

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

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
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.	Fully	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.

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.	Fully	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.
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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.	Partially Almost	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.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	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.

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.	Fully	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.
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.	Fully	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.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	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.

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.	Partially Almost	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 informational 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.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	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 administrative review.

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.	Partially Almost	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.
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.	Partially Almost	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. SLD 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.

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.	Fully	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.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	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.

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.	Fully	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.
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29. Family members of SWD are contributing members of school decision-making groups.	Fully	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.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	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.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	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.

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).	Fully	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.
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