

School Best Practices for Inclusive Education (BPIE) Assessment

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

ATLANTIC TECHNICAL COLLEGE

District Name: Broward

MSID Number: 2221

Date Meeting Held: 1/28/2025

Initial Information

School Principal: NEETA RANCOURT

School Type: Senior High

FIN Trained Meeting Leader/Title: Debbie Evangelista, Special Education Team Leader

Team Members Name/Title:

Debbie Evangelista, ESE Specialist

Vicky LaPorte, Assistant Director

Brian Norris, Assistant Director

Rebecca Miller, Teacher

Amy Salamon, ESE Teacher

Nahja Grant, Magnet Student

Jayden Marzan, TIE Student

Bevlyn Sagon, Magnet Parent of SWD

Miladys Puddie, School Counselor

Catherine Castelli, Media Specialist

Nathan Flynn, Broward Center for Independent Living - Community Partner

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>	<p>Fully</p>	<p>At both the high school and postsecondary level our school leadership team provides teachers with academic data from state, district and school assessments for class placement. Students and parents are provided with educational options that meet their interests as they select required and elective classes. Students are surveyed concerning CDE enrollment into a Technical Program. Data is also used by our school leadership when evaluating student attendance records and discipline records. Classroom data is used to review teacher effectiveness. Our Transition Into Employment (T.I.E.) classes (for students who deferred their high school diplomas to build independence, employment, and post school adult living skills) also go through a data review of their IEPs and transcripts to assess their level of readiness for the setting.</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>	<p>Fully</p>	<p>Student growth data is tracked by the ESE Specialist, ESE Teachers, General Education classroom Teachers and the Technical Teachers through the student's IEP plans, progress monitoring reviews in the classroom and from community data. The ESE Specialists and their post secondary counterparts communicate the needs of the ESE student and identifies the supports necessary to promote positive achievements.</p>
<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>	<p>Fully</p>	<p>Our school's ESE Specialist (K-12 and their Post Secondary counterparts) communicate the needs of the student and identifies the supports necessary to implement the IEP or adult 504 plan. Students and parents are directed to the key person when they stop in the front office or in the Office of Student Affairs. They are also listed in the ATC Student Handbook, the School Schedule of course offerings and on our websites - High School and Post Secondary.</p>

<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>	<p>Fully</p>	<p>Students are enrolled here through an application process; Highschool magnet, Career Dual Enrollment (CDE), and T.I.E. This school is not a traditional neighborhood school. Atlantic Technical Magnet High School students apply and are selected by the Broward Innovative Schools Department. SWD interested in our Transition Into Employment (deferment) classes: ACCESS, Career Placement, and Work Based Learning Experiences are recommended by their ESE team from our area high schools in their senior year of traditional academic education. An IEP review and meeting is utilized to determine if the student's needs would be met in the continued FAPE setting. The intake team ensures the student has the personal safety skills necessary for community involvement. Career Dual Enrollment students attend neighboring high schools, home schools, and charter schools. They apply for enrollment in their 10th grade year and participate in their junior and senior years on a share time basis. SWD's are provided testing accommodations for the basic skills assessment.</p>
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<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>High school magnet, CDE and Post secondary SWD are included 99% in general education classes. Small group instruction is provided for Speech/Language and for counseling. All students are scheduled in to their next course in the natural progression based on assessment information. Tutoring is available afterschool. T.I.E. (deferment) SWD classrooms/teachers are using the general education community to help generalize daily living and employment skills on a weekly basis. Job coaching, and unpaid internships at local businesses are used to build stamina and an understanding of the expected work required behaviors in the natural settings.</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>Our school leadership team clearly communicates expectations for all students, however, since ATC has multiple student groups the message is not always the same for high school students vs adult students. In the high school magnet ESE and General Education Teachers work together to support the SWD in the traditional 9-12th grades and courses. ESE support staff is involved in the teachers PLC's, Subject area meetings, attendance, as well as being a part of the RTI/ChildStudy Team. Planning time is used to discuss strategies to assist any and all students to make learning gains. The post secondary Technical Teachers meet as departments with their assigned Assistant Director and Program Counselors to discuss student needs. Academic support is offered through the Pre-College Programs.</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>Administration provides the resources to support inclusive best practices in the academic and the community based instruction/OJT programs(T.I.E). School budget allocates funds and resources, as well as provides supplemental materials for varied reading levels, assistive technology, schedules of teachers for common planning time. The Technical courses use current technology and tools that meet industry standards.</p>

<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>Atlantic Technical staff strive to use person first language on all newsletters, campus signage, website and all printed materials. Training has been provided to address the student, not the disability. This is a work in progress as the new IEP format that the district is using is focused on the disability with repetitive information. It is not student, parent and/or staff friendly. The forms make it difficult to distinguish between what is about the student and what is the legal description or program information.</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>Pre-employment interviews are conversational in nature, we share information about our school. Interviewees are asked in a general manner about how they would differentiate instruction, how they would address struggling students, etc. Our campus is an open campus, so all front office, department secretaries and campus security members attend customer service training to assist our students, their families and campus visitors in a pleasant informed manner. Campus staff are made aware that they will have opportunities to work and talk with a diverse population at this site. Students shared in this meeting that they feel safe on campus and feel that ATC staff treats everyone well.</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 bus arrivals and departures occur at the same time and location for students with and without disabilities. Bus schedules are available and bus lineup/routes are posted at dismissal. Wheelchair equipped buses have been ordered for fieldtrips so that all students may participate.</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>Our school has more than 30 clubs and programs that promote service and volunteerism. Our Student Government is actively involved in school events and are responsible for organizing team building activities for new incoming students at freshman orientation. SWD have leadership roles in many of the clubs and in student government. Our Transition Into Employment (SWD deferment) classes participate in our T.I.E. advisory where local businesses and governmental representatives promote community inclusion through employment, community activism, voting rights, and activities of adult daily living.</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>All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities. Class and grade level awards, press releases, daily/weekly announcements, school social media accounts, school-wide ROAR recognition for "caught ya being good" opportunities and Shining Star awards are provided to all students who meet the achievement goals of the program.</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>Partially Almost</p>	<p>The district provides administrators and teachers with a teacher evaluation tool which includes an individual growth plan to assist with gauging teacher effectiveness. Pre/Post conferences are used to ensure administrators understand the objectives of the lesson and expected student outcomes. Professional development is incorporated throughout the year - topics range from understanding student assessment data, to classroom interventions. Agendas and sign-in sheets are used for all PLC's student and staff surveys are reviewed for continuous improvements. New teachers are supported via the New Educator Support System.</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>Partially Almost</p>	<p>School leaders provide resources and electronic tools to capture grades and student performance. Lesson plans are developed in CANVAS and FOCUS is the gradebook manager. Both platforms have indicator buttons to identify SWD. Lesson plans should include UDL strategies for remediation and extension activities. Collaborative team planning is incorporated with the ESE Support Facilitator as part of the team. New and new to us teachers are supported by the staff to get accustomed to the ATC way. Our testing coordinator provides a schedule of testing and room locations based on the student's IEP needs.</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>Partially Almost</p>	<p>Teacher leaders play a role in the development of professional learning communities, esp. those that look at student assessment data and providing resources for effective student achievement. Team problem solving ideas have generated an additional math class that can be used for remediation as well as EOC/SAT prep. This has resulted in high test scores for all students including SWD. Our T.I.E. department instructs SWD on the next step resources that can be found to support them after leaving the traditional K-12 system. Student/parent information sessions are organized for Vocational Rehabilitation, Center for Independent Living, Career Source Broward and the Center for Autism and Related Disabilities. These agencies also participate in our school-wide spring Career Fair.</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>Partially Almost</p>	<p>Monthly Professional development 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. Our administrator schedules for release time in addition to the department meetings, subject area meetings, and academic instructional meetings. Supporting evidence includes professional development agendas and sign-in sheets, the master schedule which notes common planning time, documentation of technical assistance, and follow up. Support facilitation logs are available from collaborative planning sessions for administration to review.</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Fully	<p>SWD are supported in the elective and career technical education courses by an ESE Support Facilitator. This ESE Teacher may assist with the creation of a project assignment or test that would best meet the student's needs while demonstrating achievement in the curriculum lesson/skill taught. Computer skills and elective courses are seen to be as important as the core subjects. Supporting evidence includes professional development agendas and sign-in sheets, the master schedule which notes common planning time, documentation of technical assistance, and follow up. Support facilitation logs are available from collaborative planning sessions for administration to review.</p>
<p>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.</p>	Fully	<p>Magnet academic, elective, CTE, and ESE classes are instructed utilizing Florida standards. CPALMs is an online toolbox that helps educators effectively implement teaching standards. The Transition Into Employment courses (Career Placement, Work Based Learning Experiences, and Supported Employment) use the state's frameworks and adult basic skills curriculum to meet each student's needs. Safety skills are addressed via community based instruction and multiple opportunities to practice in the natural settings.</p>

<p>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.</p>	<p>Partially Almost</p>	<p>Our magnet high school continues to address student academic and behavioral needs through the MTSS/RTI process. We meet monthly to discuss student and/or parent concerns. Our school leadership is active and a vital part of the ongoing intervention plans developed for students. Staff is trained to input concerns into the FOCUS data system, then teaching teams discuss students to develop strategies or to see patterns of behavior. Professional experts are included on the RTI team; Reading Coach, General Education Teacher(s), School Psychologist and parents are invited to participate. Minutes are taken and maintained by the School Counseling Director.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>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. Assessment data from benchmark, EOCs, FAST & BEST assessments as well as CASAS, Pre-SAT, and SAT information is used to assist in the planning of supplemental courses, classroom intervention, and with curriculum instruction. It is important to know the student's prior knowledge before adding new information. SWD are considered as general education students first, they are a part of the whole class. Our subject area department heads are considered subject area experts and they provide support to the instructional staff.</p>

<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>Transition Into Employment (T.I.E.) SWD deferment students attending Career Placement, WBLE, and Access classes are no longer participating in traditional academic courses. They are working on increasing their personal independence and transferring the skills into employment and the community environments. Community Based Instruction is used to develop self-confidence within a neighborhood business close to home. Assessments are used to gauge levels of independence in the work site. Work Maturity Scales, JOBS assessment, travel training logs, and Monthly Employer Evaluations help teachers to plan curriculum and student needs.</p>
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<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>Atlantic Technical College and Technical High School prides itself on its student personalization. Students have the opportunity to make elective course and technical program selections. Our student organizations offer peer support, peer tutoring, community service projects and team building activities. Our school counselors promote character education. Social communication skills are embedded within many of the curriculums taught in a variety of classrooms. Our staff is focused on the whole child, recognizing the many obstacles that could impact them being successful in school. Addressing these needs quickly and with a full menu of support services reduces student stress and increases academic success. Having the help of a school assigned Social Worker has been instrumental to all of our students.</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>Creating learning environments using the principals of UDL allow teachers to plan instruction to allow multiple means of representation, and engagement. SWD are expected to demonstrate understanding of the concept/skill. They may elect to create a presentation or respond orally using instructional strategies that support more complex thinking rather than watering down the curriculum. UDL is utilized throughout ATC to engage students from hands-on curriculum in the Technical Programs to the science and math labs. By providing flexibility in the ways information is presented or the in the ways students can respond reduces barriers in instruction.</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>Partially Almost</p>	<p>Administrators look for Differentiated Instruction strategies and collaboration logs when reviewing lesson plans and providing teacher feedback. Services listed on the student's IEP are provided through direct instruction, collaboration and/or consultation. The classroom instructor is deemed the subject area expert. The ESE Support Facilitator provides student support and the ability to reteach weak concepts to gain understanding. Language therapy supports core academic subjects as well as focuses on the vocabulary need for CTE courses and employment.</p>
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<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>Paraprofessionals/job coaches are scheduled in our Transition Into Employment program (SWD Deferred students in Career Placement, ACCESS, and Work Based Learning Experience classrooms. The job coaches receive IEP information on their assigned students. They participate in the department's PLC where we have had various trainings from our community agency partners; Vocational Rehabilitation, Broward's Center for Independent Living, Center for Autism and Related Disabilities(CARD). The job coach job description identifies them as the liaison between the business supervisors and the ESE teacher. They communicate with the employer and teach/reteach skills to the newly employed student that are needed to maintain their position in the competitive job setting. Our job coaches are responsible for maintaining student data on a weekly basis, assessing student progress by conducting on the job student observations, and assisting the employer with monthly employee evaluations. Their schedules have some flexibility as not all students work during school hours.</p>
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Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Partially Almost</p>	<p>Our ESE Support Facilitator and general education teachers meet regularly to share information on curriculum and individual student support needs. This is facilitated through magnet team and department meetings, PLC, observations, administrative walk-throughs and the consultation/collaboration logs maintained by the support facilitator. Our Transition Into Employment ESE Teachers collaborate with the business/community employers to gain knowledge of what is expected on the employment location. The culture and expectations of the company as well as the hard skills needed on the job so the skills and/or remediation of deficits can be reinforced in the classroom.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>General Education and Special Education teachers engage in regularly scheduled collaborative planning sessions to align instructional goals, differentiate instruction, and ensure accommodations are effectively implemented. During these meetings, team members clarify their roles and responsibilities, co-develop assessment tools that are meaningful for all learners.</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>Parents including parents of SWD and community individuals are encouraged to attend SIP, SAC, SAF, and Transition Into Employment Advisory meetings where school-based decision-making take place. SWD also participate within these meetings just as the general student population does in an effort to contribute ideas and suggestions based on student perspectives.</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>The ESE Department at Atlantic Technical College offers parent information sessions throughout the year where representatives from Vocational Rehabilitation, Broward Center for Independent Living, and Social Security offer resources and guidance to parents and our adult students.</p>
<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>Our teaching and guidance staff value family members' and student input. We reach offer new students to our magnet and T.I.E. classes a chance to meet their teachers, walk through campus to locate their classrooms/schedule prior to the beginning of the new school year. Afterschool tutoring with transportation is available twice a week. Students with FBA/BIPs are supported by guidance, ESE, and support staff. Our school based Social Worker addresses concerns with all students on our campus; magnet high school, T.I.E (deferment SWD), and the adult students in the technical programs, Adult pre-college and ESOL programs.</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>During pre-planning week, school leadership promotes a welcoming and supportive atmosphere where all students, regardless of their abilities, disabilities, backgrounds and/or learning styles, can participate and thrive in the classroom. This is reinforced throughout the school year though Open House, Senior Exhibition, SkillsUSA, Spirit-Week, and Club events.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Transition IEPs are developed for each 9th - 12th eligible student. IEP goals and desired post-school outcomes are solicited from SWD and their families. Students are offered career preparation courses through VR's STAR camps during summer and school breaks. Vocational Rehabilitation along with other agencies that support adults with disabilities are welcomed and explored. The SWD's desires, abilities, and motivation help determine the goals for employment, community engagement, and post school independent living. In the electronic gradebook, teachers are alerted to students with IEP/504 accommodations as they progress to their next course or school year.</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>Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWD. Staff in the magnet high school solicit input from student and parent concerning which technical programs are desired after students are provided with a technical campus tour. Diploma deferment courses are accessible to SWD who demonstrate a need for support as they enter the "World of Work". The T.I.E. staff work to develop a career plan for each SWD and provide support for the next step after SWD ages out of the transition program.</p>
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School BPIE Assessment Priority Indicators

ATLANTIC 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 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.
- Indicator 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.