

The BPS Vision for Inclusive Practices

(Boston Public Schools Inclusion Task Force: *Increasing Inclusive Practices in the Boston Public Schools*, June 2013)

1. Committed leadership
2. Welcoming and supportive school climate
3. Thoughtful planning and flexible staffing
4. Utilizing general education curriculum and assessments, and universal design
5. Maximizing quality opportunities for inclusive settings
6. Strengthening family and community engagement
7. Providing a continuum of inclusive practices
8. Special education services including specially designed instruction connected to and reinforcing the general education curriculum

Domains for Quality Schools*

(Boston Public Schools School Quality Task Force, ongoing)

- Student Performance
- Climate and Culture
- Student Opportunities
- Teaching and Learning
- Management and Organization

*This is a working draft currently being developed by this task force. It seems to make sense that the standards and indicators for inclusive education practices should be coordinated with these.

Below is a list of **common standards from the examples of existing state systems of evaluation of inclusive education practices that are found on the following pages.

- Administrative Leadership and Decision-Making (8)
- Instructional Practices/Pedagogy (7)
- Collaboration- Home/School (6)
- Collaboration- Schools/District and/or General Education/Special Education (6)
- Values/Vision (5)
- Participation/Access to General Education (5)
- School/Class Climate (4)
- Student Supports (4)
- Staff Assignment/Professional Development (4)
- Program Development and Evaluation (4)
- IEP Development (2)
- Positive Behavior Interventions and Supports (2)
- Other standards mentioned once each:
 - Accessible Materials, Augmentative and Alternative Communication (AAC), Social Relationships, Self-Determination, Futures Planning, Service Continuity, Resource Allocation, Inclusive Extra-Curricular Activities, Authentic Assessment

**Below are several examples of the standards used in existing state systems of evaluation or self-assessment of inclusive education practices. Each of the standards listed includes multiple indicators that are typically scored on a three, four or five point scale. Also listed are the agencies and individuals associated with each evaluation tool, as well as the website addresses (when available).

Best Practices for Inclusive Education (BPIE): District-Level Self-Assessment (2013)

(Florida Department of Education; University of Florida, Gainesville- Diane Ryndak)

<http://www.floridainclusionnetwork.com/Uploads/1/docs/BPIE%20DOE%20Approved%2010-01-13.pdf>

- Leadership and Decision-Making
- Instruction and Student Achievement
- Communication and Collaboration

Best Practices for Inclusive Education (BPIE): Education Team Level Indicators (2007)

Best Practices for Inclusive Education (BPIE): School Level Indicators (2008)

(Florida Department of Education; University of Florida, Gainesville- Diane Ryndak)

- Values and Classroom Climate
- Access to General Education
- Policies and Support:
 - Leadership
 - Program Development and Evaluation
 - Instructional Support and Pedagogy

California Least Restrictive Environment (LRE) Self-Assessment and Continuous Improvement Activities, District Level (2005)

(California's LRE Initiative)

http://www.wested.org/online_pubs/dist.lre.tool.pdf

- Vision, expectations, leadership, and climate
- Policies and procedures that promote LRE
- An array of services and program and classroom strategies to facilitate the implementation of LRE for students with disabilities
- District accountability systems that reflect high expectations for all students
- Teachers, parents, and students working together for better student results
- Sufficient numbers of qualified staff

Quality Indicators for Effective Inclusive Education Guidebook (2009)

(New Jersey Council on Developmental Disabilities; New Jersey Coalition for Inclusive Education)

<http://njcie.net/pdf/tools/quality-indicators-for-inclusive-education-manual.pdf>

- Leadership
- School Climate
- Scheduling and Participation
- Curriculum, Instruction, and Assessment
- Program Planning and Development
- Program Implementation and Assessment

- Individual Student Supports
- Family-School Partnerships
- Collaborative Planning and Teaching
- Professional Development
- Planning for continued best practice improvement

Quality Indicators for Inclusive Building Based Practices (2011)

(Maryland Coalition for Inclusive Education)

[http://www.mcie.org/usermedia/application/8/quality_indicators - building-based practices 2011.pdf](http://www.mcie.org/usermedia/application/8/quality_indicators_-_building-based_practices_2011.pdf)

- Administrative Support for Inclusive Practices
- Collaborative Planning and Teaching Structures
- Individual Student Supports
- Individual Education Plan Development

Quality Indicators of Inclusive Schools (2006)

(Maryland Coalition for Inclusive Education)

http://www.mdsc.org/mdsc_Content/documents/Quality%20Indicators%20of%20Inclusive%20Schools.pdf

- School Leadership
- Assignment and Scheduling
- Instructional Practices
- Individual Student Supports
- Family Participation and IEP Development
- Collaborative Planning and Teaching

School-Wide Inclusive Education Best Practice Indicators: Self-Rating Survey

(National Center on Inclusive Education, University of New Hampshire- Cheryl Jorgensen)

http://www.education.nh.gov/instruction/special_ed/documents/appendix_d.pdf

- High Expectations and Least Dangerous Assumption
- General Education Class Membership and Full Participation
- Quality Augmentative and Alternative Communication
- Curriculum, Instruction, and Support
- Ongoing Authentic Assessment
- Family-School Partnerships
- Team Collaboration
- Social Relationships and Natural Supports
- Futures Planning
- Self-Determination
- School Leadership
- Professional Development

School-Wide Integrated Framework for Transformation: Fidelity of Implementation Tool (SWIFT FIT; 2013)

(www.SWIFTschools.org; University of Kansas- Wayne Sailor; OSEP)

- Administrative Leadership
 - Strong and engaged site leadership

- Strong educator support system
- Multi-Tiered System of Support
 - Inclusive academic instruction
 - Inclusive behavior instruction
- Integrated Educational Framework
 - Fully integrated organizational system
 - Strong and positive school culture
- Family and Community Engagement
 - Trusting family partnerships
 - Trusting community partnerships
- Inclusive Policy Structure and Practice
 - Strong LEA/School relationship
 - LEA policy framework

Supports for Inclusive Practices: An Evidence-Based Self-Assessment (2007)

(Pennsylvania- Gail McGregor and Jeannine Brinkley)

http://www.csiu.org/providers/231/_public/Documents/Inclusive%20Practices/DistrictMarch07_2.pdf

- District Support of Inclusive Practices
- Service Continuity Across Feeder Patterns
- Resource Allocation
- Inclusion in Extracurricular Activities
- Professional Development
- Family Involvement in Inclusive Program Planning
- Accessible Instructional Materials
- Positive Behavioral Support