



# Pre-Kindergarten Collaborative Inclusion Conference

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JUNE 19, 2023  
FLORIDA INCLUSION NETWORK

The Florida Inclusion Network is funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act, Part B.

# FIN's Mission

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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.

[Section 1003.57, Florida Statutes \(F.S.\)](#)

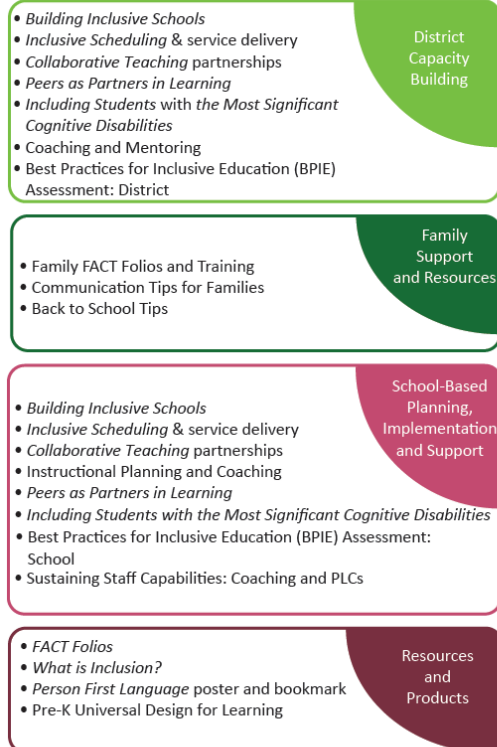
# FIN's Mission Implementation

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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.

# FIN Services and Resources



Check out our website to see all of the resources that FIN has to offer:  
[www.FloridaInclusionNetwork.com](http://www.FloridaInclusionNetwork.com)

## The Florida Inclusion Network

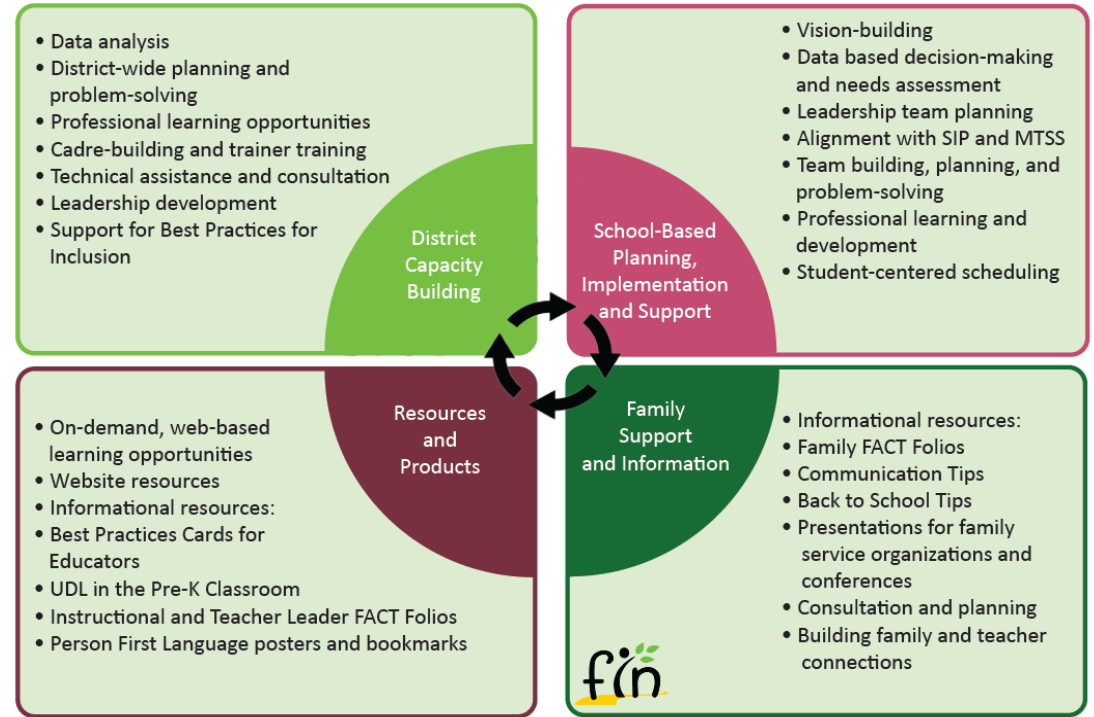


**Our Mission:** The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.



The Florida Inclusion Network at Florida State University is a special project funded by the Florida Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

## The Florida Inclusion Network Services and Resources



# Inclusion

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Florida defines inclusion as...

“...a student with a disability is receiving education **in a general education** regular class setting, reflecting **natural proportions** and **age-appropriate heterogeneous** groups in core academic and elective or special areas within the school community; a student with a disability is a **valued member of the classroom and school community**; the teachers and administrators support **universal education** and have knowledge and support available to enable them to effectively teach all children; and access is provided to technical assistance in best practices, instructional methods, and **supports tailored to the student’s needs** based on current research.”

Section 1003.57, Florida Statutes (F.S.)

# Florida's Inclusion Story for Students with Disabilities

## Least Restrictive Environment

1915-1940: Students with disabilities are not required to attend school or have access to instruction.<sup>1</sup>

1975: Students with disabilities are required to attend school and be educated in the least restrictive environment.<sup>1</sup>

2007: Students with disabilities are required to both attend school and have access to the general curriculum.<sup>1</sup>

Special legislative session in Florida resulted in educational program mandates including a requirement that all students receive 13 consecutive years of instruction, beginning with kindergarten.<sup>1</sup>

Children with mental and physical handicaps exempted from the new compulsory attendance law in Florida.<sup>1</sup>

Florida became the first state in the nation to require self-determination instruction for students with disabilities.<sup>1</sup> Florida's Part B State Performance Plan is required by IDEA re-authorization (publicly available and with improvement plans).<sup>2</sup>

The Education for All Handicapped Children Act is passed, providing a free appropriate public education, individualized education plans, due process hearings, and education in the least restrictive environment possible.<sup>1</sup>

Final regulations for No Child Left Behind (NCLB) were published emphasizing inclusion<sup>3</sup>; K-20 educational performance accountability system created in Florida to align with IDEA<sup>4</sup>; first Best Practices for Inclusive Education (BPIE) was published as a result of state legislation; Federal Higher Education Opportunity Act amended to create new post-secondary programs and expand Pell grant and other need-based aids for students with Intellectual Disabilities.<sup>6</sup>

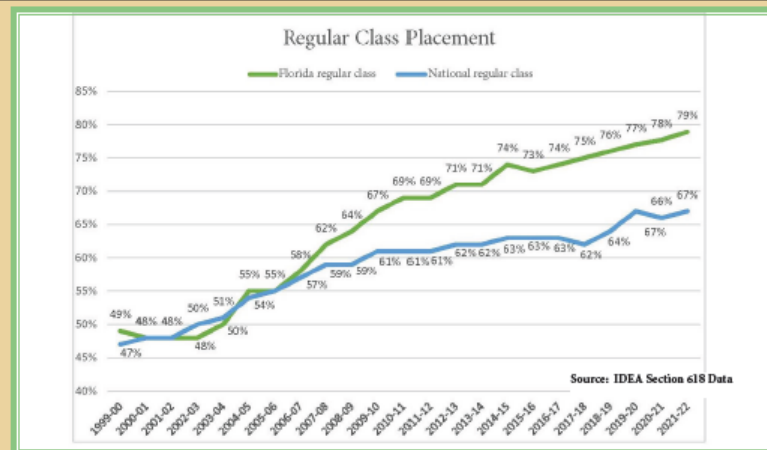
The U.S. Supreme Court made a landmark decision in the Endrew F. case that Individual Educational Plans must be reasonably calculated for a child to make progress in light of their circumstances.<sup>8</sup>

The Federal Every Student Succeeds Act (ESSA) was signed.<sup>3</sup> It established challenging academic standards in reading, math and science for ALL students, with supports starting in the general education setting, and focused on closing achievement gaps, thus assuring access to a quality public education resulting in college or career-ready skills.<sup>7</sup>

Florida lawmakers enact section 1003.57, Florida Statutes (F.S.), which defined inclusion. The Florida Inclusion Network (FIN) revised the BPIE 1.0 assessment instrument and process in response to the requirement for "each district and school to complete a BPIE assessment every three years."<sup>5</sup>

The first revision of the Individuals with Disabilities Act (IDEA) which continued to require schools to educate children in the least restrictive environment possible.<sup>1</sup>

From 1999 until 2022: A more than **30 percent increase** in students with disabilities being served in regular education settings (80% or more of their day with peers without disabilities).



<sup>1</sup> <http://www.fln.org/core-principles.php?7274/1004483.html#letter.pdf>

<sup>2</sup> <https://data.ed.gov/dataset/part-b-state-performance-plans-app-and-annual-performance-report-aps-resources>

<sup>3</sup> <http://www.fln.org/core-principles.php?7274/1004483.html#letter.pdf>

<sup>4</sup> <https://www2.ed.gov/policy/elsec/leg/esea04/index.html>

<sup>5</sup> <https://www2.ed.gov/policy/elsec/leg/esea04/index.html>

<sup>6</sup> [https://www.gpo.gov/statstat/index.html?App\\_mode=Display&StatSearch\\_String=Ch100357&Title=100357&Section=100357](https://www.gpo.gov/statstat/index.html?App_mode=Display&StatSearch_String=Ch100357&Title=100357&Section=100357)

<sup>7</sup> <https://www2.ed.gov/esea>

<sup>8</sup> [https://www.supremecourt.gov/opinions/14p/01/15-827\\_opm1.pdf](https://www.supremecourt.gov/opinions/14p/01/15-827_opm1.pdf)

# District Best Practices for Inclusive Education (DBPIE) Assessment Indicator

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District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program with peers without disabilities.

- 14 districts prioritized this Indicator across all size alike districts
- Collaboration with districts and TATs to support improvement efforts
- Short-term and long-term improvement efforts are addressed in Plan for Inclusive Education documents facilitated by FIN Facilitators
- School BPIE Assessment Indicator also focuses on LRE data for ages 3-5

# Best Practices for Inclusive Education Assessment

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District Best Practices for Inclusive Education (DBPIE) Assessment  
Indicator #4 and School Best Practices for Inclusive Education  
(SBPIE) Assessment Indicator # 6



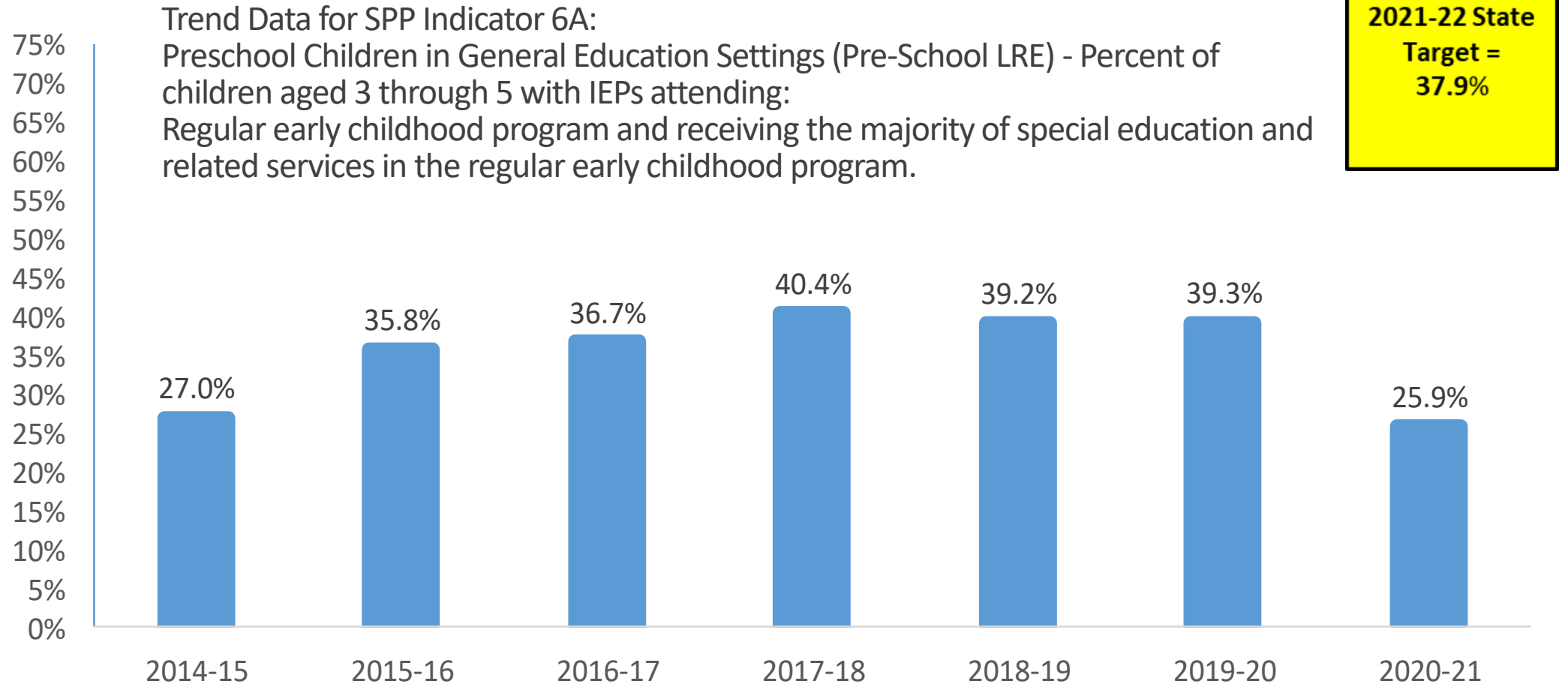
Data reflect that all SWDs, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.



# State Performance Plan (SPP) Indicator 5 Educational Environment Data (2022-2023)

Indicator	State Target (2022-2023)	2022-2023 Data (State Education Agency)	2021-2022 Data (State Education Agency)
Indicator 5A: (Regular Class)	$\geq 77.7\%$	78.90%	78.89%
Indicator 5B: (Separate Class)	$\leq 13.20\%$	13.29%	12.72%
Indicator 5C: (Separate Environment)	$\leq 3.00\%$	2.99%	3.09%

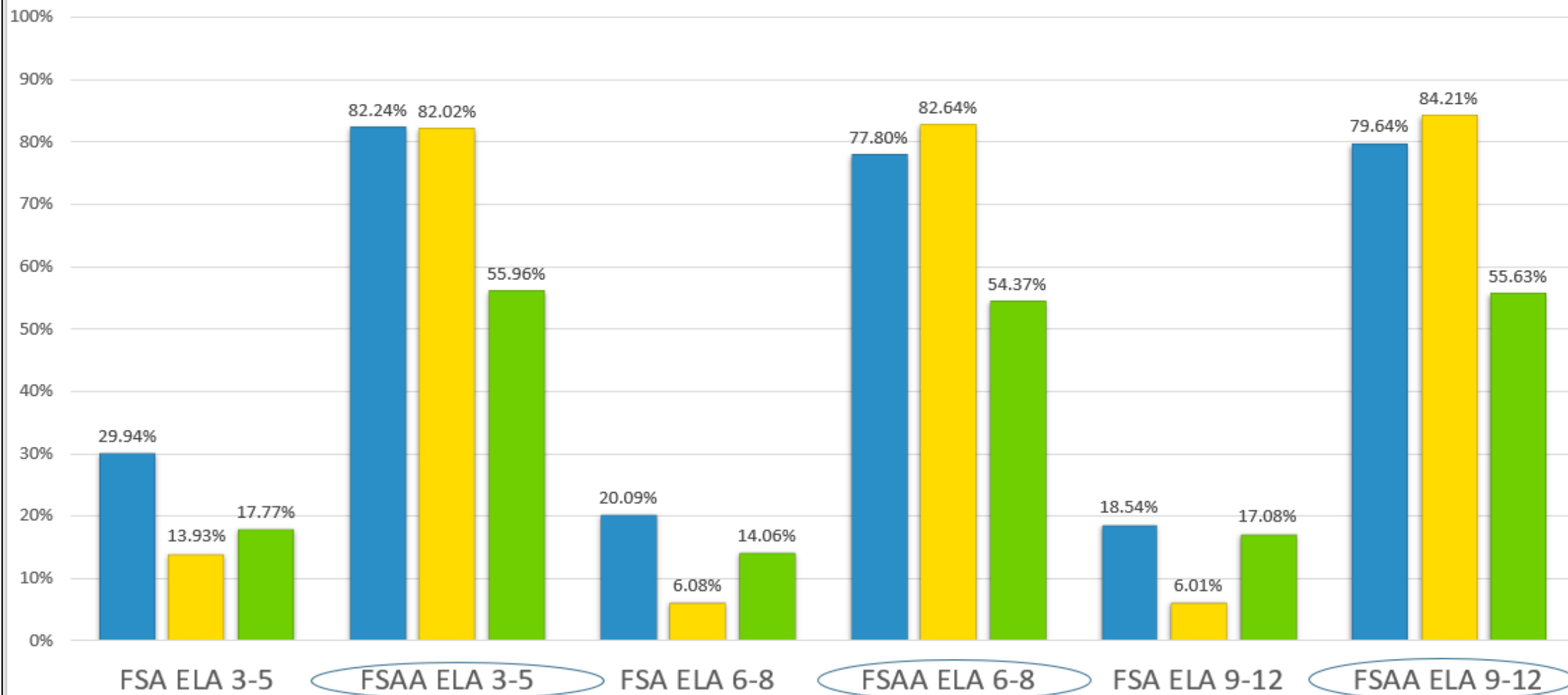
# Trend Data for SPP Indicator 6A



## FSA and FSAA 2018-2019 Level 3 and Above

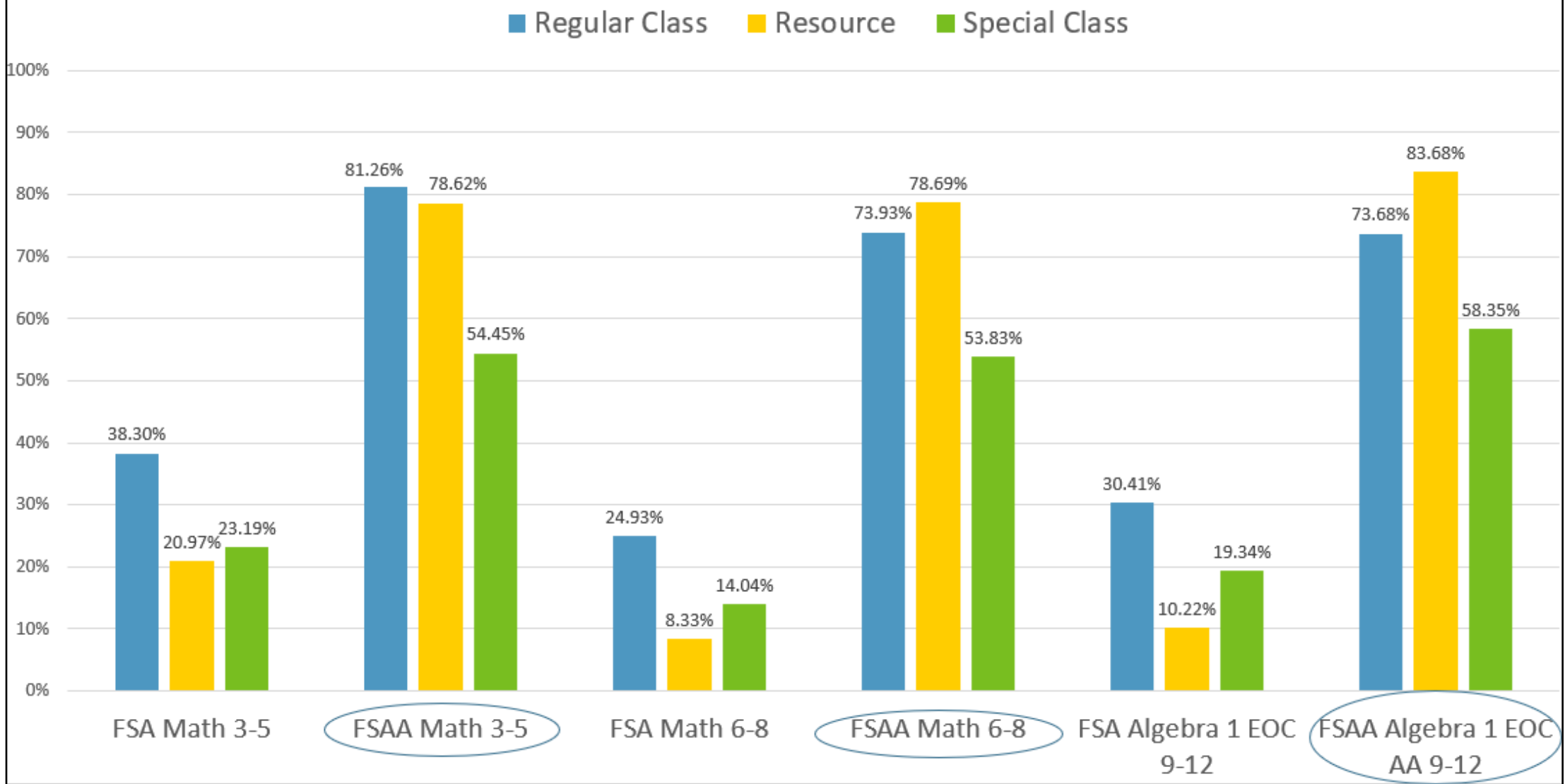
Source: FLDOE, 2020

■ Regular Class   ■ Resource   ■ Special Class



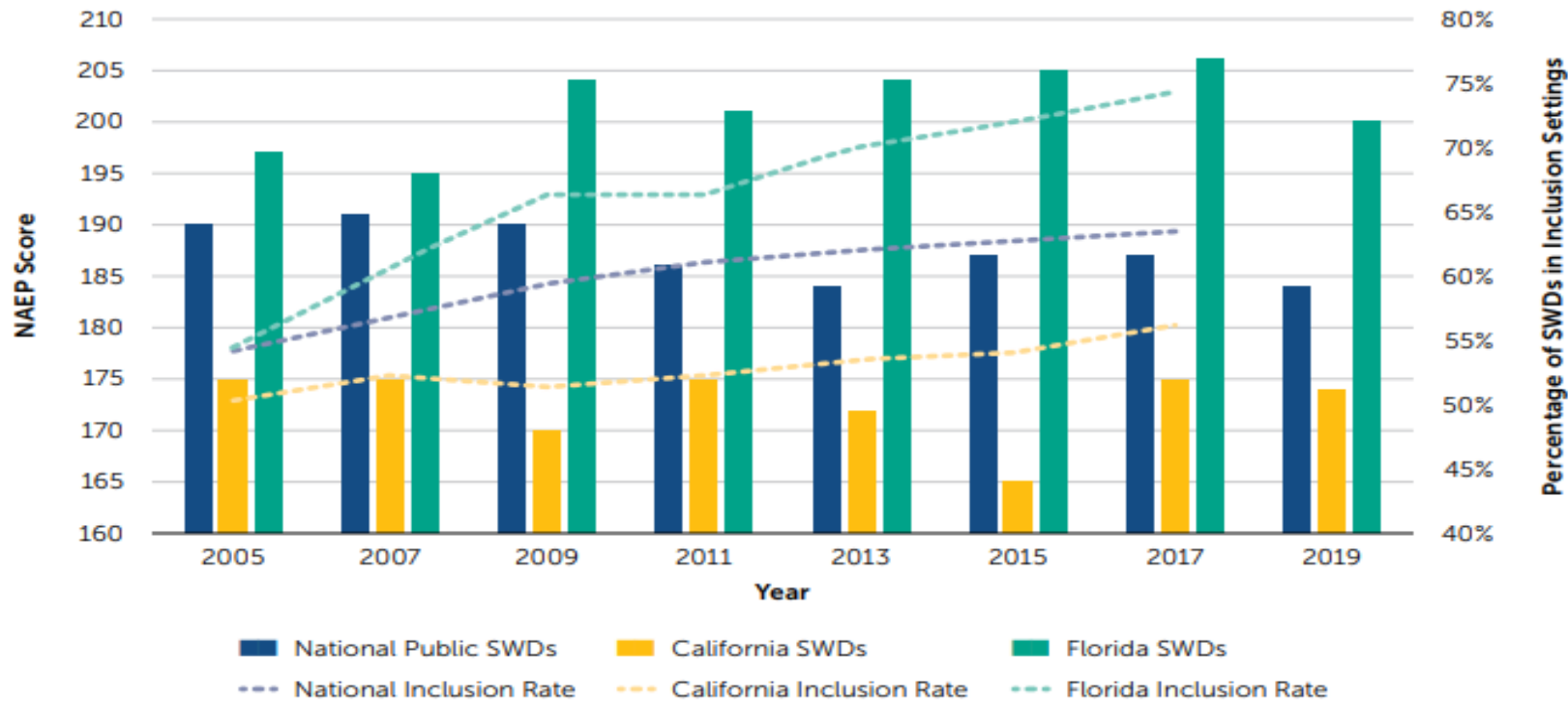
# FSA and FSAA Math 2018-2019 Level 3 and Above

Source: FLDOE, 2020



# Promising Policies to Address the Needs of Students with Disabilities, 2020

**Exhibit 4.** Grade 4 Reading: NAEP Scores and Inclusion Rates in California, Florida, and Nationally



Source: [https://edpolicyinca.org/sites/default/files/2020-02/r\\_humphrey\\_feb20\\_0.pdf](https://edpolicyinca.org/sites/default/files/2020-02/r_humphrey_feb20_0.pdf)

# Exemplary Leadership Practices

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- Explain to families and other stakeholders the importance of inclusion and its benefits
- Provide materials needed for children to be engaged in all activities
- Ensure that all environments meet the needs for all children to actively participate
- Promote family participation and input in decision making
- Promote, sustain and collaboration with stakeholders to address the diverse needs of students
- Participate in professional development opportunities to stay informed of evidence-based practices in early childhood

# Best Practices for Teacher Leaders

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- Provide rich language and varied vocabulary (i.e., big, huge, large, enormous).
- Recognize that all behavior is a form of communication
- All differences are accepted and celebrated.
- Promote, sustain and extend positive social interactions between peers
- Collect information from the child's family and other significant individuals in the child's life.
- Use video clips, portfolio, observations notes, developmental checklists, and behavior charts.
- Encourage children to learn how to listen to each other and build on each other's ideas.

Early Learning Coalition, 2017

# Pre-Kindergarten to Kindergarten

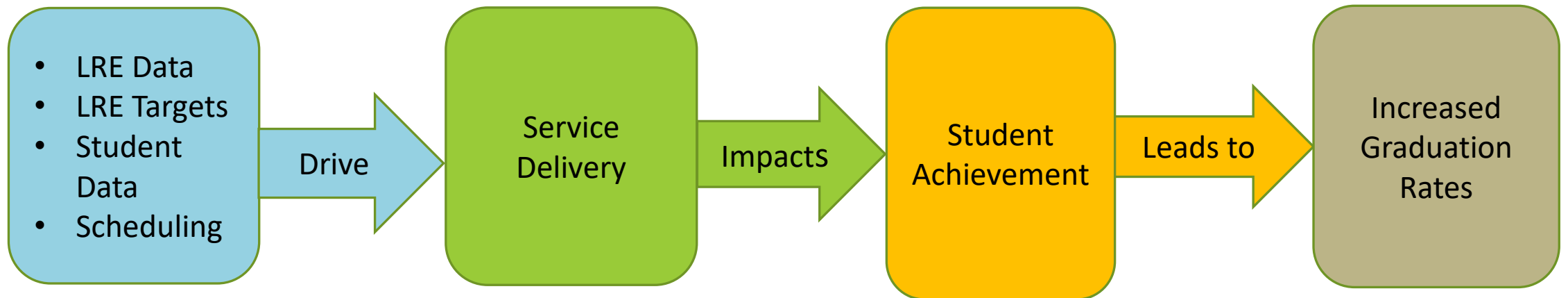
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- Remember that Exceptional Student Education (ESE) is a service, not a place
- Focus on early intervention to close the achievement gap
- Provide access to standards to impact outcomes
- Provide supplementary aids and services in a general education setting (integrated therapies)
- Implement Universal Design for Learning (UDL)
- Provide Specially Designed Instruction (SDI)
- Maintain high expectations
- Collaborate with families and other service providers



# Inclusion Supports Positive Outcomes

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# Best Practices for Collaborative Teaching

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- Maximizes instructional delivery
- Specially Designed instruction implemented in Collaborative teaching structures
- Shared implementation of accommodations and/or modifications
- Collaborative planning
- Collaborative instruction
- Collaborative assessment

# Inclusive Classroom Example



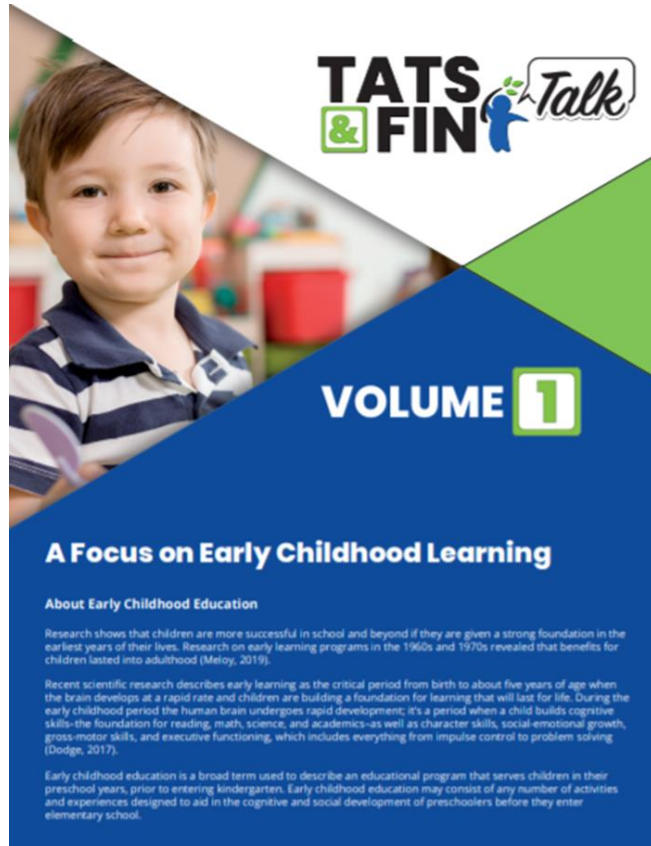
# TATs and FIN Talk



- Training and Technical Assistance (TATS) and FIN Talk
- Collaborative magazine focused on early childhood

<https://www.floridainclusionnetwork.com/districts-and-schools/>

# Volumes 1 and 2



<https://www.floridainclusionnetwork.com/districts-and-schools/>

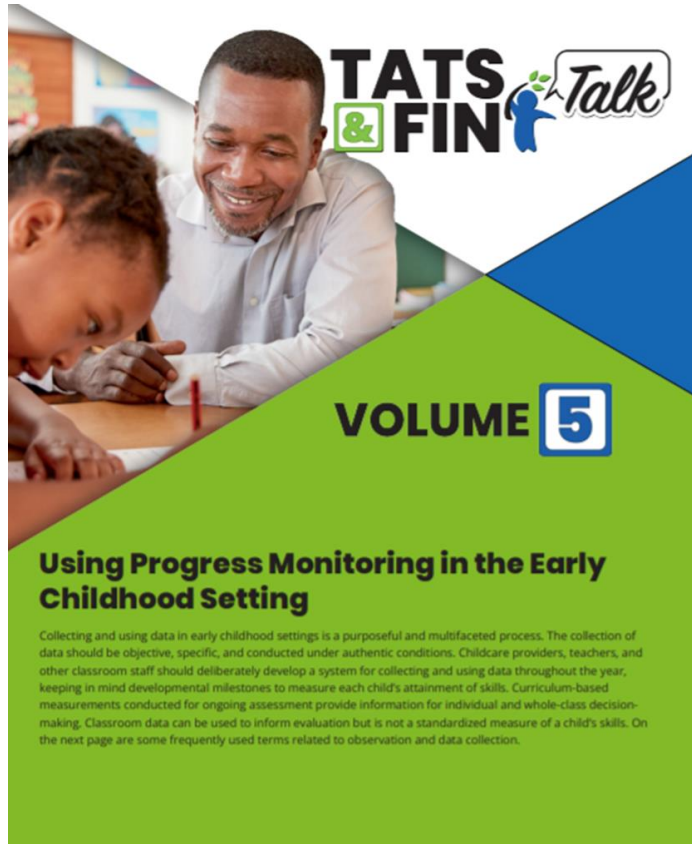


# Volumes 3 and 4



<https://www.floridainclusionnetwork.com/districts-and-schools/>

# Volume 5 and Back Cover



<https://www.floridainclusionnetwork.com/districts-and-schools/>

# Contact Us



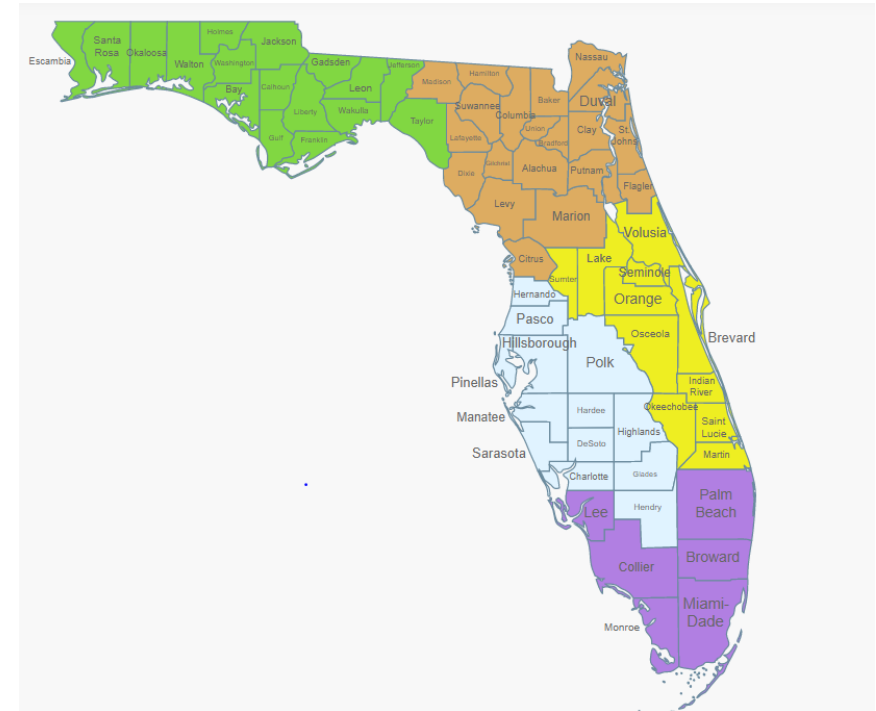
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<https://www.floridainclusionnetwork.com/directory/>



