

ANNUAL REPORT 2023-2024

Florida Inclusion Network

In accordance with Section 1003.57, Florida Statutes, (F.S.), the Florida Inclusion Network provides statewide, regional, district and school-based technical assistance, professional learning and coordination of activities related to students with disabilities receiving supports using in-class models of service delivery.

In partnership with districts, FIN collaborates to support schools 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.



Our 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.

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

Since July 2013, FIN has facilitated the district BPIE assessment process with all school districts, including **41** completed in 2023-2024. Additionally, over the last eleven years, FIN has provided support in the completion of more than **33,684** school BPIE assessments, with **166** completed in 2023-2024.

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). 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, 2021, to June 30, 2024.

- Indicator 7** - (26 Districts) - District key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional learning (PL) and technical assistance (TA) to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts.
- Indicator 17** - (23 Districts) - District provides ongoing, job-embedded, collaborative professional learning (PL) and technical assistance (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** - (22 Districts) - District provides job-embedded, collaborative professional learning (PL) and technical assistance (TA) to all schools to integrate IEP goals and objectives and the state academic achievement standards in general education classes and natural contexts.
- Indicator 16** - (17 Districts) - District provides professional learning (PL) and technical assistance (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 SWD in general education and natural contexts.
- Indicator 27** - (16 districts) - District provides resources to all district and school staff that include strategies for effective family communication and collaboration to increase learning and achievement for all SWD in inclusive classrooms and natural contexts

The top 5 BPIE priority indicators chosen by schools from July 1, 2021, to June 30, 2024.

- Indicator 26** - (841 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** - (800 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 18** - (782 Schools) - 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.
- Indicator 28** - (764 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.
- Indicator 20** - (755 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.

“Thank you for all your help with this process!”

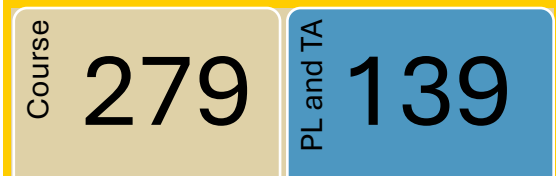
“Thank you for all of your support!”

2023-24 FIN SNAPSHOT

The BPIE and PIE processes result in goals and action steps to impact district and school outcomes. Through the PIE, tiered FIN supports are provided in the areas shown on this page.

Collaborative Teaching Partnerships -

Professional learning, technical assistance and an independent course for teaching teams to support Section 1003.57, Florida Statutes, F.S.



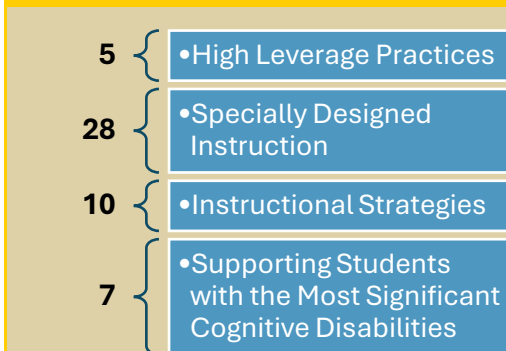
Peers as Partners in Learning -

A service oriented elective course to provide peer supports for students with disabilities.

In 2023-24, approximately **878** middle school students in **14** districts participated in the middle school course, and **2,501** high school students in **29** districts participated in the high school course (Survey 3, 2024). FIN provided **91** technical assistance and professional learning sessions to stakeholders.

Supporting Students with Disabilities -

Professional learning and technical assistance sessions for educators and district and school leaders.



Scheduling for Student Supports -

A team process for scheduling students with disabilities so they can receive IEP services using in-class models.

193 Professional Learning and Technical Assistance sessions
46 Districts served

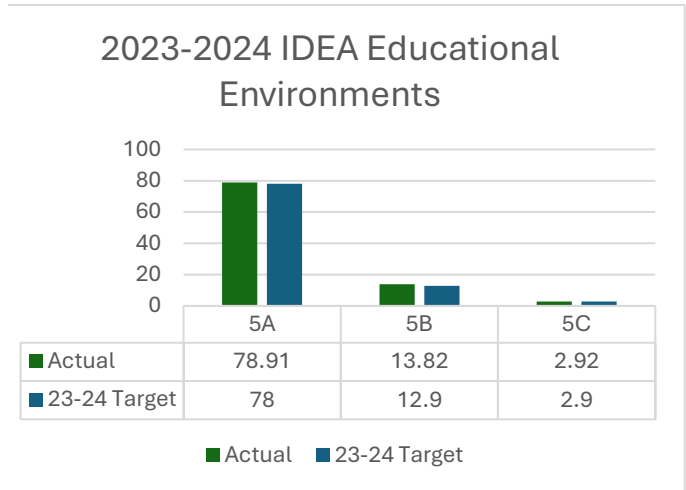
Building Inclusive Schools (for Students with Disabilities) -

BEESS PLA - Independent course completers



Data Sources -

A focus on Florida's Educational Environments data.



Families -

Professional Learning and Technical Assistance



Paraprofessionals -

Collaboration between paraprofessionals and teachers to provide support for students with disabilities.

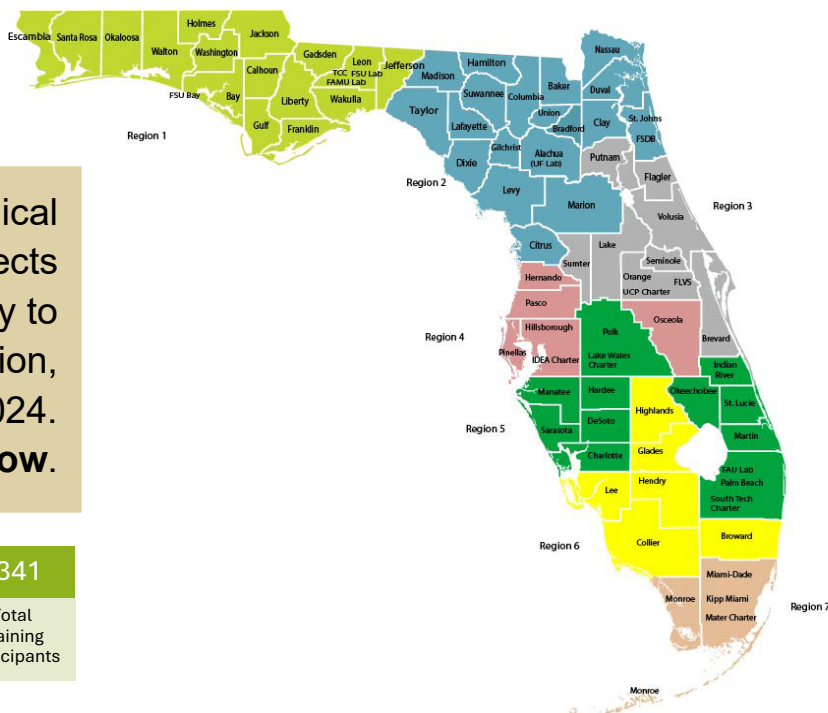
19 Professional Learning and Technical Assistance sessions

“These insights significantly and positively impacted my understanding.”

“We gained a deeper understanding of the collaborative teaching model.”

Event Type	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7
Products	612	557	852	629	858	425	343
Service Delivery Events	185	164	206	90	167	85	33
Service Delivery Participants	1,044	897	968	542	953	630	292
Professional Learning Events	28	29	57	12	57	35	12
Professional Learning Participants	1,122	885	1,428	487	1,323	1,190	421

*Note: Counts may be duplicated due to cross-regional collaboration.



The FIN Project serves seven geographical regions in Florida. The graphic **above** reflects all products, training and service delivery to district and school stakeholders, by region, from July 1, 2023, through June 30, 2024. Statewide totals are reflected **below**.

2,796	947	3,957	189	5,341
• Total Products	• Total Service Delivery	• Total Service Delivery Participants	• Total Training Events	• Total Training Participants

“On behalf of our team, I wanted to extend our thanks to you for sharing your knowledge with us around the Scheduling process. Our meeting last week was extremely timely, as our Deputy Directors are working with our school leaders in the coming days and weeks around building their master schedules, so we are excited to incorporate what we learned into our work with them.”

“I’ve been blessed with strategies that help with student’s learning gains. The insights gained from this class has encouraged and inspired me to share more of my strategies with educators to empower our students.”

“Our assistant superintendent told me how wonderful this training was, and we believe that our school would benefit from this, as they are in year one of turnaround status.”