

School Best Practices for Inclusive Education (BPIE) Assessment

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

SHERIDAN TECHNICAL COLLEGE

District Name: Broward

MSID Number: 1051

Date Meeting Held: 6/5/2025

Initial Information

School Principal: Mary Hood

School Type: Senior High

FIN Trained Meeting Leader/Title: Mary Hood, ESE Liaison

Team Members Name/Title:

Mary Hood-ESE Specialist

Kim Lloyd- ESE Support Facilitator

Esther Charles- Reading Specialist

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Fully	<p>All SWD are in General Education Classrooms. ESE Teacher meets with students according to their IEP. FOCUS grades are reviewed weekly. Submission of assignments are reviewed and monitored through FOCUS.</p>
<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Fully	Included in the SIP
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	Fully	Mary Hood-ESE Specialist
<p>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.</p>	Fully	<p>Any services necessary for SWDs are supported at this school as long as they meet magnet criteria. Support Facilitator available. We have Language/Speech Impaired, Learning Disorders, ASD,VI, and OHI students enrolled at our school.</p>

<p>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.</p>	<p>Fully</p>	<p>All students are in the same General Education classes All students are able to attend after-school tutoring ESE counselor, OT, Assistive Technology Specialist, Visually Impaired, Itinerant, and Speech/Language Therapist available services to our students.</p>
<p>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.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	
<p>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.</p>	<p>Partially Almost</p>	<p>SWD students are included in General Education classes 100% of the time. Pre-planning meetings to share information regarding SWD students that would be helpful to teachers/staff to meet their special needs. Provide resources to teachers regarding strategies and helpful articles for all exceptionalities. Provide IEP and Accommodation checklist to each teacher prior to the start of classes.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Supplies ordered specifically for SWDs. i.e. notebooks, dividers, agendas, highlighters, thumb drives, digital books, calculators, fidgets etc. Personnel allocated to support SWDs.</p>

<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Address each year with all staff and with incoming staff, both face to face and electronically. Information disseminated by the Inclusion Champion to staff electronically and shared by posters hung around campus.</p>
<p>10. School administrators 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.</p>	<p>Fully</p>	<p>Interview process reflects questions related to diversity and effective inclusive practice as applicable to the position.</p>
<p>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 an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>All SWDs are transported on regular buses . We make accommodations so that all students are able to participate in activities provided by the school.</p>
<p>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.</p>	<p>Fully</p>	<p>All SWDs are eligible and encouraged to participate in extra-curricular activities. SWDs campaigning for Leadership positions</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>SWDs participate in all award ceremonies. Hilight accomplishments in newsletters for accomplishments.</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Regular review of learning data and ongoing professional development.</p>
<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>ESE Specialist meetings FOCUS Friday workshops Professional development Opportunities</p>

<p>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.</p>	<p>Fully</p>	<p>ESE Team follows up with teachers throughout the school year.</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>Student data is reviewed and used to guide instructional decisions. Collaborative Planning between teachers. PLC scheduled bi-monthly, information discussed related to student and instructional planning.</p>

Domain II: Instruction and Student Achievement

Indicator	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.	Fully	Support Facilitator provides in class support as needed. ESE Team available to meet with students and teachers to obtain feedback and determine effectiveness of accommodations. Time extension accommodations are made during MOS, Adobe and other certification tests.
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.	Fully	All SWD students are held to the same high school standards following magnet honors curriculum.
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.	Fully	MTSS/RTI meetings. Informal assessments/Progress Monitoring School-wide behavioral expectations Remediation in place based on informal assessment results.
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.	Fully	Informal assessments FOCUS data available to review by support staff. All SWD have access to the same multi-tiered intervention as those without disabilities. All teachers use formative assessment data.

<p>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.</p>	<p>Fully</p>	<p>N/A no self-contained classes or resource settings where students spend less than 80% of the day in general education. All students are full time in the general education setting.</p>
<p>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.</p>	<p>Fully</p>	<p>Character Education Community Service projects SGA Self-advocacy Resiliency Workshop</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Fully</p>	<p>Lessons are delivered in a variety of ways Teachers use a variety of instructional strategies to improve student learning All students use instructional technology and resources via their school assigned personal laptop. Teachers follow specific accommodations as indicated on student IEP.</p>
<p>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.</p>	<p>Fully</p>	<p>Adaptive devices available on-site. Consultation, collaboration, in class and out of class ese support and direct speech/language therapy and counseling.</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>N/A No paraprofessionals on this campus</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	ESE Team regularly participates in PLCs, Safe Team meetings, MTSS and Leadership meetings. ESE Specialist is a member of Leadership Team. ESE Team meets regularly with general education teachers to share and discuss instructional needs,.
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.	Fully	Teachers work with the ESE Team to discuss needs of SWDs to ensure they successfully meet the magnet honors requirements.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	All families are invited to participate in the School Advisory Council.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	School climate survey Information and strategies provided on FOCUS and monthly newsletters sent out by Administration with resources from different school departments. Information sent out weekly to parents and students by the BRACE advisor. ESE Team sends home "beginning of the year" folders by grade level with pertinent information. Parents of SWD provided with information on accommodations for national and certification tests.

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>Parents receive an annual parent input form. Parents invited to IEP meeting Teachers maintain ongoing communication via email, conferences, etc. ESE Team sends out frequent reminders via emails to families of ESE students. Monthly Newsletter sent out by administration. Parent Links</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>IEP progress reports shared with parents. All students are included 100% in general education courses at a magnet honors school. Annual review of BPIE assessment when creating school improvement plan.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Magnet registration question and answer event. 9th grade orientation upon being accepted into Magnet Program. Matriculation from grade to grade Division of Vocational Rehabilitation works directly with each graduating senior assisting with transition to post-secondary goals. Feedback from ESE survey/parent emails.</p>
<p>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).</p>	<p>Fully</p>	<p>IEP meetings held annually. Team meetings to identify and share individual needs each year when transitioning to the next grade level.</p>

School BPIE Assessment Priority Indicators

SHERIDAN TECHNICAL COLLEGE has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 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.
- Indicator 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.