



Florida Diagnostic and Learning Resources System Associate Centers

Required Operating Procedures

**Florida Department of Education
K-12 Public Schools
Bureau of Exceptional Education
and Student Services
2007**

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Introduction

The Florida Diagnostic and Learning Resources System (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 and 1006.03(4), Florida Statutes, the General Application of Assurances for Federal and State Programs, and Additional Assurances for FDLRS Associate Centers included in the Florida Department of Education's RFAs.

1006.03 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 regional 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 inservice training programs, consistent with each district's program of staff development, for the development and updating of attitudes, skills, 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 RFA 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 Education and Student Services**
- 2. FDLRS Associate Center Managers**
- 3. FDLRS Associate Center Coordinating Councils**
- 4. FDLRS Associate Center Advisory Committee (optional – see below)**

Bureau of Exceptional Education and Student Services (BEESS)

The Bureau of Exceptional Education and Student Services 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) and the BEESS' Project Liaison. Annual project priorities are established by BEESS 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.

The Bureau of Exceptional Education and Student Services 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 sections 1006.03 and 1006.03(4), Florida Statutes, the General Application of Assurances for Federal and State

Programs, and Additional Assurances for FDLRS Associate Centers included in the Florida Department of Education's RFAs.

BEESS will oversee all Requests for Applications (RFA) by the FDLRS Associate Centers and approve activities provided/coordinated by each center. Each center will be accountable to BEESS for proper program and fiscal management of the dollars awarded.

Activities outlined in the FDLRS RFA should be based on BEESS project priorities in support of the State Performance Plan and other targeted DOE initiatives, in concert with local requests for services addressing specific district needs based on objective data and collaborative planning.

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 RFA.
2. Coordinate center activities to ensure equitable services based on BEESS 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, FDLRS Grants Management database tool, training outcomes database, Childrens Registry and Information System (CHRIS) database, and these guidelines.
6. Ensure the FDLRS Grants Management database tool, training outcomes, and CHRIS databases are maintained and accessible.
7. Supervise and evaluate all project staff.
8. Notify the Department of Education FDLRS function contact of vacancies by providing a dated copy of postings of all vacancies as they occur. An electronic notification should be sent to the BEESS' 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 RFA.
10. Facilitate planning for and preparation of the project application in concurrence with BEESS, 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 RFA.
11. Ensure formal needs assessment related to priorities outlined in the Project Outcomes in the RFA 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 FDLRS Grants Management database tool, training outcomes database, 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 Department of Education (DOE) meetings.
15. Assure there is a job description and staff assignment for each FDLRS function.
16. Ensure services by qualified staff are available across all FDLRS functions on a 12-month basis.
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.
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 bi-monthly.
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 Florida Department of Education (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 RFA.
9. Ensure all members have equal input.
10. Maintain minutes of all Coordinating Council meetings.
11. Select one full-time FDLRS 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 Council, 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 postsecondary options
5. The center manager
6. The chairperson of the FDLRS Advisory Council, 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 RFA. 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 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.

If being used 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 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 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 RFA. 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., IDEA and GR dollars) must maintain appropriate documentation and complete the Personnel Allocation Report in accordance with district/state policy.

FDLRS 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-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.

Notwithstanding fiscal agent or participating district travel restrictions, FDLRS 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 staff shall be permitted travel to districts within the center service area to perform project activities.



FDLRS Functions

The FDLRS project manager will assure there are job descriptions and qualified staff assignments for each of the four FDLRS functions. 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 RFA 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.

FDLRS Associate Center 2007-2008 Project Priority Areas By Function

Child Find

FDLRS Child Find provides assistance in the location, identification, evaluation, and initiation of appropriate education or other needed services to all children and youth, birth through 21 years of age, who have or are at-risk of developing special or unique needs related to a disability. This includes children with disabilities who are homeless, are wards of the state, and children with disabilities attending private schools. The target population is children birth to five years of age

and children and youth through age 21 who are not enrolled in a public school. The 2007–2008 Child Find Priority Areas are:

- CF-1 Provide developmental screenings to identify children birth to five years of age who are at-risk or may qualify for services related to exceptional student education.
- CF-2 Use of the Children’s Registry and Information System (CHRIS) to document screenings, referrals for evaluations, evaluation outcomes, placement decisions, and transition from the Early Steps program to prekindergarten programs for children with disabilities at age three.
- CF-3 Support awareness of Grow-to-Five materials and training opportunities.
- CF-4 Locate nonpublic and private school children needing exceptional student education.
- CF-5 Support transition at age three through collaboration with the Early Steps program, the Technical Assistance and Training System for Programs serving Prekindergarten Children with Disabilities (TATS), and other early education and care programs in the community.

Parent Services

FDLRS assists districts and families who have children who are exceptional or have special or unique needs to develop effective partnerships that will allow for shared responsibility to improve the education of all children and youth. The 2007–2008 Parent Services Priority Areas are:

- P-1 Provide information, technical assistance, and support to assist schools to facilitate parent involvement as a means of improving services and results for children with disabilities.
- P-2 Provide information, technical assistance, and support to assist families to become effectively involved in their children’s education at school and at home as a means of improving services and results for their children with disabilities.

Human Resources Development (HRD)

FDLRS plans collaboratively with exceptional student education departments/directors, staff development offices, curriculum departments, school-based administrators, and other professional development entities to provide information, professional development, technical assistance, consultation, and resources on research-based effective instructional practices/programs and models for the education of children and youth who are exceptional or have unique needs. HRD priorities are based on BEESS initiatives that are in alignment with the State Performance Plan (SPP), support the Florida Department of Education statewide activities including Just Read, Florida! efforts, and the Department’s Strategic Imperatives. Professional

development activities are conducted in accordance with Florida's Professional Development System Evaluation Protocol, BEESS priority areas, and locally assessed needs. The 2007–2008 HRD Priority Areas are:

- H-1 Utilize collaborative needs assessment process to identify and align professional development activities in support of the State Performance Plan, Strategic Imperatives, Evaluation Protocol, K-12 Reform Efforts, Highly Qualified, and Just Read, Florida!
- H-2 Support, coordinate, and/or provide multi-level, research-based professional development activities that are aligned with BEESS' SPP indicators to include, but not limited to:
 - (a) Least Restrictive Environments/FAPE, Quality IEPs, Matrix, ESE Policies and Procedures, and other related issues
 - (b) Just Read, Florida! Initiatives
 - (c) Research-based instructional practices such as: SIM (Strategic Instruction Model), Instructional Strategies, Differentiated Instruction, Accommodations/Modifications, Learning Styles, Algebraic Thinking, Assessment and Alternate Assessment
 - (d) Classroom/ Behavior Management, Social Skills
 - (e) Transition (middle/secondary level)
 - (f) Collaborative Teaching Model, Peer Coaching and Classroom Observation Strategies, Action Research, Professional Study Groups
 - (g) IDEA 2004 implementation initiatives and other BEESS initiatives
- H-3 Provide relevant information, materials, and other resources related to professional development, exemplary practices, and FDLRS services that support the attainment of state/district goals related to ESE programs and services
- H-4 Support development and implementation of effective online/distance learning professional development activities, including Professional Development Alternatives for Exceptional Student Educators (PDA-ESE), Middle Grades Integrated Curriculum, and Elementary K-6 Online Content Review Modules, etc.

Technology

FDLRS plans and works collaboratively with school districts to ensure that the technology and accessibility needs of all students with disabilities are professionally met as required by IDEA 2004. Goals include providing technical assistance, professional development, consultations, resources, and collaboration/networking activities; improving the use of technology in the classroom by students with disabilities to enhance learning; supporting the use of technology, including technology with universal design principles and assistive technology devices that maximize accessibility to the general education curriculum for students with disabilities; and, supporting the development and provision of appropriate accommodations for students with disabilities. The 2007–2008 Technology Priority Areas are:

- T-1 Survey the local district/school to determine strengths and needs in providing assistive technology assessments, assistive technology related services, accommodations, universal design principles, and technology that enhances learning for students with disabilities.
- T-2 Provide professional development, technical assistance, collaboration, coaching, and/or modeling on:
 - (a) How to conduct assistive technology assessments and identify appropriate assistive technology related services
 - (b) Use of accommodations related to technologies with students in the classroom and plan for the use of such accommodations during testing
 - (c) How to implement universal design principles and technology that enhances learning for students with disabilities
- T-3 Build an understanding of the Florida National Instructional Materials Accessibility Standard (NIMAS) policies and procedures; and provide related local training and support services.
- T-4 Participate in networking and collaboration activities with FDLRS Specialized Technology Centers, FDLRS Regional Technology Labs, Associate Centers, Regional Local Assistive Technology Specialists (RLATS), Local Assistive Technology Specialists (LATS), and district/school technology specialists to facilitate an effective technology related service delivery system.
- T-5 Provide accessible online resources, information, and/or distance learning activities.
- T-6 Participate in measurement of direct student impact of services through the Effective Practices Data Collection System and other data collection activities.

Project Resources/Product Development

Products developed or adapted by centers for statewide dissemination will have approval of 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 BEESS Clearinghouse Information Center for inclusion in the FDLRS Developed Products section. Products developed for statewide dissemination must be submitted to the BEESS 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 the DOE/BEESS 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 BEESS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BEESS 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 BEESS, 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 Web sites 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.

Web sites established by FDLRS Associate Centers will be in compliance with accessibility regulations. A disclaimer statement regarding locally developed Web sites and posted content not being officially sanctioned by BEESS must be posted on the Web site if the content has not received a formal review by BEESS 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. 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 FDLRS Grants Management Database tool and the BEESS Training Outcomes Database throughout the year. These databases will be transmitted to BEESS according to the guidelines set forth in the RFA. 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

Monthly status updates will be required via phone, meetings, or written reports, at the discretion of the project contact, or the project contact's designee.

Quarterly updates will be entered into the FDLRS Grants Management Database Tool and will be submitted to the FDLRS regional contact or designees and will be reported at quarterly

FDLRS contact meetings. 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.

Data reflecting training activities will be maintained and kept current in the BEESS Discretionary Projects Training Database throughout the year. 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 database will be accessible to the BEESS upon request and data will be transmitted in the manner and timeframe requested. The BEESS contact for management of the database is Karen Denbroeder who can be contacted at (850) 245-0475 or by e-mail at Karen.denbroeder@fldoe.org. All project managers will be required to attend BEESS annual discretionary project managers meeting.

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 Children's Registry and Information System (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 BEESS contact(s) for each database as they occur.

Funding

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

FDLRS Associate Center projects are funded through both general revenue appropriations and Individuals with Disabilities Education Act (IDEA, and IDEA, Part B, Title II, Preschool) 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 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 RFA should be based on BEESS project priorities in support of the State Performance Plan and other targeted DOE initiatives, in concert with local requests for services addressing specific district needs based on objective data and collaborative planning.

Project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BEESS. Upon termination of the project, at the option of the DOE/BEESS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BEESS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.

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

The IDEA, Part B, Preschool grant allocation is intended to assist districts in ensuring all children with disabilities ages 3 through 5 are located, identified, and appropriately served in a timely manner. These funds are specifically allocated for child find activities and student evaluations, as well as for family-centered transition activities (specifically transition services from IDEA, Part C to IDEA, Part B).

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 in the DPS Memorandum regarding Accounting and Reporting for Multi-District Federal Grants. All FDLRS projects will adhere to hiring practices outlined in March 4, 2005, DOE memo regarding Clarification of Hiring Practices.

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 RFA process. Any amendments needed during the fiscal year will be reviewed by the coordinating council before submission to DOE.