



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 learning, 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's 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 learning 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.

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).

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 9 completed in 2022-23. Additionally, over the last ten years, FIN has provided support in the completion of more than 10,834 school BPIE assessments, with 67 completed in 2022-2023.



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, 2022, to June 30, 2023.

- Indicator 7** - (30 Districts) - District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional learning (PL) and TA to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts.
- Indicator 20** - (24 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.
- Indicator 17** - (22 Districts) - District provides ongoing, job-embedded, collaborative PL 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.
- Indicator 14** - (19 Districts) - District provides job-embedded, collaborative PL and TA to all schools to integrate IEP goals and objectives and the state academic achievement standards in general education classes and natural contexts.
- Indicator 15** - (16 Districts) - District provides ongoing PL 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 SWD in general education contexts, regardless of the type or severity of their disability.

The top 6 BPIE priority indicators chosen by **schools** from July 1, 2022, to June 30, 2023.

- Indicator 26** - (25 schools) - 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.
- Indicator 15** - (22 schools) - 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.
- Indicator 20** - (21 schools) - 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.
- Indicator 24** - (15 schools) - There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- Indicator 14** - (13 schools) - School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 28** - (13 schools) - 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.

Families

In 2022-23, the FIN Network provided 696 technical assistance events through trainings and service delivery to a total of 4,011 families. Region 1 held 131 family events, with 1,608 participants. Region 2 held 42 family events, with 102 participants. Region 3 held 89 family events, with 328 participants. Region 4 held 100 family events, with 536 participants, and Region 5 held 122 family events with 1,225 participants. FIN Administration held 212 family events, with 212 participants.

Facebook*

People Reached-839
Engagements-80
Impressions-962

FIN Videos*

2,836 total views between
7/1/22 – 6/30/23
100,000 impressions
1,354 unique viewers
Collaborative Teaching Overview – 1,098 views
Peers as Partners in Learning Overview – 213 views
Inclusive Scheduling Overview – 338 views
Other Videos – 1,187 views
15 countries

Twitter/X*

Tweet Impressions-
516
Engagements-44

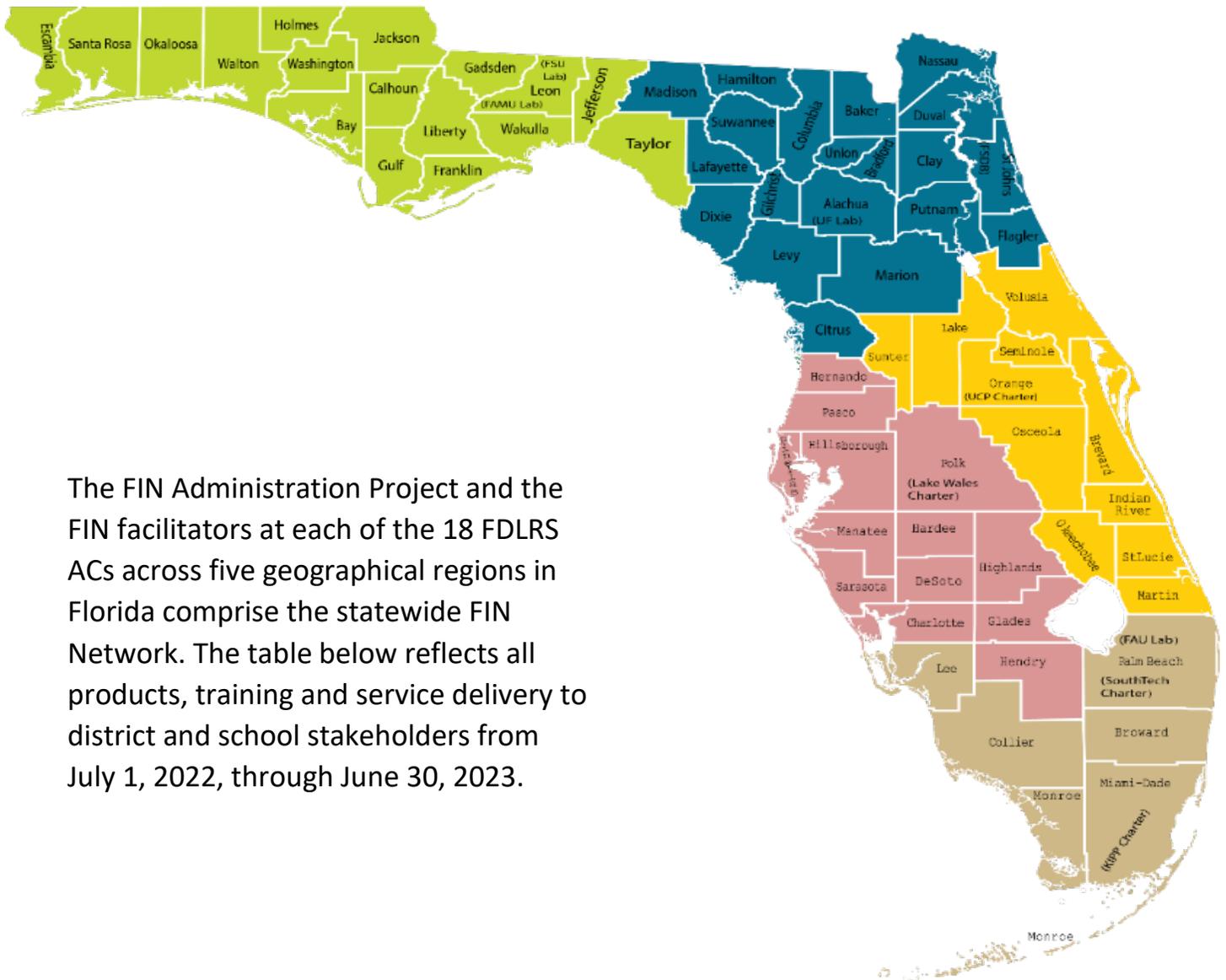
*Facebook, FIN Videos and Twitter data are from Meta, Vimeo and Twitter/X account analytics.

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 2022-23, approximately **493** middle school students in **12** districts participated in the middle school course, and **2,376** high school students in **25** districts participated in the high school course (Survey 3, 2023). FIN supports for PPL include overviews, planning, implementation and on-going follow up at participating schools.

In 2022-23, the Florida Inclusion Network promoted *Collaborative Teaching Partnerships*, an independent course on the Bureau of Exceptional Education and Student Services Professional Learning Alternatives (BEES-PLA) portal to provide a course as one means to meet the requirements for the professional learning for teachers who team teach or provide inclusion teaching in accordance with section 1003.03, Florida Statutes, (F.S.). From July 1, 2022, to June 30, 2023, **170** individuals from **34** Florida districts completed the 15-hour independent course.

In 2022-23, the Florida Inclusion Network promoted *Building Inclusive Schools*, an independent course on the Bureau of Exceptional Education and Student Services Professional Learning Alternatives (BEES-PLA) 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 July 1, 2022, to June 30, 2023, **596** individuals from **54** Florida districts completed the 10-hour independent course.



The FIN Administration Project and the FIN facilitators at each of the 18 FDLRS ACs across five geographical regions in Florida comprise the statewide FIN Network. The table below reflects all products, training and service delivery to district and school stakeholders from July 1, 2022, through June 30, 2023.

| Region | 1 | 2 | 3 | 4 | 5 | FIN Admin | ALL |
|--|------|------|------|------|------|-----------|-------|
| Total Service Delivery Events | 398 | 398 | 752 | 943 | 763 | 558 | 3812 |
| Total Service Delivery Participants | 1466 | 1554 | 2190 | 2328 | 2408 | 1450 | 11396 |
| Total Training Events | 214 | 141 | 149 | 168 | 199 | 70 | 941 |
| Total Training Participants | 2412 | 1997 | 1551 | 2191 | 3260 | 1915 | 13326 |
| Total Products | 604 | 376 | 383 | 695 | 3269 | 655 | 5982 |