to determine interventions and supports that follow the student into general education classes, rather than providing educational supports and services in a pull-out model.

Comment: Click or tap here to enter text.

Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	• The school has one or more school-wide programs in place that address the following:
	  o Formal, academic and social peer support
	  o Social and community inclusion
	  o Anti-bullying
	  o Conflict mediation
	  o Student problem solving
	  o Character education
	  o Self-determination and self-advocacy
	  o Community service projects
	  o Global cultural and disability awareness
	• Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities.
	• School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)
		Fully	- School guidance counselor(s) are involved in identifying and coordinating schoolwide programs.
			
			-Programs are in place school-wide to address conflict mediation, student problem solving, anti-bullying, disability awareness, and peer support.

Suggested Measures: Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects.

Note: Aligns with District BPIE Indicator #22. These programs can be formal or informal, but should involve the entire school.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

24.	There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	• Teachers plan instruction to allow multiple means of representation, and engagement.
		• Lessons are presented in visual and oral formats.
		• The student responds using eye gaze, choices cards and/or gestures.
		• Appropriate response time is given for SWD to participate.
		• Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms.
		• Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as:
		  o Book pages equipped with foam tabs for Pre-K students to easily turn pages;
		  o A visual schedule that includes items with Velcro for ease of manipulation on the schedule board;
		  o Wide classroom aisles to accommodate students with limited mobility;
		  o Table heights adjusted to accommodate a wheelchair, a stander or students of short stature;
		  o Choice boards or software programs for visual schedules and assignments;
		  o Pencil grips;
		  o Wood blocks to raise the desk level;
		  o Specialized computer software, digital text,
			Partially Almost	- Teachers allow students to respond orally on assessments.
				
				-Teachers tier assignments/assessments.
				
				-Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.

	FM systems to ensure meaningful participation in instructional activities;		
	o A student with scoliosis is provided with a lab stool with a back so that he can participate fully in instructional activities; and		
	o An FM system is provided in class for a student who needs auditory support.		
	• Teachers allow students to respond orally on assessments.		
	• Teachers tier assignments/assessments.		
	• Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.		

Suggested Measures: Classroom observation, lesson plans reflect use of technology/DI and the principles of UDL.

Note: Creating learning environments using the principals of UDL does not mean teachers water down the curriculum for SWD. Students with IEPs are expected to know and understand the same concepts as those without disabilities (with varying levels of complexity), through multiple means of representation, action and expression and engagement.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
25.	There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.	• Administrators and teachers can articulate different ways to deliver special education services in general education settings. • Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided	Partially Almost	- Administrators and teachers can articulate different ways to deliver special education services in general education settings. - The school master schedule reflects a variety of service delivery models used across

			the school, including co-teaching, support facilitation and consultation.

		during P.E. or recess and occupational therapy is provided during writing activities.		
		• When developing the school's master schedule, SWD are scheduled first.		
		• The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation.		
		• When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment.		
		• Collaborative teachers can explain why they selected a structure for a particular lesson.		
		• Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students.		
		• Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.		

Suggested Measures: School master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback.

Note: Service delivery models used to serve students in inclusive classes include consultation, support facilitation and co-teaching. For more information, please see the *Resources*/*Publications* section: *Course Code Directory and Instructional Personnel Assignments.*

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
26.	All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and	• Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on	Fully	- The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.
	strategies for providing support to SWD in general education classrooms and natural contexts.	learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality). • Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. • The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. • The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. • Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts. • Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD. • Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve.		-Paraprofessionals receive ongoing training on topics relative to their work responsibilities.

Suggested Measures: Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules.

Note: It is important that paraprofessionals understand how to support learning while using the least intrusive interventions for SWD. Paraprofessionals should be included in professional learning opportunities and technical assistance relative to their assigned students and job responsibilities. Paraprofessionals' input on student learning (academic, behavioral and social) is critical to planning and implementing appropriate supports as part of the IEP and curriculum team planning processes.

Comment: Click or tap here to enter text.

Domain: Communication and Collaboration

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
27.	All special education teachers are full, collaborative members of a general education curriculum team.	• A secondary school special education teacher is an active member of the social studies department. • An elementary school special education teacher is an active member of the third grade team. • Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. • Special and general education teachers meet regularly to share information on curriculum and individual student support needs. • All team members receive minutes of team meetings and have input into decisions when not available to attend in person. • Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences).	Partially Almost	- Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences). - Special and general education teachers meet regularly to share information on curriculum and individual student support needs.

Suggested Measures: Curriculum team rosters, curriculum team meeting schedules and notes.

Note: Although all special education teachers may not be available to meet with each curriculum team during every scheduled team meeting, they should flex their schedules to have opportunities to meet with each team throughout each grading period. For example, Mrs. Smith may meet with the third grade team during pre-school planning time on Monday, and the fifth grade team during pre-school planning the following Monday.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
28.	General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	• Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. • When planning, teachers consider the application of specially designed instruction, UDL and DI as part of every lesson. • Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. • Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. • Teachers share roles and responsibilities such that distinctions between *special education* and the *content- or grade-level teacher* are not obvious. • Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. • Teachers reflect on and assess their effectiveness as collaborative teachers. • Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.	Partially Beginning	- Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.

Suggested Measures: Master schedule, teacher lesson plans, classroom observation or walk-throughs, teacher interviews, coaching logs.

Note: Please see the *Resources Section: DOE Course Code Directory;* Please see the *Appendices: Glossary of Terms* section for definitions of the above terms: *Collaborative models of support—consultation, support facilitation and co-teaching.*

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
29.	Family members of SWD are contributing members of school decision-making groups.	• School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council. • Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). • Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.	Fully	- School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council. -Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters).

Suggested Measures: Decision-making group rosters, meeting notes.

Note: In addition to the School Advisory Council, family members of students **with** disabilities should be included in all decision-making groups that include family members of students **without** disabilities, such as the PTA and school sub-committees.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence

| 30. | Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data. | • Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc.
• Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.
• Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing | Partially Almost | - Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc.

- Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities.

- Schedule of ongoing learning opportunities is provided to all families via weekly robocalls. |

		meaningful IEP goals and postsecondary school opportunities. • Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. • Family learning opportunities include content and activities that are translated for families whose first language is not English.				

Suggested Measures: List of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English.

Note: Family members play an important role in facilitating their child's success in school when they are given complete and accurate information. It is important for families to understand ways to support their child's learning goals and objectives at home and in community settings.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
31.	When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	• A fifth grade co-teaching team sends a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and homework habits, etc. • Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. • Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. • Teachers maintain **ongoing** communication with families to ensure support plans are consistent from school to home and community.	Fully	- Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. - Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. - Teachers obtain family input on creating a student profile for a student with significant behavioral support needs

			(e.g., interventions that have worked at home or in other settings). -Structures are in place for educators and families to share ongoing information about access and progress of SWD.

		Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). • Structures are in place for educators and families to share ongoing information about access and progress of SWD.		

Suggested Measures: Sample correspondence, meeting notes, phone logs, planning documents.

Note: Family members are experts about their child. Their input is invaluable in identifying and providing appropriate supports for success.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
32.	Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	• At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. • The school administrator provides a report to families as part of school open house activities. • The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. • The school administrator provides a report to other school administrators during district meetings.	Partially Beginning	- The school administrator provides a report to other school administrators during district meetings.

Suggested Measures: annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.

Note: See indicator #2; BPIE results should be embedded as goals in a plan for short-term and long-term improvement.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
33.	The school uses a person-centered planning process for SWD.	• There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. • Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers. • SWD have opportunities to learn and practice skills associated with self-determination. • Personnel use the *Students Transitioning to Adult Roles* (STAR) Person-Centered Planning (PCP) process for SWD transitioning from school to postsecondary education. • The school involves adult and community agencies and postsecondary education institutions in person-centered planning.	Partially Almost	- There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. - SWD have opportunities to learn and practice skills associated with self-determination.

Suggested Measures: Policies and procedures for transition, participant rosters, IEP goals and postschool outcomes data.

Note: The input of all stakeholders, including family members and peers, should be considered in determining the supports needed for SWD to achieve the most desirable outcome. Please see the *Appendices*: *Glossary of Terms* for definitions of the terms *person centered planning* and *self-determination*.

Comment: Click or tap here to enter text.

	Indicator	Examples or Evidence of Practice	Implementation Status	Data Sources/ Supporting Evidence
34.	School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).	• Supports are in place and are passed seamlessly between sending and receiving parties. • Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. • Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. • Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWD. • Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade. • In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures. • The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another, to spend time in the receiving school's classrooms for a week, with appropriate support (e.g., paraprofessional, visual schedule, social supports).	Partially Almost	-The school coordinates an orientation for students moving from elementary to middle school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures. - Administrators proactively ensure that supports follow all SWD as they transition from grade to grade.
Suggested Measures: Teacher, family and administrator interviews, district and school articulation plans, procedures and policies.
Note: Aligns with District BPIE Indicator #10.
Comment: Click or tap here to enter text.