



**Florida Diagnostic and Learning Resources  
System Associate Centers**

**Required Center Operating Procedures for  
2021 - 2022**

**Florida Department of Education  
K-12 Public Schools  
Bureau of Exceptional Student  
Education  
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## Introduction

The **Florida Diagnostic and Learning Resources System (FDLRS)** provides diagnostic and instructional support services to district exceptional student education programs and families of students with exceptionalities statewide. FDLRS supports Florida Department of Education's (FDOE) Strategic Areas of Focus:

- Strengthen foundation skills
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve quality of teaching in the education system
- Improve K-12 educational choice options
- Align resources to strategic goals

FDLRS also supports improvement activities identified in the Bureau of Exceptional Student Education (BESE) Services State Performance Plan (SPP) for the following indicators:

- FAPE in the LRE and Indicators 1-8
- Disproportionality and Indicators 9-10
- Effective General Supervision Part B and Indicator 11
- Effective General Supervision Part B/Effective Transition and Indicators 12-14

Funding for FDLRS is provided through federal and state dollars administered by the FDOE/BESE.

FDLRS includes nineteen Associate Centers that serve from one to nine school districts. These Centers collaborate with districts, agencies, communities and other personnel and educational entities, providing education and support for teachers, parents, therapists, resource staff, school administrators, and those serving students with exceptionalities. Each center includes specialists in the areas of Child Find, Parent Services, Human Resource Development (HRD), and Technology as well as a partnership with the Florida Inclusion Network (FIN). Each Associate Center has a minimum of one FIN facilitator to address the FIN priorities, including the Best Practices for Inclusive Education (BPIE) statutory requirement 1003.57 (1)(f), Florida Statute (F.S.).

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.

In addition, BESE provides statewide guidance on service delivery related to accessible instructional materials, assistive technology, and universal design for learning. The Technology & Learning Connections (TLC) Unit of the Problem Solving/Response to Intervention project facilitates the BESE's AEM/AT/UDL Network through a state level planning and review committee, Regional AT&UDL Centers, Regional Technology Coordinators, Regional Technology Specialists, Regional Local Assistive Technology Specialists, a statewide AT&UDL Loan Library, and a NIMAS Authorized User. The AEM/AT/UDL Implementation Plan provides specific guidelines on the alignment of services at the state, regional, and local levels.

FDLRS was established to assist in the provision of medical, physiological, psychological, educational testing, and other services designed to evaluate and diagnose exceptionalities, to make referrals for instruction and services, and to facilitate the provision of instruction and services to exceptional students. The four central functions of each FDLRS center are Child Find, Parent Services, Human Resources Development and Technology. All centers are required to operate in accordance with sections 1006.03, F.S., the General Application of Assurances for Federal and State Programs, and Additional Assurances for FDLRS Associate Centers included in the FDOE's Cooperative Agreement.

### **1006.03, F.S., Diagnostic and learning resource centers-----**

- (1) The department shall maintain regional diagnostic and learning resource centers for exceptional students, to assist in the provision of medical, physiological, psychological, and educational testing and other services designed to evaluate and diagnose exceptionalities, to make referrals for necessary instruction and services, and to facilitate the provision of instruction and services to exceptional students. The department shall cooperate with the Department of Children and Family Services in identifying service needs and areas.
- (2) Within its identified service area, each associate center shall:
  - (a) Provide assistance to parents, teachers, and other school personnel and community organizations in locating and identifying exceptional children and planning educational programs for them.
  - (b) Assist in the provision of services for exceptional children, using to the maximum, but not supplanting, the existing facilities and services of each district.
  - (c) Provide orientation meetings at least annually for teachers, principals, supervisors, and community agencies to familiarize them with center facilities and services for exceptional children.
  - (d) Plan, coordinate, and assist in the implementation of in-service training programs, consistent with each district's program of staff development, for the development and updating of maintaining a growth mindset, and instructional practices and procedures necessary to the education of exceptional children.
  - (e) Assist districts in the identification, selection, acquisition, use, and evaluation of media and materials appropriate to the implementation of instructional programs based on individual educational plans for exceptional children.
  - (f) Provide for the dissemination and diffusion of significant information and promising practices derived from educational research, demonstration, and other projects.
  - (g) Assist in the delivery, modification, and integration of instructional technology, including microcomputer applications and adaptive and assistive devices, appropriate to the unique needs of exceptional students.
- (3) Diagnostic and resource centers may provide testing and evaluation services to private school students and other children who are not enrolled in public schools.
- (4) Diagnostic and learning resource centers may assist districts in providing testing and evaluation services for infants and preschool children with or at risk of developing disabilities, and may assist districts in providing interdisciplinary training and resources to parents of infants and preschool children with or at risk of developing disabilities and to school readiness programs.

### **History.-----s. 267, ch. 2002---387.**

The purpose of this publication is to specify the required operating procedures for the FDLRS centers.

The required operating procedures provide the structure for the local center's internal procedures for operation of the FDLRS center. These operating procedures support the Cooperative Agreement under which funding for the FDLRS center is provided. Continued funding is contingent upon adherence to these procedures.

## **Governance**

There are three entities responsible for the oversight of the FDLRS Associate Centers and one optional committee to provide input/support as appropriate. They are as follows:

1. Bureau of Exceptional Student Education
2. FDLRS Associate Center Managers
3. FDLRS Associate Center Coordinating Councils
4. FDLRS Associate Center Advisory Committee (optional – see below)

The FIN is comprised of five Regions aligned with FDLRS Associate Centers. FIN Administration provides guidance and support to FIN facilitators in collaboration with FDLRS Managers in addressing the priorities and mission of the Florida Inclusion Network.

## **Bureau of Exceptional Student Education (BESE)**

The Bureau of Exceptional Student Education provides the funding and direction of the FDLRS Associate Centers. Through the use of a project liaison and a FDLRS lead team, ongoing coordination, communication, and facilitation of activities is provided for the FDLRS Associate Centers. The lead team will consist of representatives for each of the four functions (Child Find, Parent, HRD and Technology), FIN Administration, managers, and the BESE' Project Liaison. Annual project priorities are established by BESE and given to the FDLRS Centers for local implementation and statewide accountability. These priorities are the basis for the four FDLRS Associate Center functions: Child Find, Parent Services, Human Resources Development, and Technology, as well as the FIN project priorities in alignment with the BESE strategic plan.

The Bureau of Exceptional Student Education relies on the FDLRS Associate Centers to serve as an extension of the Bureau in fully implementing statewide initiatives, including supporting the State Performance Plan, Bureau Priorities, Just Read, Florida! activities, providing targeted assistance to districts, and acting in accordance with section 1006.03, F. S., the General Application of Assurances for Federal and State Programs, and Additional Assurances for FDLRS Associate Centers included in the FDOE Cooperative Agreement.

BESE will oversee all Cooperative Agreements by the FDLRS Associate Centers and approve activities provided/coordinated by each center. Each center will be accountable to BESE for proper program and fiscal management of the dollars awarded.

Activities outlined in the FDLRS Cooperative Agreements should be based on BESE project priorities in support of the SPP and other targeted FDOE initiatives, in concert with local requests for services addressing specific district needs based on objective data and collaborative planning.

The FIN's priority is to support the BESE Strategic Plan 2021-2022 goals to:

- Increase regular class placement of students with disabilities to  $\geq 85\%$ ,
- Decrease separate class placement of students with disabilities to  $\leq 6\%$ , and
- Decrease other separate environment placement of students with disabilities to  $\leq 1\%$ ,

resulting in increased reading and math gains and graduation rates of **all** students with disabilities across **all** districts. This will be accomplished by developing, implementing and monitoring regional, district and school-based action plans and will be measured by annual Local Education Agency (LEA) profiles, the “Best Practices for Inclusive Education” (BPIE) Assessment and other measures identified during the action planning process.

FIN collaborates with all districts, schools and discretionary projects to provide customized services and supports ensuring all students with disabilities have the same educational, social and future opportunities as their peers. 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.

## Center Manager

The center manager is responsible for the overall implementation of the project activities and the daily management of the center. Specific duties are listed below.

1. Participate in assessing the needs of consumers and customers in all districts in the service area consistent with the priorities outlined in the Project Outcomes in the Cooperative Agreements.
2. Coordinate center activities to ensure equitable services based on BESE initiatives, coordinating council requests, advisory committee/other stakeholders’ recommendations as appropriate and the approved project application including the budget.
3. Schedule meetings that support adherence to the calendars developed by the coordinating council and center manager.
4. Facilitate meetings of the coordinating council and advisory committee.
5. Manage project activities and budget as reflected in the approved project application form, BESE Project Tracking System (PTS), Children’s Registry and Information System (CHRIS) database and these guidelines.
6. Ensure the BESE PTS and CHRIS databases are maintained and accessible.
7. Directly supervise and evaluate all project staff.
8. Notify the FDOE FDLRS function contact of vacancies by emailing the Bureau Liaison a dated copy of postings of all vacancies as they occur. An electronic notification should be sent to the BESE Project Liaison for FDLRS or his/her designee.
9. Evaluate center operations to determine the effectiveness of meeting the service needs identified by consumers, the coordinating council, and advisory committee across all districts in the service area and all four functions, and consistent with the priorities outlined in the Project Outcomes in the Cooperative Agreements.

10. Facilitate planning for and preparation of the project application in concurrence with BESE, the coordinating council, advisory committee (as appropriate), and other stakeholders based on formal needs assessment related to priorities outlined in the Project Outcomes in the Cooperative Agreements.
11. Ensure formal needs assessment related to priorities outlined in the Project Outcomes in the Cooperative Agreements be performed at least annually across all districts in the service area and all four functions prior to development of the project application. Outcomes will be reflected in the BESE PTS and CHRIS databases.
12. Provide regular updates for the coordinating council, advisory committees (as appropriate) and FDLRS regional contacts regarding center functioning and budget.
13. Ensure recommendations for services made by the advisory committee are received by the coordinating council.
14. Participate in network activities, including attending required FDOE meetings.
15. Assure there is a job description and staff assignment for each FDLRS function and FIN Facilitator.
16. Ensure services by qualified staff are available across all FDLRS functions and FIN Facilitator positions on a 12-month basis. All personnel are employed through the fiscal agent district using a competitive hiring process based on current FDLRS and FIN job descriptions unless an approved written waiver has been obtained from the BESE.
17. One full-time FDLRS employee should serve as the center manager with a minimum of 75 percent of time/funding allocated to project management duties and responsibilities. **In the event that the manager assumes duties and responsibilities of the fiscal agent that are not related to the FDLRS scope of work during the remaining 25% of time, all ESE Directors in the region are required to sign an assurance document acknowledging this circumstance. The assurance must be submitted with the project application.**
18. Ensure fiscally responsible management of project dollars, including implementation of cost-efficient strategies and sensitivity to multiple personnel attending events other than function-specific meetings.

## Coordinating Council

The coordinating council provides oversight for project implementation and center activities. The coordinating council reviews center activities with respect to coordination and equitable provision of services to each district in the service area.

Duties and responsibilities of the council are described below:

1. Develop a calendar for coordinating council meetings that enables full participation of all members of the council. It is required that the coordinating council meets quarterly with a minimum of two of the meetings being face-to-face and the remaining two being conducted in a format of the council's choosing.
2. Provide input on, approve, and certify the project application.
3. Ensure that center operations are consistent with the application and these required operating procedures.
4. Review all center activities with respect to project criteria, coordination and the equitable provision of services to each participating district and across functions.
5. Review and approve the center budget annually and monitor ongoing expenditures.
6. Evaluate the effectiveness of the project in providing program support in accordance with the

- work scope and project activities.
7. Ensure that procedures specified in the Project Application and Amendment Procedures for Federal and State Programs Administered by the FDOE (Green Book) are followed.
  8. Participate in assessing the needs of consumers and customers in all districts in the service area consistent with the priorities outlined in the Project Outcomes in the Cooperative Agreement.
  9. Ensure all members have equal input.
  10. Maintain minutes of all coordinating council meetings.
  11. Select one full-time FDLRS administrative employee as center manager through a competitive hiring process with a minimum of 75 percent of time/funding allocated to project management duties and responsibilities.

In multi-district centers, the council shall be composed of:

1. The administrator of Exceptional Student Education for each school district in the service area
2. An administrator from the Department of Health serving the FDLRS service area to represent issues relating to Florida's Early Steps Program, particularly in relation to transition from Part C to Part B programs
3. An administrator from the Department of Children and Families/Agency for Persons with Disabilities serving in the FDLRS service area to represent issues relating to the Developmental Disabilities Program, particularly in relation to transition from school to postsecondary options
4. The center manager
5. The chairperson of the FDLRS advisory committee, if applicable, may also be included as an ex officio member at the discretion of the coordinating council
6. At the discretion of the coordinating council, additional agency representatives may be included

In single district centers, the council shall be composed of:

1. The administrator of Exceptional Student Education for the district
2. District exceptional student education program personnel as appointed by the administrator of Exceptional Student Education Programs and FDLRS center manager
3. An administrator from the Department of Health serving the FDLRS service area to represent issues relating to Florida's Early Steps Program, particularly in relation to transition from Part C to Part B programs
4. An administrator from the Department of Children and Families/Agency for Persons with Disabilities serving in the FDLRS service area to represent issues relating to the Developmental Disabilities Program, particularly in relation to transition from school to post-secondary options
5. The center manager
6. The chairperson of the FDLRS advisory committee, if applicable, may also be included as an ex officio member at the discretion of the coordinating council

## Advisory Committee

Optional if opportunities for collaboration with various stakeholders are available via other entities/meetings as evidenced in a center's needs assessment data.

The advisory committee serves to provide programmatic input involving all center functions as described in the FDLRS Assurances in the Cooperative Agreements. Advisory committee meetings should be held semi- annually. The advisory committee will provide input into the development of the

activities of the center. Duties and responsibilities of the advisory committee are described below:

1. Develop a calendar for advisory committee meetings that enables full participation of all members of the committee. It is required that the advisory committee meets prior to the development of the project application to review prior project accomplishments and provide input for the continuation of the project. Additional meetings may be scheduled as appropriate.
2. Gather information from the individuals they represent in all districts in the service area and across all four functions.
3. Provide information and input from constituent groups regarding services needed across all districts in the service area and all four functions.
4. Provide information to constituent groups about FDLRS services and activities.
5. Act as a resource to FDLRS and FIN in the dissemination of information regarding each function area across all districts in the service area.
6. Participate in assessing the needs of consumers and customers in all districts in the service area.
7. Maintain minutes of all meetings.
8. Present recommendations to the coordinating council for consideration.
9. Gather input and information from districts and/or stakeholders in the region for the FIN's supports and services.

If being utilized and not accomplished through other collaborative partnerships, the advisory committee is selected by the coordinating council and shall be comprised of representative(s) from the following groups:

1. Exceptional education administrative and instructional personnel
2. Other public school administrative and instructional personnel, such as media specialists, transition specialists, and vocational personnel
3. University and/or community college personnel in special education
4. Related community agencies and organizations, such as early learning coalitions, health and human services boards, juvenile welfare boards, etc.
5. Nonpublic/private schools
6. Families of children and youth with exceptionalities
7. Individuals with disabilities
8. General education personnel

## **Staff**

The procedures for selecting FDLRS and FIN staff, including advertising positions, conducting interview committees, making final selection decisions, obtaining coordinating council input, and determining roles of participating district(s), are consistently applied across all position vacancies.

Personnel paid out of FDLRS and FIN project dollars shall be employed and supervised by the FDLRS Center Manager and shall perform duties in accordance with the project activities as outlined in the FDLRS Associate Center Cooperative Agreements. It is the responsibility of the fiscal agent that 10-, 11-, and 12-month full-time positions be counted as 1.0 FTE. Split or part-time positions funded from multiple sources (e.g., Individuals with Disabilities Education Act (IDEA) and general revenue (GR) dollars) must maintain appropriate documentation and complete the Personnel Allocation Report in accordance with district/state policy.

FDLRS and FIN professional staff will possess the necessary knowledge, skills, and abilities related to their assigned function and the education of students with exceptionalities to enable them to provide appropriate professional development, technical assistance, and support to parents, school district personnel, and others who provide services to that population. Selection of professional and support staff is made based on the FDLRS or FIN specific job descriptions. Documentation will be maintained to show time spent by personnel who work with those serving gifted students in kindergarten through grade 12.

FIN professional staff will possess the necessary knowledge, skills and abilities related to the FIN project priorities and mission. This will ensure FIN Facilitators will provide high-quality job-embedded professional development, technical assistance and support to districts, schools, families and stakeholders to support best practices for inclusive education. Selection of professional staff is based on the FIN-specific job descriptions.

Notwithstanding fiscal agent or participating district travel restrictions, FDLRS and FIN project staff will be allowed to travel to participate in regional and statewide activities necessary for the implementation of project or network priorities and outcomes, and to improve or develop competencies needed to provide quality professional development or other services to consumers. All FDLRS and FIN staff shall be permitted travel to districts within the center service area to perform project activities.

All FIN Facilitators shall be permitted to work in a regional capacity to provide customized services and supports to districts, schools and families to address best practices for inclusive education for all students with disabilities.

## **FDLRS Functions and FIN Project**

The FDLRS project manager will assure there are job descriptions and qualified staff assignments for each of the four FDLRS functions and be directly responsible for the selection of professional and support staff, following district hiring guidelines. Function personnel should possess the knowledge, skills, and abilities necessary to demonstrate competency in the job responsibilities related to his/her designated function in order to attain the desired outcomes for each of the four functions. Services will be based on program needs assessment related to outcomes outlined for each function in the Cooperative Agreements and may not supplant existing facilities, resources or services. Services will be made available on a 12-month basis across all functions to all personnel involved in the education of students with exceptionalities, including basic and exceptional student education teachers, administrators, supervisors, resource staff and support personnel; parents; agency and organization personnel; and private school personnel.

The FDLRS project manager, in collaboration with FIN Administration, will assure there are job descriptions and qualified staff assignments for FIN Facilitator positions. There will be a minimum of one FIN Facilitator position per FDLRS Associate Center to address FIN's project priorities aligned to the BESE Strategic Plan. The FDLRS project manager, in collaboration with FIN Administration, is directly responsible for the selection of FIN staff, following district hiring guidelines. FIN Facilitators should possess the knowledge, skills and abilities necessary to demonstrate competency in the job responsibilities related to his/her role in order to attain the desired outcomes as a FIN Network Facilitator. Services will be based on program needs assessment related to outcomes outlined in the Cooperative Agreements and may not supplant existing facilities, resources or services. FIN services will be made available on a 12-month basis to all personnel involved in the education of students with

exceptionalities, including general and exceptional student education teachers, administrators, supervisors, resource staff and support personnel; families; agency and organization personnel; and private school personnel.

## FDLRS and FIN 2021 - 2022 PPA Categories

Please use the categories listed below when writing your 2021-2022 RFAs. These categories have been created after multiple discussions with BESE and the FDLRS and FIN Admin. Teams. Only those applications who group their activities in accordance with the categories listed below will be reviewed. Please email questions to [ahearnm@nefec.org](mailto:ahearnm@nefec.org) for FDLRS and [finadmin@contactfin.com](mailto:finadmin@contactfin.com) for FIN. Individual types of trainings, meetings, and service delivery will be identified within the narrative summary and each implementation. Please note that ALL general revenue (GR) activities must be listed separately under each appropriate category and entered as an individual line item in the GR Schedule of Deliverables (SOD. All other activities should be listed on the IDEA Part B SOD. You may use the same “Topic Description” for both, but if listing an activity involving Gifted Education, you should add the word “Gifted” at the beginning or end. Centers whose grant includes an RLAT should also include an activity reflecting the quarterly report and activities provided to the region.

CATEGORY	FDLRS 2021-2022 TOPICS	TO INCLUDE BUT NOT LIMITED TO THE FOLLOWING:
<b>PRODUCT FDLRS P - 1</b>	<b>FDLRS New Products Developed and/or Disseminated</b>	New products include the following: Reports, Websites, Brochures, Newsletters, Posters, Book Study Materials, Displays, Exhibits, Professional Learning Materials, Online Courses, Webinars, and Web-based Resources.
<b>FDLRS P - 2</b>	<b>FDLRS Updating and Dissemination of Current Products</b>	Updating and dissemination of current FDLRS’ Products includes: Newsletters, Brochures, Website updates, Reports, Posters, Book Study Materials, Displays, Exhibits, PLCs Online Courses, Webinars, and Web-based Resources. Also includes dissemination of printed materials at conferences, forums, community events, and Child Find Reports.
<b>TRAINING FDLRS T - 1</b>	<b>FDLRS Behavior Support</b>	FDLRS Behavior Training includes: CHAMPs, Crisis Prevention Intervention (CPI), Classroom Management, Tough Kids, Social Skills, Conscious Discipline, Discipline in the Secondary Classroom, Interventions, Mental Health, and PDA Positive Behavior Supports: Understanding Student Behavior Course.
<b>FDLRS T - 2</b>	<b>FDLRS Curriculum and Instructional Practices</b>	Training in the area of Curriculum and Instructional Practices provided by FDLRS includes: Access to the General Curriculum, Accommodations/ Modifications, Differentiating Instruction/Universal Design for Learning (DI/UDL), Responsive Classroom, Explicit Instruction, Diversifying Writing Instruction, Strategic Instruction Model (SIM), STEM, Curriculum Mapping, Growth Mindset, Making Reading Instruction Explicit, Exploring Structured Literacy and other Literacy/ Reading initiatives, Instructional Strategies, Building Math Proficiency for Struggling Learners, Access Points, Thinking Maps, Learning Styles, True Colors, Small Group Planning and Problem Solving (SGPPS), Standing Up for Me, Multiple PDA Online Courses, and Transition.

<b>FDLRS T - 3</b>	<b>FDLRS Education Policies, Procedures and Practices</b>	FDLRS Training related to Educational Policies, Procedures and Practices include: IDEA, ESSA, Matrix, QIEPs, ESE 101, Transition IEPs, Facilitated IEPs, Disability Awareness, Standing Up for Me, Coaching/Mentoring, PDA Foundations, Matrix and Surrogate Parent Courses, and PEER IEP Support.
<b>FDLRS T - 4</b>	<b>FDLRS Family, Caregiver and Community Support</b>	FDLRS Family, Caregiver and Community Training includes presentations at Parent Days, Parent Conferences, Parent Support, Surrogate Parents, PDA Courses, Sibshop, Family Resources including LRP Site and Parent Webinars, True Colors, Community Awareness, instructional professional learning, and Family Friendly Schools. It also includes professional development on ESE topics and related services including: QIEP Matrix, Access Points, Differentiating Instruction, Homework Tips, Developmental Stages, UDL, Behavior Management, Assistive and instructional Technology, Explicit Instruction, and Understanding ESE.
<b>FDLRS T - 5</b>	<b>FDLRS Part C to B Transition, CF Awareness and Outreach, Evaluation/ Assessment</b>	Training includes: C to B Transition, Alternate Assessment, Access Points, Student Evaluation, End of Course Exams, Statewide Assessment, PDA Assessment and Evaluation Online Course. May also include professional learning in the areas of developmentally appropriate practices, B – 5 developmental milestones, Pre-K environments.
<b>FDLRS T - 6</b>	<b>FDLRS Technology: AT/IT/UDL/AIM</b>	Technology related trainings include: Building capacity for Assistive Technology/Instructional Technology (AT/IT), Accessible Instructional Materials (AIM), Differentiating Instruction/Universal Design for Learning (DI/UDL), Virtual Instruction and PDA Technology Online Training.
<b>SERVICE DELIVERY FDLRS SD - 1</b>	<b>FDLRS Center Operations/ Grants Management /DOE, State, Regional and Local Meetings, Event Exhibits</b>	FDLRS Service Delivery includes: programs and services, grants, statewide or regional institutes/meetings, Coordinating Council meetings, monthly staff meetings, Facilitation of Small Group Planning and Problem-Solving (SGPPS), PDA Coordination, Workgroups, and Needs Assessments.
<b>FDLRS SD - 2</b>	<b>FDLRS Technical Assistance and Collaboration Opportunities; Event Exhibits</b>	Specific Technical Assistance and services to build capacity of individuals, and school-and district-level teams to meet identified needs, including job-embedded coaching and development of instructional materials.  Collaborative opportunities such as: participation on statewide product development workgroups, collaboration with discretionary projects, district and school leadership teams to build relationships, and capacity by providing targeted technical assistance. Collaboratively planning with school/regional teams/projects to analyze previously identified needs and established plans for implementation to regionally coordinate supports and services to address ongoing district- and/or school-level professional development and/or technical assistance, follow-up, and support.
<b>FDLRS SD - 3</b>	<b>FDLRS Child Find Screenings, Referrals, and Case Management</b>	Child Find related service delivery activities include: screenings, referrals, and case management.  (Please count the # of events and list the # of children in the participant column. Explain referrals, screenings and sent for evals in the narrative)

<b>FDLRS SD - 4</b>	<b>FDLRS Child Find Interagency Collaboration, C to B Transition Meetings and Supports</b>	Child Find interagency service delivery activities, include collaboration with districts, Early Steps, Training and Technical Support (TATS), Head Start, and community agencies and interagency committees/meetings. (Pls. count # of events)
<b>FDLRS SD - 5</b>	<b>FDLRS Technical Assistance to Families</b>	FDLRS Service Delivery to support families Information, resources and technical assistance to families of students with disabilities.
<b>CATEGORY</b>	<b>FIN 2021-2022 TOPICS</b>	<b>TO INCLUDE BUT NOT LIMITED TO THE FOLLOWING:</b>
<b>FIN P – 1</b>	<b>FIN New Products Developed and/or Disseminated</b>	Development and/or dissemination of new (first use) printed and/or electronic FIN-developed materials to educators, families, and community members.
<b>FIN P – 2</b>	<b>FIN Current Products Updated and/or Disseminated</b>	Update and/or dissemination of current printed and/or electronic FIN-developed materials to educators, families, and community members.
<b>FIN T – 1</b>	<b>FIN Curriculum and Instructional Practices</b>	<p>Provide professional development in the areas of Curriculum and Instructional Practices to build capacity of district and school-based personnel and leadership teams to include: Inclusive educational best practices, Collaborative Teaching Partnerships, Specially Designed Instruction (SDI) in Inclusive Classrooms, Peers as Partners in Learning curriculum implementation training, High Leverage Practices in Inclusive Settings, Accommodations and Modifications in an inclusive environment, Planning for Supports for students with Significant Cognitive Disabilities (SwSCD) in Inclusive Settings, Label to Able, Paraprofessionals Supporting Students in an Inclusive Setting and Evidence-Based Practices for Inclusion.</p> <p>Awareness-level Curriculum and Instructional Practices trainings for community, parent, and family stakeholders, and trainings related to supporting students in an inclusive environment.</p>
<b>FIN T – 2</b>	<b>FIN Education Policies, Procedures and Practices</b>	<p>Provide training in the areas of Educational Policies, Procedures and Practices to build capacity of district and school-based personnel and leadership teams to include policies and procedural trainings: District and School Best Practices for Inclusive Education (BPIE) Assessment, School Best Practice for Inclusive Education FIN-Trained Leader professional development, Addressing the School BPIE in the SIP, Using the School BPIE to Plan for Inclusion, Building Inclusive Schools, What is Inclusion?, Creating an Inclusive School Culture awareness level training, data analysis, LRE school-level calculations and Inclusive Scheduling Train-the-Facilitator training, Inclusive Scheduling Overview and training, Effective Implementation of Inclusive Service Delivery Models, Peers as Partners in Learning, What Administrators Need to Know to Support Collaborative Teaching, Using the Collaborative Teaching Walkthrough Tool to Support Collaborative Teaching Teams.</p> <p>Awareness-level trainings for community, parent, and family stakeholders in the areas of Education Policies, Procedures and Practices.</p>

<b>FIN T – 3</b>	<b>FIN Family and Caregivers</b>	Provide training to parents, family members and caregivers of students with disabilities on: Inclusive Best Practices, Communication Tips, Making Friends, Back-to-School Tips, Supports for Students with Disabilities, What is Inclusion, Inclusive Classrooms and Schools, Family F.A.C.T. Folios, and awareness level topics related to inclusion.
<b>FIN SD – 1</b>	<b>FIN Technical Assistance and Collaboration Opportunities with State, Districts, Regional Colleagues and Schools; Event Exhibits</b>	<p>Collaborative opportunities, planning, technical assistance and services to build capacity of individuals, and school- and district-level teams to meet identified needs, such as: LRE school-level calculations, facilitation of Inclusive Scheduling, Collaborative Teaching Partnerships, Providing Supports for Students with Significant Cognitive Disabilities, Best Practices for Inclusion, and support for Peers as Partners in Learning. Support districts with data analysis and data correction errors following Survey 2.</p> <p>Collaboratively planning with FIN regional team to analyze previously identified needs and established Plans for Inclusive Education, to regionally coordinate supports and services to address ongoing district- and/or school-level professional development and/or technical assistance, follow-up, and support. Leadership activities to include: collaboration on statewide workgroups, discretionary projects regional meetings, activities related to BESE monitoring: desk-top monitoring calls and onsite visits, and strategic planning meetings.</p> <p>Provide technical assistance regarding inclusive practices at events: Open House, School or District Advisory Committees, Conferences.</p> <p>(This is ANY collaborative effort with state, districts, regional colleagues, and schools.)</p>
<b>FIN SD – 2</b>	<b>FIN State, Regional, District and Local Meetings</b>	<p>Participate in meetings to include: FIN PAUSE sessions, FIN statewide staff meetings, FDLRS/FIN Annual Institute, state conferences, national conferences, district-level meetings and FDLRS AC meetings: leadership and FDLRS Coordinating council.</p> <p>(If your role is participatory/attendance and not planning, collaboration or specific delivery of information/technical assistance, the activity would be counted under this deliverable.)</p>
<b>FIN SD – 3</b>	<b>FIN School/District Needs Assessment</b>	Facilitation of needs assessment for inclusive educational practices to include: school and district-level BPIE, district Plan for Inclusive Education (PIE) and annual updates of PIE goals, surveys, and school-level needs assessments developed collaboratively with school leadership, faculty, and/or staff.
<b>FIN SD – 4</b>	<b>FIN Technical Assistance to Families</b>	Technical assistance, information, internal and external resources (e.g., websites, and information regarding other discretionary projects' resources) provided to families in support of inclusive educational practices. Collaboration with district and community partners, discretionary projects, and parent and family projects to coordinate support and services to families.

\*“New” refers to products newly developed/created this grant year. Any disseminations of products developed in the current grant year, will be captured in this deliverable category.

## Project Resources/Product Development

FDLRS and FIN Products developed or adapted by centers for dissemination will be referenced in the grant application which is approved by the coordinating council prior to any dissemination and will be on file at the center for review. Products that may be of interest as a prototype for use by other entities may be submitted to the BESE Resource and Information Center for inclusion in the FDLRS Developed Products section. Products developed for statewide dissemination must be submitted to the BESE project liaison as specified in the General Assurances for all projects.

Products developed for statewide dissemination will be submitted to content and policy review by FDOE/BESE prior to any distribution for other than awareness, field-test or validation purposes. The fiscal agent will ensure that product developers adhere to policies and procedures set forth in “Guidelines for Project Publications,” available from the BESE Resource and Information Center. The applicant will allow a minimum of four weeks for the BESE to complete the content and policy review of any product and will also allow sufficient time to make required revisions, have the revisions verified by the BESE, and have the final document approved.

Any products produced by or developed in connection with the project remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audiovisual, computer programs and internet websites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated FDLRS contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination.

Websites established by FDLRS Associate Centers will be in compliance with accessibility regulations. A disclaimer statement regarding locally developed websites and posted content not being officially sanctioned by BESE must be posted on the website if the content has not received a formal review by BESE personnel.

The optional center resource collection should contain up-to-date materials and resources that are readily available to consumers and personnel for use in implementation of professional development and other statewide initiatives and priorities. Older materials should be disseminated to other agencies or sources and made available through them. The resource collection should contain current materials that relate to research-based instructional strategies and models. The items should be appropriate for enhancing specified learner outcomes and support current instructional strategies and models emphasized in professional development within the service area. Materials should be correlated to instructional strategies and models.

Methods for incorporating and/or adapting appropriate materials into specified instructional strategies should be used. Materials for specific populations, such as parents and families of students with disabilities, should be identified, available, and easily accessible.

FDLRS Centers should maintain a collection of technologies to provide quality professional services to their stakeholders. Utilization of Social Media for information dissemination is appropriate when used in conjunction with fiscal agent guidelines. Professional libraries should be maintained by all centers with materials that support the delivery of approved professional development.

Data reflecting professional development activities will be maintained and kept current in the BESE PTS

database throughout the year. This database will be maintained according to the guidelines set forth in the Cooperative Agreement. Data reflecting Child Find case coordination activities will be maintained in the CHRIS database throughout the year. All equipment (computers, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation and transmission of the databases.

## Reporting Outcomes

Regular status updates will be required at the discretion of the project contact.

Data on project activities must be entered into the BESE PTS. FDLRS and FIN project staff may enter data concerning the implementation of their activities at any time; however, data must be entered at least quarterly. All equipment (computer, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation and transmission of the data. The BESE contact for management of the database may be contacted at (850) 245-0475. All project managers will be required to participate in meetings/conference calls re: discretionary projects and utilization of the PTS.

Reporting of fiscal information (cumulative listing of expenditures) will be submitted separately to the project liaison or designee as part of the second quarter report. The fourth quarter report will be a cumulative report of the project's accomplishments.

Surveys and feedback collected by the centers will show district and school personnel and family satisfaction with the service provided and will be maintained on file at the FDLRS Associate Centers for review.

Centers will monitor the status of project priorities/outcomes through updating of the CHRIS. The CHRIS database contains personally identifiable data on children birth to age 7 who are referred to Child Find. The information is confidential and rules of confidentiality and release of information are strictly observed.

Database contact and alternate contact information must be kept current throughout the year with any changes in contact information being reported by email to the BESE contact(s) for each database as they occur.

## Funding

The fiscal agent district and all participating districts will implement the project over all 12 months, consistent with the following requirements:

FDLRS Associate Center projects are funded through both GR appropriations and IDEA, IDEA, Part B, and Title II allocations.

The use of funds within the center service area is determined on the basis of existing resources, assessed needs and equitable services across all FDLRS functions and FIN activities to all district programs. Although actual allocation of funds across the four functions is at the discretion of the center, each center must assure that all services are provided by persons with expertise in their assigned function to

students with disabilities, birth through 21 years of age, and students who are gifted. Activities outlined in the FDLRS Cooperative Agreements should be based on BESE project priorities in support of the SPP and other targeted FDOE initiatives, in concert with local requests for services addressing specific district needs based on objective data and collaborative planning through school and district improvement efforts of the District and School BPIE priorities.

Project funds will not be used to purchase furniture or equipment without prior written approval from the FDOE/BESE. Upon termination of the project, at the option of the FDOE/BESE, all equipment purchased with project funds will be transferred to the location(s) specified by the FDOE/BESE, and all necessary property records actions will be taken to transfer ownership to the FDOE or its designee. It is an appropriate practice to label furniture and equipment with a local FDLRS label in addition to fiscal agent property numbers in order to identify grant purchased items.

Fees will not be charged for any service provided under the auspices of the project without prior written approval of the FDOE/BESE.

IDEA, Part B, funds will be used to support services to students with disabilities only, with **no direct services provided to students, except for Child Find screenings and in the context of providing professional development services to school/district staff, including modeling, coaching, and technical assistance.** No expenditures for services to gifted programs will be charged to IDEA, Part B. Any staff involved with the gifted program will be paid from general revenue funds.

Fiscal agent sub-grants to participating districts will be made consistent with policies and procedures provided in State Board of Education, Administrative Rules, under Finance and Accounting 6A- 1.099, The rule may be accessed using the following link:

<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1051594&type=1&file=6A-1.099.doc>

#### Cooperative Projects and Activities

Project funds will not be used to purchase “permanently assigned” assistive technology for use by an individual student. Device purchases and assistive technology software expenditures are appropriate only for purposes of preview, trial use, awareness, professional development, and skill-building activities within the service area.

The FDLRS center budget will be reviewed annually by the coordinating council as part of the Cooperative Agreement process. Any amendments needed during the fiscal year will be reviewed by the coordinating council before submission to FDOE.

## **ASSURANCES/ADDITIONAL ASSURANCES**

All FDLRS Associate Centers must include the Assurances for all BESE Discretionary Projects and specific Assurances related to FDLRS Associate Centers and FIN Facilitators in their response to the Cooperative Agreement. Those agreed to Assurances are as follows:

<b>Additional Assurances – All Projects</b>
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**Assurance is hereby provided that:**

- The fiscal agent for this discretionary project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments. The fiscal agent will ensure that activities essential to project effectiveness, including reimbursement of travel expenses for persons from other school districts or agencies, employment of substitutes for teachers in other school districts or payment of consulting fees for persons to provide services to other school districts, will be implemented in an efficient and timely manner.
- The discretionary project agrees to collaborate with other entities (i.e., other BESE discretionary projects, school districts and other agencies or organizations) during the project year under the direction of BESE staff.
- When assistance is requested by a school district, the discretionary project will give priority to school districts that have been targeted for improvement related to an SPP Indicator, BESE Strategic Plan or to those school districts that BESE determined are “in need of assistance or intervention.”
- Fees will not be charged for any service provided under the auspices of the discretionary project without prior written approval from the BESE.
- Products developed for statewide dissemination must be submitted for content and policy review by the BESE prior to their release for reproduction and distribution. This applies to all products **except** those used for awareness (excluding newsletters designed for dissemination on a statewide basis which must be submitted to the project liaison for review), field test, or validation purposes. The fiscal agent will ensure that product developers adhere to policies and procedures set forth in current **Product Guidelines**, available from the BESE Resource and Information Center (BRIC), at 850-245-0475, or email at [bric@fldoe.org](mailto:bric@fldoe.org).
- Products produced by or developed in connection with BESE projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet websites fully or partially-developed with project resources, fiscal and personnel resources. Prior approval for such products must be obtained by the designated BESE project liaison and must contain a funding statement acknowledging the use of state or federal funds for development and dissemination. Questions regarding product development, ownership or funding statements should be directed to the BRIC.
- All reasonable precautions to protect personally identifiable student information are taken. Personally identifiable information stored on a database is protected from access by unauthorized persons. Disclosure of any personally identifiable information to a third party without prior written consent of a student’s parent or guardian or the consent of an adult student, as applicable is prohibited. The discretionary project may disclose personally identifiable information without such consent **only** if ordered to comply with a law or regulation or in response to a search warrant, subpoena or court order. If the discretionary project is legally compelled to disclose personally identifiable information to a third party, the project will attempt to notify the applicable parents or guardians, or adult student, unless doing so would violate the law or court order.
- Discretionary projects with websites will maintain current and updated information specifically related to the project’s primary focus. In accordance with federal and state requirements, websites must comply with Section 508 to ensure accessibility to the public. When referencing information and products that were developed by another BESE discretionary project or are the primary responsibility of another BESE discretionary project, the project will link directly to the other project’s website, rather than summarize or excerpt information.
- Discretionary project staff will participate in status updates via telephone, e-mail or face-to-face meeting, as requested by the project liaison. Data reflecting project activities conducted throughout the year will be maintained and kept current in the BESE PTS. By entering data into this system, the

discretionary project director is acknowledging that this data is true and accurate. Data concerning implementation of activities and deliverables may be entered at any time. **However, discretionary projects must enter data into the PTS at least quarterly, by the 15th day following the end of each project quarter, or the next business day if the 15th day is on the weekend or a state holiday.** Questions regarding the PTS should be directed to the BESE project liaison at 850-245-0475.

- All equipment (computers, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation.
- Prior written approval must be obtained from BESE to purchase furniture or equipment with project funds.

### **Additional Assurances – FDLRS Regional Associate Centers**

Submission of this application hereby ensures that the applicant and all participating school districts will implement the discretionary project consistent with the requirements of Section 1006.03, F.S., and with the prescribed project priority areas to provide support services to enable school districts to meet the full educational opportunities goal for students with disabilities. Certification of this application by the superintendents of a multi-district service area ensures the existence of a cooperative agreement for the operation of the project in accordance with the prescribed joint resolution. Consistent with this certification, the applicant and all participants also make the following assurances:

#### **The center will function under the auspices of an administrative structure that operates as follows:**

- The center will operate in accordance with the **Center-Required Operating Procedures** provided by the BESE which addresses the administrative structure, including members and procedures for the coordinating council, and provision of services for each priority function area.
- The coordinating council, in collaboration with the fiscal agent school district and in accordance with the **Center-Required Operating Procedures**, shall select one full-time FDLRS employee as center manager through a competitive hiring process with a minimum of **75 percent of time allocated to project management duties**. In circumstances when the FDLRS Manager assumes duties for the fiscal agent school district, no more than 25 percent of time may be allocated to activities that are not directly related to FDLRS project management duties and responsibilities. All costs associated with time allocated to non-FDLRS project management duties must be borne by the fiscal agent school district. Time and effort logs must be maintained regardless of the funding source that is supporting costs associated with non-FDLRS project management duties.
- The FDLRS project manager will ensure there is a job description and staff assignment for each FDLRS function and for each FIN facilitator.
- Personnel paid 100 percent from IDEA, Part B, Preschool grant funds will not provide services to populations other than children with disabilities ages 3 through 5, although collaboration and transition activities from IDEA, Part C, to IDEA, Part B, for children with disabilities ages birth through 2 may also be provided.
- IDEA, Part B, funds will be used to support students with disabilities **ONLY**, with no direct services provided to students. IDEA, Part B, funds cannot be used to support the gifted program. Therefore, any staff members who are involved with the gifted program will be paid from general revenue funds consistent with the percentage of time allocated to the gifted program.

- Fiscal agent sub-grants to participating school districts will be made consistent with policies and procedures provided in State Board of Education Florida Administrative Code under Finance and Accounting, Rule 6A-1.099, Cooperative Projects and Activities, <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1051594&type=1&file=6A-1.099.doc>.
- Procurement of assistive technology equipment and software are permitted **ONLY** when used for the purposes of preview, trial use, awareness training and skill-building activities within the service area. Discretionary projects are prohibited from purchasing assistive technology for an individual student's use.
- All FDLRS staff shall be permitted to travel to all school districts within the center service area to perform project activities. FIN personnel will be permitted to travel to all school districts within their regions.
- Minutes of all coordinating council and, as applicable, advisory committee meetings will be kept on file at the FDLRS Associate Centers, available for review and considered part of the monitoring process.
- All personnel are employed through the fiscal agent district using a competitive hiring process based on current FDLRS job descriptions unless an approved written waiver has been obtained from BESE.
- Services in all functions will be made available on a 12-month basis to all personnel involved in the education of students with exceptionalities, including basic and exceptional student education teachers, administrators, supervisors, resource staff and support personnel; parents; agency and organization personnel; and private school personnel.
- All project staff will be allowed to travel to participate in regional and, as applicable, statewide activities, including function meetings that are necessary for the implementation of project or network activities and to improve or develop competencies needed to provide quality training or other services to consumers, notwithstanding restrictions within the fiscal agent or participating districts.
- Services will be based on assessed program needs relating to project outcomes and may not supplant existing facilities, resources or services.
- FDLRS ACs will collaborate with the FDLRS Administration and FIN Administration project to ensure seamless delivery of services at the local, regional and state levels.
- Hire, support travel, and provide work space and office equipment for a full-time RLATS to support district LATS and other district and school staff in the region in conducting assistive and instructional technology assessments for ESE students and supporting the use of assistive technology in the classroom. PS/RtI project staff will be consulted on the development of the local RLATS job description and includes, as appropriate, in the selection process for any new RLATS.
- Ensure that the RLATS is approved to travel to all service districts and is able to use RLATS funds to ensure equitable services are provided in support of assistive technology to students with disabilities in all service districts.

**NOTE: Failure to adhere to these assurances will result in notification to the fiscal agent district that the project is non-compliant and that continued funding is endangered.**