

SBPIE Assessment

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

MCFATTER TECHNICAL COLLEGE

District Name: Broward

MSID Number: 1291

Date Meeting Held: 1/31/2025

Initial Information

School Principal: CELESTE JOHNSON

School Type: Senior High

FIN Trained Meeting Leader/Title: Michele Kitman, ESE Liaison

Team Members Name/Title:

Michele Kitman - ESE Specialist

Kimberly Prager - ESE Support Facilitator

Natalie Guy - Reading Coach and SAC Committee Chairperson

Daryl Harris- High School Administrator

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Fully	Data is collected by the ESE Team, analyzed and shared with all teachers regarding student achievement of SWD's in general education and natural contexts. Current barriers and practices are explored and discussed, and interventions are disseminated to classroom teachers.
2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Fully	All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school setting. Family input on inclusive practices is gathered in meetings, interviews and surveys.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Fully	There are clearly identified roles (ESE Specialist, ESE Support Facilitator and RTI Coordinator and Student Activities) and responsibilities for the key person to communicate, gather and analyze data and progress monitoring of goals and action steps.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	The principal requests services and supports to follow SWD in the school as McFatter is a Technical High School with advanced academics who also offer remediation programs in the area of reading and mathematics and tutoring to meet the student's unique academic needs.

<p>5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.</p>	<p>Fully</p>	<p>All SWD's are fully included into general education classes. Students all receive consultation and collaboration services, SWD's are not assigned classrooms based on their exceptionality or supplementary aids and services needed. All SWD's are enrolled in AP and Honors courses. Support personnel have caseloads that allow for flexible scheduling of services to SWD's in general education classes and other settings. All support services personnel have reasonable caseloads with personalized workspaces on campus.</p>
<p>6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. *Schools with early childhood (preschool) programs only.</p>	<p>Not Yet</p>	<p>No Pre-K on the site.</p>
<p>7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLC's and staff newsletters, etc.:</p> <p>SWD's are not the sole responsibility of special education personnel during academic and non-academic activities including but not limited to field trips, school events, extracurricular activities, etc.</p> <p>All personnel are training and responsible for safety and evacuation procedures for SWD's. All plans are given to staff and gone over by the Special Education personnel.</p>

<p>8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>School administrators obtain and allocate resources across all settings (e.g. personnel and materials, including technology) to implement effective inclusive practices.</p>
<p>9. School administrators expect all staff to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Administrators provide all school personnel with ongoing information and sources on person first language. Administrators model the appropriate terminology in all interactions. 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).</p>
<p>10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.</p>	<p>Fully</p>	<p>School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices. Interviewees are asked to describe their experiences with implementing inclusive educational practices in the classroom.</p>
<p>11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.</p>	<p>Fully</p>	<p>All bus arrivals and departures occur at the same time and location for students with and without disabilities. A bus monitor is assigned to the area to monitor that procedures are being followed and to identify any potential problems.</p>

<p>12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.</p>	<p>Fully</p>	<p>All SWDs have full access to all school facilities and non- academic activities. All students with SWD's are included in our Physical Education Program that goes to a variety of community locations to participate in a variety of activities which includes but is not limited to swimming, sailing, Ropes Course, golf, etc. No students are excluded. All club sponsors create and encourage club participation with all students (SWD and students without disabilities). All SWD's are eligible within the same guidelines as their peers without disabilities to participate in Model UN, Student Government, Home Coming Court, Year Book, etc.</p>
<p>13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.</p>	<p>Fully</p>	<p>All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities. All students have equal access to participate in Honors and AP courses regardless of SWD or non-disabled.</p>
<p>14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.</p>	<p>Fully</p>	<p>Administrators obtain input from IEP teams to identify specific PD and TA (e.g. positive behavior supports [PBS]) needed to support individual students. PD and TA are differentiated for each staff member, as per their assessed needs as identified by the ESE Specialist. Individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan, when appropriate.</p>

<p>15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.</p>	<p>Fully</p>	<p>PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, and peer coaching.</p>
<p>16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.</p>	<p>Fully</p>	<p>The ESE Specialist coordinated 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 needs assessments such as: Professional Learning Communities; Team problem solving; RTI and planning and implementing behavior supports. These committees meet on a regular basis throughout the school year.</p>
<p>17. School administrators ensure collaborative planning time is included in staff schedules.</p>	<p>Fully</p>	<p>Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. There is a schedule and record of PLCs related to the review of student work and instructional planning.</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Fully	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 ongoing updates with specific student information and instructional strategies to teachers.
19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Fully	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.
20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.	Fully	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. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.

<p>21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.</p>	<p>Fully</p>	<p>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:</p> <ul style="list-style-type: none"> -Checklists; -FBA tools; -Task analysis; -Performance assessments; -Reading assessment tools; and -Scoring criteria/rubrics.
<p>22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.</p>	<p>Fully</p>	<p>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.</p>
<p>23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities. School guidance counselors and the school social worker is involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports and appropriate clubs.</p>

<p>24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Lessons are implemented in a variety of ways including but not limited to oral, visual and technological formats. Teachers use assistive technology for students who have been identified to need it.</p>
<p>25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.</p>	<p>Fully</p>	<p>Administrators and teachers can articulate in a variety of ways to deliver special education services in general education settings.</p>
<p>26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.</p>	<p>Not Yet</p>	<p>At the present time there are no paraprofessionals on staff.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Fully	Special education teachers collaborate with general education teachers to share and implement instructional decisions and necessary strategies made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support 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 determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and SAC (School Improvement Committee)
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	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.

<p>31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.</p>	<p>Fully</p>	<p>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs.</p>
<p>32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.</p>	<p>Fully</p>	<p>The school administrator provides a report to all school personnel as part of school activities throughout the school year.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school.</p>
<p>34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.</p>	<p>Partially Almost</p>	<p>Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district.</p>

School BPIE Assessment Priority Indicators

MCFATTER 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 33. The school uses a person-centered planning process for SWD.
- Indicator 34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.