



## School Best Practices for Inclusive Education (BPIE) Annual Update for School Improvement Plan

To be implemented in SY 2021/2022

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**Purpose of the BPIE:** The Best Practices for Inclusive Education (BPIE) is a structured assessment process designed to help schools identify priority needs, develop short-term and long-term improvement strategies and organize resources to support the implementation of inclusive practices school wide. This complies with Florida Statue 1003.57(1)(f) which mandates that every school and school district complete the process **every three years**.

### **Directions to Complete the School BPIE Annual Update for School Improvement Plan**

1. Upload the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted EVERY THREE YEARS).
2. Download the BPIE Annual Update for School Improvement Plan Template.
3. Complete the contact information for your school.
4. Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
5. **Determine which of those prioritized indicators the school will focus on for the current school year.**
6. Complete the table: the indicator #, activities/efforts planned and method to monitor progress towards improvement.
7. If needed, please refer to the Examples of Evidence of Practice for a selected indicator (in the School BPIE Assessment document) to assist you in completing planned activities.

# Selected Prioritized Indicator	Planned Activities for Improvement in the Prioritized Indicator	Method of progress monitoring improvement in the selected Prioritized School BPIE Indicator
<u>6</u>	School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood and kindergarten classes. • The school has targets to increase the number of SWDs, 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 Florida standards for Pre-K and kindergarten. • Curriculum	<b><u>PLc's</u></b> <b><u>Classroom Walkthroughs</u></b> <b><u>CPST Meetings</u></b>

	<p>adaptations, such as changing the physical or social environment, • Developmentally appropriate behavior supports are provided for students. • The school regularly monitors (e.g., monthly) the number and progress of SWDs, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities. 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.</p>	
<b><u>7</u></b>	<p>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:</p> <ul style="list-style-type: none"> <li>• -- General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.</li> <li>• -- SWDs are not the sole responsibility of special education personnel during academic and nonacademic school activities.</li> <li>• -- School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher).</li> <li>• -- All school personnel are trained and responsible for safety and evacuation procedures for SWDs.</li> <li>• Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices.</li> <li>• Administrators survey staff to determine beliefs and attitudes about inclusive practices.</li> <li>• Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.</li> </ul>	<p><b><u>PLC's,</u></b> <b><u>Staff and Student Surveys</u></b></p>

*If you have questions about completing this document, please contact your Florida Inclusion Network facilitator: [barbarakraker@browardschools.com](mailto:barbarakraker@browardschools.com) or [bari.aronson@browardschools.com](mailto:bari.aronson@browardschools.com)*