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.).

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.
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.

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

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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th><strong>Districts</strong></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>31</td>
<td>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.</td>
</tr>
<tr>
<td>17</td>
<td>24</td>
<td>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.</td>
</tr>
<tr>
<td>20</td>
<td>23</td>
<td>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.</td>
</tr>
<tr>
<td>15</td>
<td>19</td>
<td>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.</td>
</tr>
<tr>
<td>16</td>
<td>19</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

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.

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
- Participants: 780
- Products: 548

Region 2
- Participants: 1,036
- Products: 1,111

Region 3
- Participants: 1,298
- Products: 277

Region 4
- Participants: 1,211
- Products: 1,726

Region 5
- Participants: 1,825
- Products: 713

Region 1: 13 (15%)
Region 2: 16 (18%)
Region 3: 26 (30%)
Region 4: 32 (36%)
Region 5: 1 (1%)

Regional Training and Service Events

Region 1
- Participants: 18
- Products: 60

Region 2
- Participants: 160
- Products: 67

Region 3
- Participants: 94
- Products: 20

Region 4
- Participants: 460
- Products: 2,300

Region 5
- Participants: 4
- Products: 0

Region 1: 118 (18%)
Region 2: 74 (11%)
Region 3: 268 (42%)
Region 4: 117 (18%)
Region 5: 69 (11%)

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.

### 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

<table>
<thead>
<tr>
<th>Region</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>1,081</td>
<td>853</td>
<td>486</td>
<td>1,760</td>
<td>2,325</td>
<td>6,505</td>
</tr>
<tr>
<td>Products</td>
<td>915</td>
<td>1,938</td>
<td>291</td>
<td>3,416</td>
<td>1,539</td>
<td>8,099</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1</td>
<td>34 (8%)</td>
</tr>
<tr>
<td>Region 2</td>
<td>118 (26%)</td>
</tr>
<tr>
<td>Region 3</td>
<td>98 (22%)</td>
</tr>
<tr>
<td>Region 4</td>
<td>68 (15%)</td>
</tr>
<tr>
<td>Region 5</td>
<td>135 (30%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>93</td>
</tr>
<tr>
<td>Products</td>
<td>5</td>
</tr>
</tbody>
</table>
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

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 (BEESS-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 as 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.

<table>
<thead>
<tr>
<th>Region</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>31</td>
<td>5</td>
<td>58</td>
<td>335</td>
<td>65</td>
<td>494</td>
</tr>
<tr>
<td>Products</td>
<td>264</td>
<td>1</td>
<td>59</td>
<td>158</td>
<td>32</td>
<td>514</td>
</tr>
</tbody>
</table>

Regional Training and Service Events

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

| Total Events | 2,981 |
| Total Participants | 20,342 |
| Total Products | 35,664 |