



District FIN Services Plan (FSP)

District: Duval

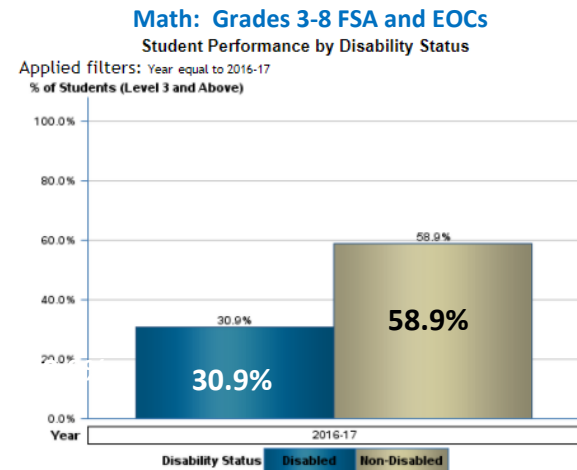
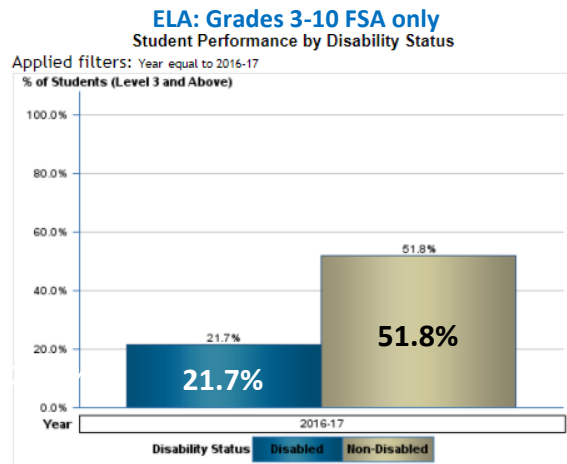
FIN Services Plan Date: March 26, 2018

FIN's priority is to support the Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan 2018-2019 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 site-based FIN services plans statewide.

District Contact Information: Susan Leach leachs@duvalschools.org Team Members/Titles: Susan Leach – Director, DCPS EE/SS Tara Renbeck – Specialist, FIN Beth Scanlan – Specialist, FIN Henry Schmitges – Supervisor, FDLRS/FIN		District BPIE Self-Assessment and FSP review dates <ul style="list-style-type: none"> Best Practices for Inclusive Education (BPIE) Self-Assessment Date: January 23, 2018 BPIE Priority Indicators: 8, 17, 19, 24 [and 15 as action step] Scheduled/future FSP Review Dates: September 2018 			
LEA Profile/ State Strategic Plan Indicators	Current District Data and Source	State Targets	District Targets	District-Specific Data - Other current and specific data to support the need for improvement: BPIE self-assessment data and ratings, school data, climate surveys, focus group results, etc.	
Indicator 5a/Regular class placement:	82% LEA Profile 2017	2016-17: $\geq 82\%$ 2017-18: $\geq 83\%$ 2018-19: $\geq 85\%$	2016-17: 84% 2017-18: 84% 2018-19: 84%		
Indicator 5b/Separate class placement:	13% LEA Profile 2017	2016-17: $\leq 8\%$ 2017-18: $\leq 7\%$ 2018-19: $\leq 6\%$	2016-17: 11% 2017-18: 11% 2018-19: 11%		
Indicator 5c/Other separate environment:	4% LEA Profile 2017	2016-17: $\leq 1.50\%$ 2017-18: $\leq 1.25\%$ 2018-19: $\leq 1\%$	2016-17: 4% 2017-18: 4% 2018-19: 4%		

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Indicator 3c/Reading: <i>See District ELA Proficiency Performance by Disability Status graph below.</i>	21.7% EDStats Portal (Grades 3-10 FSA only)	2016-17: ≥ 56% 2017-18: ≥ 61% 2018-19: ≥ 66%	2016-17: 2017-18: 2018-19: 25%*	*target for Grades 3-10 FSA only
Indicator 3c/Math: <i>See District Math Proficiency Performance by Disability Status graph below.</i>	30.9% EDStats Portal (Grades 3-8 FSA and EOCs)	2016-17: ≥ 56% 2017-18: ≥ 61% 2018-19: ≥ 66%	2016-17: 2017-18: 2018-19: 35%*	*target for Grades 3-10 FSA and EOCs
Indicator 1/Standard Diploma Graduation Rate for SWDs:	55% LEA Profile 2017	2016-17: 58.3% 2017-18: 60.3% 2018-19: 62.3%	2016-17: 2017-18: 2018-19:	2016-2017 Federal Uniform Graduation rate: 70.7% for SWDs EDStats Portal



8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities.
17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards.
19. District provides job-embedded, collaborative PD and TA on the use and integration of AT (including AAC) to special and general education teachers, instructional support personnel and family members at all schools.
24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.

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District BPIE Priority Indicator(s): 8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities. 17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards. 19. District provides job-embedded, collaborative PD and TA on the use and integration of AT (including AAC) to special and general education teachers, instructional support personnel and family members at all schools. 24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.				State Strategic Plan Indicator(s): (please mark) <input type="checkbox"/> Indicator 5a Regular Class <input type="checkbox"/> Indicator 5b Separate Class <input type="checkbox"/> Indicator 5c Other Separate Environment <input checked="" type="checkbox"/> Indicator 3c/Reading Proficiency <input checked="" type="checkbox"/> Indicator 3c/Math Proficiency Other: Behavior, restraint and seclusion	
SMART Goal 1: Duval County will access FIN supported professional development and technical assistance in order to demonstrate improved instructional outcomes for students with disabilities in inclusion environments as measured by an increase in 5% points on state performance assessments (e.g., FSA, FSAA).					
Goal Action Steps:	By Whom: (FIN, District, Other Collaborative Partner)	By When: (Deadline for Completion– Month/Year)	By What: (Provide evidence that will demonstrate completion of Action Step.)	Follow-up: (Measurable and aligned with each action step)	Status: (Completed, in-progress, revised, additional goal/action step)
Person First informational bookmarks provided to District	FIN	March 2018	Materials provided to ESE Director	Email follow-up to ESE Director to offer additional materials/resources as needed	Completed March 2018
Develop information/awareness video clips on FIN supported PD for distribution through DCPS EESS to include: <ul style="list-style-type: none"> – Instructional Strategies for Inclusion – Access Points for Inclusion – Behavior Supports for Inclusion – Peers as Partners in Learning (developed) 	FIN	Summer 2018	Links or electronic documents provided to ESE Director	Email follow-up to ESE Director with direct links or electronic documents as applicable including registration information Tracking registrations for scheduled workshops Tracking requests for school-based PD	In-progress
Above Informational/Awareness videos distributed to school administrative staff* <small>*action step based on indicator 15: District provides ongoing PD and TA to all school leaders on the implementation of a flexible scheduling process and collaborative teaching service delivery models to provide instruction and</small>	District Support Staff	Summer/Fall 2018	Monday morning message posting	Tracking registrations for scheduled workshops Tracking requests for school-based PD Provide data on accessed supports upon request	

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support to all SWDs in general education contexts, regardless of the type or severity of their disability.					
Develop Behavior Supports for the Inclusive Classroom training	FIN	Fall 2018	Training schedule posted to FDLRSCrown website	Informational materials and registration link distributed to district staff	
Notes/Comments (e.g., other action steps to be completed by district ESE staff and/or other Discretionary Projects – not directly involving FIN services): <ul style="list-style-type: none"> • EE/SS department is developing a newsletter to target families. The Spring edition will include how to support inclusive education. • FDLRSCrown in collaboration with DCPS EE/SS Related services and Informational Technology to develop and provide training and technical assistance for all instructional and support staff on assistive technologies and technologies in current use (e.g., Microsoft tools, etc.) that can be adapted to support instructional outcomes. • District distributed information on person first language through the Monday morning message and Twitter account in Feb/Mar 2018. • District support personnel provide training and technical assistance regarding functional behavior assessments, behavioral intervention plans and tiered supports provided through Problem Solving/Response to Intervention. 					

District BPIE Priority Indicator(s): <div style="background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> 8. District data reflect that SWDs who have behavior support needs are not excluded from the general education classroom at a higher rate than their peers without disabilities. </div> <div style="background-color: #f2f2f2; padding: 5px;"> 17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards. </div>	State Strategic Plan Indicator(s): (please mark) <input checked="" type="checkbox"/> Indicator 5a Regular Class <input type="checkbox"/> Indicator 5b Separate Class <input type="checkbox"/> Indicator 5c Other Separate Environment <input type="checkbox"/> Indicator 3c/Reading Proficiency <input type="checkbox"/> Indicator 3c/Math Proficiency Other:				
SMART Goal 2: Duval County will access FIN supported professional development and technical assistance in order to demonstrate improved instructional outcomes for students with disabilities in inclusion environments as measured by an increase in regular class placement for SWDs by 2% points by the end of the 2018-19 school year.					
Goal Action Steps:	By Whom: (FIN, District, Other Collaborative Partner)	By When: (Deadline for Completion– Month/Year)	By What: (Provide evidence that will demonstrate completion of Action Step.)	Follow-up: (Measurable and aligned with each action step)	Status: (Completed, in-progress, revised, additional goal/action step)

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Develop information/awareness video clips on FIN supported PD for distribution through DCPS EESS to include: <ul style="list-style-type: none"> – BPIE Overview – Inclusive Scheduling – Collaborative Teaching and Planning 	FIN	Summer 2018	Links or electronic documents provided to ESE Director	Email follow-up to ESE Director with direct links or electronic documents as applicable including registration information Tracking registrations for scheduled workshops Tracking requests for school-based PD	In-progress
Above Informational/Awareness videos distributed to school administrative staff* *action step based on indicator 15: District provides ongoing PD and TA to all school leaders on the implementation of a flexible scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability.	District Support Staff	Summer/Fall 2018	Monday morning message posting	Tracking registrations for scheduled workshops Tracking requests for school-based PD Provide data on accessed supports upon request	
Notes/Comments (e.g., other action steps to be completed by district ESE staff and/or other Discretionary Projects – not directly involving FIN services): <ul style="list-style-type: none"> • See notes under Goal 1 					

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