



## Florida Inclusion Network (FIN) Annual Report

The primary purpose of the FIN Administration Project is to provide statewide support, consultation, coordination, guidance, and leadership, in collaboration with the Florida Diagnostic and Learning Resources System (FDLRS) Administration Project and the FDLRS Area Center (AC) managers, to the 27 FIN facilitators in the 18 FDLRS ACs across five geographical regions throughout the state of Florida. The FIN Administration project personnel provide individual, regional, and statewide technical assistance, professional development, and coordination of activities related to the FIN network to ensure and support the implementation and fidelity of Florida’s Best Practices for Inclusive Education (BPIE) district and school assessments, pursuant to Section 1003.57, Florida Statutes (F.S.).

### FIN's Mission

The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.



### FIN Mission Implementation

In partnership with districts, FIN facilitates the implementation of best practices for inclusive education through:

- Data-driven, student-focused planning and problem solving across districts and schools.
- Data-driven professional development and technical assistance to increase knowledge and skills of district and school personnel.
- Coaching and resources for district and school personnel to build and sustain capacity.
- Sharing information to build collaborative relationships between families, schools and districts.

As shown below, FIN’s customized services and supports are divided into nine areas, or pillars, that support and exemplify the FIN mission. FIN facilitators are responsible for products, trainings and service delivery activities in each of the nine pillars, according to statutory requirements and data-driven dialogue with districts and schools. This annual report provides a statewide summary and individual regional analysis of activities under each pillar for both the FIN Administration Project and each of the five FIN regions.



**Plan for Inclusive Education**



**Supporting Students with Disabilities**



**Building Inclusive Schools**



**From Label to Able**



**District and School Best Practices for Inclusive Education**



**Collaborative Teaching Partnerships**



**Inclusive Scheduling**



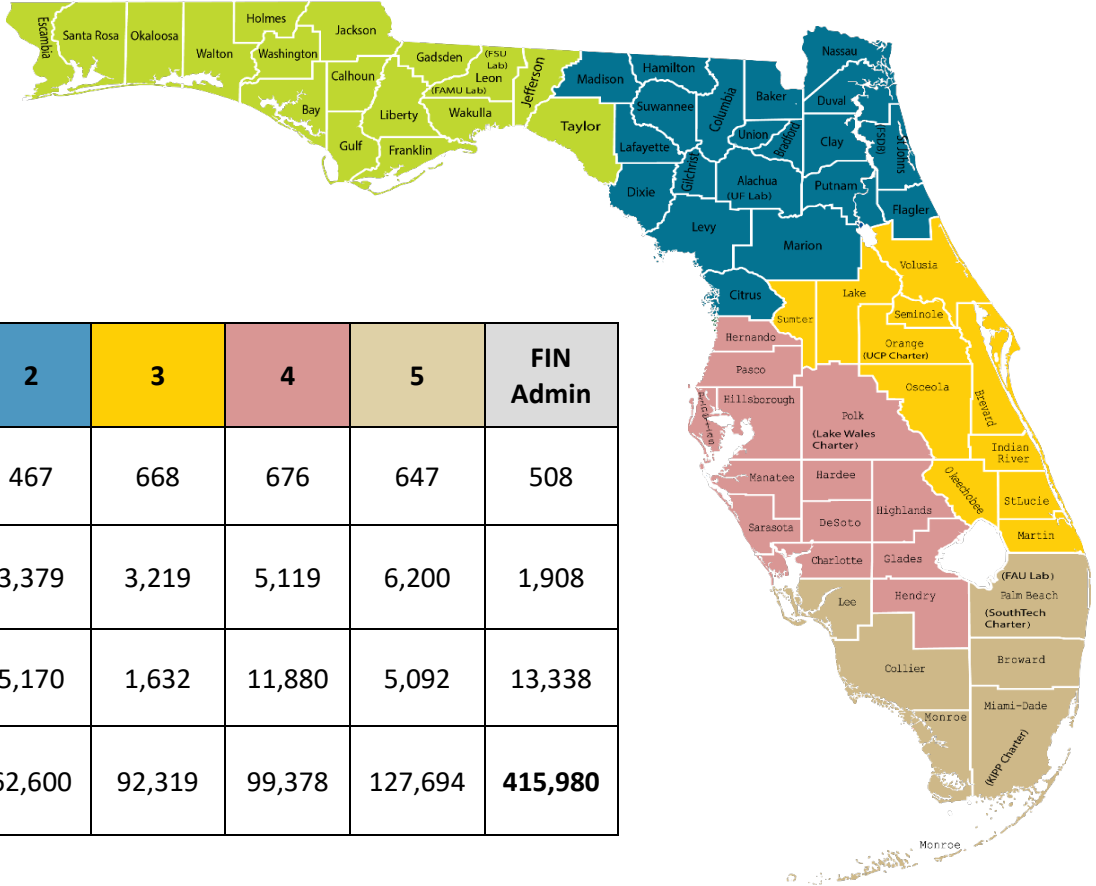
**Peers as Partners in Learning**



**Data Sources**

# Statewide FIN Network

The FIN Administrative Project and the FIN facilitators at each of the 18 FDLRS ACs across five geographical regions in Florida comprise the statewide FIN Network. The data is represented for seven pillars, not including the BPIE and the Plan for Inclusive Education (PIE) and reflects training and service delivery to district and school stakeholders.



Region	1	2	3	4	5	FIN Admin
<b>Total Events</b>	523	467	668	676	647	508
<b>Total Participants</b>	2,425	3,379	3,219	5,119	6,200	1,908
<b>Total Products</b>	11,890	5,170	1,632	11,880	5,092	13,338
<b>Total Students with Disabilities</b>	33,989	62,600	92,319	99,378	127,694	<b>415,980</b>

## Families

In 2021-22, the FIN Network provided 888 technical assistance events through trainings and service delivery to a total of 3,853 families. Region 1 held 129 family events, with 1,087 participants. Region 2 held 75 family events, with 90 participants. Region 3 held 199 family events, with 645 participants. Region 4 reached 867 participants with 196 family events, and Region 5 held 182 family events to reach 1,033 participants. FIN Administration reached 131 participants with 107 family events.

### Facebook\*

People Reached-2,745  
Engagements-193

### FIN Videos\*

2.7 K total views between  
7/1/21 – 6/30/22  
Collaborative Teaching Overview – **808** views  
Peers as Partners in Learning Overview – **308** views  
Inclusive Scheduling Overview – **228** views  
Other Videos – **1,356** views

### Twitter\*

Tweets-27  
Tweet Impressions-9,193  
Profile Visits-3,496  
New Followers-24  
Mentions-19

\*Facebook, FIN Videos and Twitter data are from Meta, Vimeo and Twitter account analytics.

## District and School Best Practices for Inclusive Education and Short-term and Long-term Improvement Efforts

Section 1003.57, F.S., states “once every 3 years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district’s exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.” Priority indicators chosen by districts and schools are included in the short-term and long-term improvement efforts, known as the Plan for Inclusive Education (PIE). Two of the pillars for FIN are the District and School BPIE and the PIE.

### BPIE

The BPIE is an assessment process at the district and school levels designed to identify priority needs, develop goals, plan improvement strategies, and organize internal and external resources to support the implementation of inclusive best practices. The BPIE assessment process for districts and schools is required every three years. Since July 2013, FIN has facilitated the district BPIE assessment process with all 79 school districts, including **20** completed in 2021-22. Additionally, over the last ten years, FIN has provided support in the completion of more than **10,814** school BPIE assessments, with **3,537** completed in 2021-2022.



### PIE

Following the BPIE assessment process, in alignment with s. 1003.57, F.S., district personnel, FIN Facilitators and other discretionary projects, as appropriate, will use the PIE to collaboratively develop short- and long-term improvement efforts to address prioritized indicators from the BPIE assessment.

### The top 5 BPIE priority indicators chosen by **districts** from July 1, 2019, to June 30, 2022.

<b>Indicator 7</b> - (31 Districts) - District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts.
<b>Indicator 17</b> - (24 Districts) - District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all students with disabilities based on academic state standards.
<b>Indicator 20</b> - (23 Districts) - District has data that reflect an increasing number of students with low-incidence disabilities and/or receiving instruction through the access points are educated in general education classes, with supplementary aids, services, and curricular modifications as stipulated in student IEPs.
<b>Indicator 15</b> - (19 Districts) - District provides ongoing PD and TA to all school leaders on the implementation of an inclusive scheduling process and collaborative teaching service delivery models to provide instruction and support to all students with disabilities in general education contexts, regardless of the type or severity of their disability.
<b>Indicator 16</b> - (19 Districts) - District provides PD and TA to schools in the use of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional and behavioral interventions for all students with disabilities in general education and natural contexts.

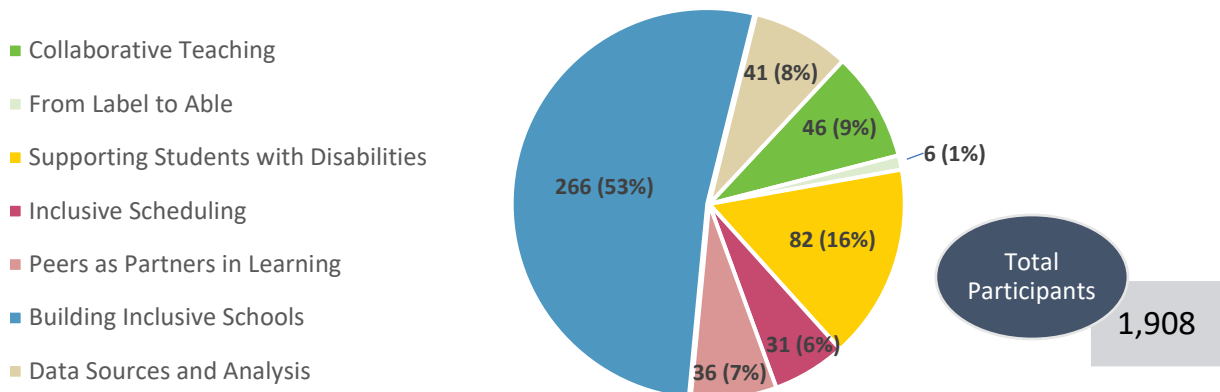
### The top 5 BPIE priority indicators chosen by **schools** from July 1, 2021, to June 30, 2022.

<b>Indicator 26</b> - (800 schools) - All paraprofessionals receive professional development on ways to support students with disabilities in general education.
<b>Indicator 15</b> - (759 schools) - Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.
<b>Indicator 18</b> - (745 schools) - Specials, electives and technical education teachers have regular opportunities to consult with special education teachers.
<b>Indicator 28</b> - (739 schools) - General and special education teachers regularly plan instruction together.
<b>Indicator 20</b> - (706 schools) - A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.

## FIN Administration Project Activities

In addition to a network-wide focus on implementing and supporting the BPIE process and PIE development, the FIN Administration project conducted the activities in the graph below to support FIN facilitators in data-driven actions included in the PIE to address districts' and schools' chosen priority indicators. These activities are reflected by the listed pillar title and indicates the distribution of trainings and service delivery across the administration project.

Regional Training and Service Events



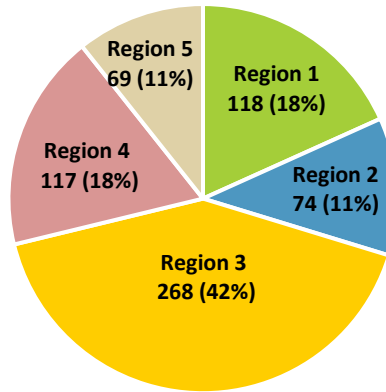
This report will present regional data for each of the same pillars, in order to examine the distribution of similar activities across and amongst regions. For purposes of this report, the following categories are represented:

- Collaborative Teaching includes training and service delivery events that specifically include the topic of collaborative teaching. Participant totals and products related to the pillar are included in a table, by region.
- From Label to Able includes training and service delivery events that specifically indicate the title From Label to Able in addition to events involving students with a most significant cognitive disability who qualify to be instructed on the state academic standards via access points. Participant totals and products related to the pillar are included in a table, by region.
- Supporting Students with Disabilities includes training and service delivery events that specifically include topics related to supporting students with disabilities in inclusive settings, such as High Leverage Practices, Executive Functioning, paraprofessional training, Low-Tech Tools, Planning Supports for Students with the Most Significant Cognitive Disabilities, and Specially Designed Instruction or Strategies in Inclusive Schools. Participant totals and products related to the pillar are included in a table, by region.
- Inclusive Scheduling includes training and service delivery events that specifically include the topic of inclusive scheduling, including overviews and on-site facilitation. Participant totals are included in a table, by region.
- Peers as Partners in Learning includes training and service delivery events that specifically support the implementation of the Peers as Partners in Learning courses (#1400025 and #1400340). Participant totals and products related to the pillar are included in a table, by region.
- Building Inclusive Schools includes training and service delivery events that specifically address the broad topic of inclusion but do not fall into other categories. Participant totals and products related to the pillar are included in a table, by region.
- Data Sources and Analysis includes training and service delivery events that indicate a focus on Least Restrictive Environment (LRE) and provision and analysis of customized data reports. Participant totals and products related to the pillar are included in a table, by region.

## Collaborative Teaching Partnerships

Section 1003.03, F.S., requires that teachers who team teach be trained within the first year of their partnership. The FIN network provides comprehensive professional development and technical assistance sessions for collaborative teaching partners. Sessions are customized to meet the needs of schools and districts, and cover six areas: laws and language, communication, roles and responsibilities, collaborative approaches and specially designed instruction, instructional strategies, and planning.

### Regional Training and Service Events

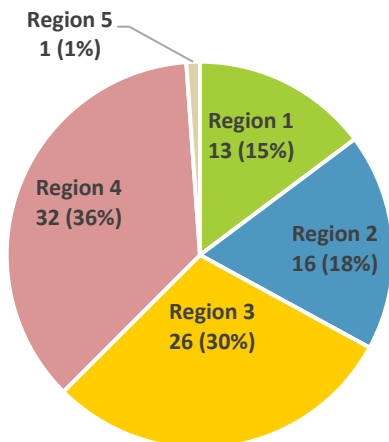


Region	1	2	3	4	5	Total
Participants	780	1,036	1,298	1,211	1,825	6,150
Products	548	1,111	277	1,726	713	4,375

## From Label to Able

One of the foundational products of FIN, From Label to Able, provides an overview of laws and language related to educating students with the most significant cognitive disabilities, with a focus on understanding the overall components involved in educating students with the most significant cognitive disabilities in inclusive environments.

### Regional Training and Service Events



Region	1	2	3	4	5	Total
Participants	18	160	94	460	4	736
Products	60	67	20	2,300	0	2,447

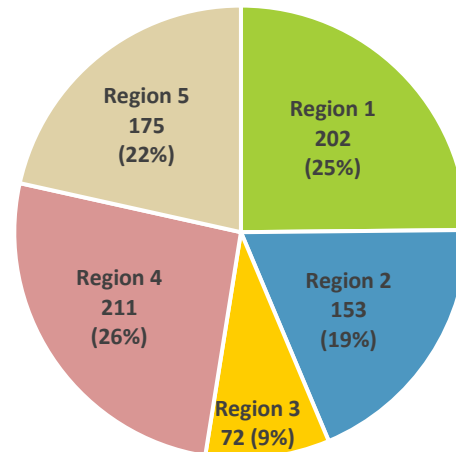
## Supporting Students with Disabilities

Florida’s continued growth in the percentage of students with disabilities spending 80% or more of their time in regular education settings has emphasized the focus on teachers continuing to provide the supports needed for successful student outcomes. Research- and evidence-based strategies, high-leverage practices, student engagement, specially designed instruction, supporting students with the most significant cognitive disabilities, and other direct or indirect supports provided by educators or paraprofessionals are reported under this pillar.

Region	1	2	3	4	5	Total
<b>Participants</b>	1,081	853	486	1,760	2,325	6,505
<b>Products</b>	915	1,938	291	3,416	1,539	8,099



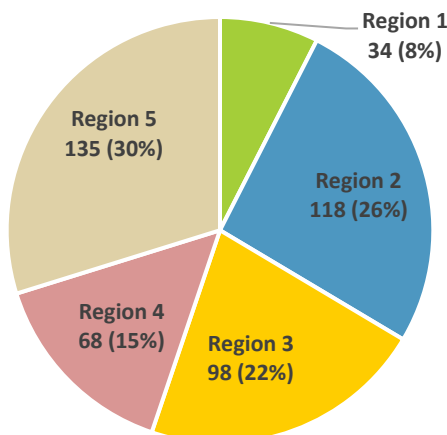
### Regional Training and Service Events



## Inclusive Scheduling

Inclusive scheduling is completed collaboratively between the general and special education teachers, school administrators, and other staff who will be implementing or supporting a schoolwide master schedule that benefits all students. Students with disabilities are scheduled first, according to their needs, as determined by their IEP team. Teacher schedules are developed with a focus on providing supports in general education settings.

### Regional Training and Service Events



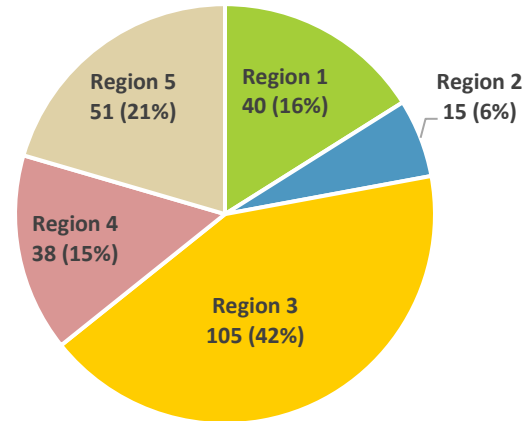
Region	1	2	3	4	5	Total
<b>Participants</b>	93	782	381	379	861	2,496
<b>Products</b>	5	531	69	34	896	1,535

## Peers as Partners in Learning

The Peers as Partners in Learning (PPL) program is provided through two service-oriented elective courses (#1400340 or #1400025), designed to provide peer supports for students with disabilities at the middle and high school levels. Students with and without disabilities who are partners comprise the PPL program at their specific school. In 2021-22, **345** middle school students in **8** districts participated in the middle school course, and **1,922** high school students in **21** districts participated in the high school course (Survey 2, 2021). FIN supports for PPL include overviews, planning, implementation and on-going follow up at participating schools.



### Regional Training and Service Events

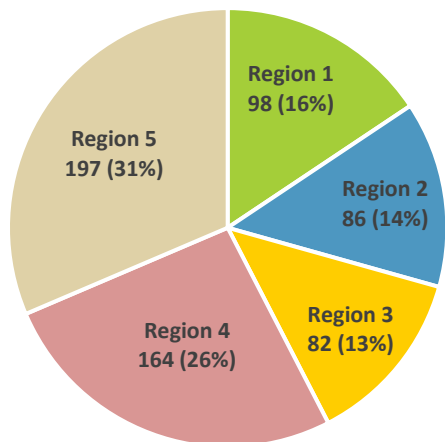


Region	1	2	3	4	5	Total
Participants	129	39	284	207	272	931
Products	63	10	194	98	134	1,180

## Building Inclusive Schools

Regional training and service events in 2021-2022 for the Building Inclusive Schools pillar address the core beliefs of inclusion. Topics reflected in the graph include events including Person First Language, Overviews of FIN Services and Supports, What is Inclusion? and Florida's Inclusion Story. Totals do not include independent course data.

### Regional Training and Service Events



Region	1	2	3	4	5	Total
Participants	291	504	618	767	848	3,028
Products	10,035	1,512	722	4,148	1,778	18,195

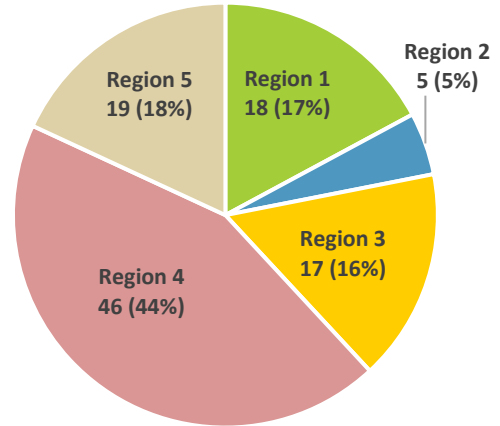
In 2021-22, the Florida Inclusion Network developed *Building Inclusive Schools*, an independent course on the Bureau of Exceptional Education and Student Services Professional Development Alternatives (BEES-PDA) portal for district and school administrators, teachers, and other stakeholders to learn about information about best practices for creating and supporting an inclusive school culture. From October 1, 2021, to June 30, 2022, **415** individuals from **64** Florida districts completed the 10-hour independent course.

## Data Sources and Analysis

FIN facilitators use and analyze a variety of data from federal, state and local sources to develop customized supports and services for districts and schools a result of the district’s plan for inclusive education. Data sources in this area have a focus on the LRE and the development and analysis of customized data reports to assist in the provision of training and service delivery at strategic sites.



### Regional Training and Service Events



Region	1	2	3	4	5	Totals
Participants	31	5	58	335	65	494
Products	264	1	59	158	32	514

## Statewide Training and Service Delivery – Summary

Across Florida, FIN facilitators implement action steps from each district’s PIE in order to address priority indicators identified by each district’s and their schools’ BPIE assessment teams. A percentage of training and service delivery events for 2021-2022 across seven common pillars for the five regions is shown in the following chart, and a grand total of events, participants, and products is provided in the side graphic.

### Statewide Summary of Events, Participants, and Products

- Building Inclusive Schools
- Supporting Students with Disabilities
- Inclusive Scheduling
- Peers as Partners in Learning
- From Label to Able
- Data Sources and Analysis
- Collaborative Teaching

