



## Weekly Memo

### Action Items

#### **Annual State Application under Part B of the Individuals with Disabilities Education Act**

In order to receive a grant under Part B of the Individuals with Disabilities Education Act (IDEA), states must submit an application annually. The public participation requirements relevant to Part B are set forth in the Part B regulations at Title 34, section 300.165, Code of Federal Regulations, and in section 441(b)(7) of the General Education Provisions Act (20 United States Code § 1232d(b)(7)). States are required to make the Part B Application available to the public for a period of 60 days, and accept comments for a period of at least 30 days. Florida's Part B Application will be available to the public through **May 18, 2021**, on the Florida Department of Education (FDOE), Bureau of Exceptional Student Education's (BESE's) website at [www.fldoe.org/academics/exceptional-student-edu](http://www.fldoe.org/academics/exceptional-student-edu). Comments will be accepted between **March 19 and April 18, 2021**. Comments can be submitted in writing to the IDEA Program Manager, Bureau of Exceptional Student Education, 325 West Gaines Street, Suite 614, Tallahassee, Florida 32399; via email to the IDEA grant mailbox at [IDEAGrant@fldoe.org](mailto:IDEAGrant@fldoe.org); or via fax at 850-245-0953.

#### **Prekindergarten Child Outcome Summary (COS)**

Prekindergarten COS Train-the-Trainer sessions will be offered by the BESE's prekindergarten discretionary project, Technical Assistance and Training System (TATS), via a two-day Zoom training series. District administrators can select from two options for participating staff, both options are from 9:00 to 11:30 a.m. EST: **May 19 and 21**, or **June 8 and 9, 2021**. It is recommended for district administrators to include those individuals identified as being a part of the initial COS process or those who provide prekindergarten professional development as they will be the ones conducting entry starting July 1, 2021, and will play a role in training the rest of district personnel at a later date. All trainings will be done by TATS to support the transition to the COS, which will begin **July 1, 2021**. The offered training is required by all districts in support of Preschool Child Outcomes - Federal Part B Indicator 7. For districts to register, go to [http://ucf.qualtrics.com/jfe/form/SV\\_6gvPNbam4laPhdQ](http://ucf.qualtrics.com/jfe/form/SV_6gvPNbam4laPhdQ). For questions regarding registration, contact Debbi Nicolosi at [tats-fiu@ucf.edu](mailto:tats-fiu@ucf.edu).

## Florida Council of Administrators of Special Education (CASE) 2021 Summer Hybrid Leadership Institute

The Florida CASE 2021 Summer Hybrid Leadership Institute, “Building Blocks to Leadership,” will be on **June 7-9, 2021**, and participation is being offered via a virtual platform or face to face in Bonita Springs. In an effort to keep everyone safe, the venue will exercise social distancing and require all attendees to wear a face mask. Registration is now open to our practitioners, such as curriculum staff, board-certified behavior analysts, and behavior specialists. Hotel reservation information will be forthcoming. To register, go to <https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ehkvu0s3c93131f2&oseq=&c=&ch=>. For questions, contact Dr. Rosalind Hall, president, Florida CASE, at [rosalind.hall@levyk12.org](mailto:rosalind.hall@levyk12.org).

## Informational Items

### Florida’s Positive Behavior Interventions and Support (FLPBIS) Project—March 2021 Updates

The FLPBIS Project strives to increase the capacity of our school districts to use team-based planning and problem solving to implement positive behavioral interventions and support within a multi-tiered system of supports. Training and technical assistance is provided in developing and implementing effective systems and practices to positively impact all learners. For various state, national and international resources that will assist with some spring-season tasks, see the attached document. For more information, go to <http://flpbis.cbcs.usf.edu/>.

- Filename: FLPBIS Updates March 2021

### 2021-2022 Student Progression Plans

The FDOE has issued the following memorandum regarding the 2021-2022 Student Progression Plans. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9093/dps-2021-41.pdf>.

### Medal of Honor Day 2021

The FDOE has issued the following memorandum regarding Medal of Honor Day 2021. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9094/dps-2021-14.pdf>.

**Victoria Gaitanis**  
**Bureau Chief**



For more information, contact  
850-245-0475

Greetings from the Florida PBIS Project! Spring is quickly approaching and with it comes testing season, Mid-Year PBSES evaluations, the APBS conference and a well deserved break! In this update, we are bringing you some resources that will assist with some of your Spring season tasks. We are highlighting a new resource to help with entry of PBSES Walkthrough data. You will also find links to upcoming FLPBIS Technical Assistance Chats on Model School application procedures and strategies to improve classroom climate. There are new practice guides and briefs available from the [Center on PBIS](#). We are also highlighting the materials that FLPBIS Project staff will be presenting at this year's APBS conference as well as some other intriguing titles that will be available for conference participants. [Registrants](#) will be able to access all materials from the conference for the next 6 months!

The next District Coordinators meeting will be held Tuesday, March 2, 2021, at 9:00 a.m. CST/10:00 a.m. EST. The topic will be Tier 2 Supports. Please register in advance by clicking [here](#).

Please reach out to your PBIS Technical Assistance Provider for more information about any of the material or events shared!

## Navigating the PBSES Walkthrough Tool

There is a new resource to support users in entering Walkthrough Data into PBSES.

The PBSES User Brief for the Walkthrough tool can be found here:



### PBSES User Brief – Schools & Districts

#### How do I enter a Tier 1 Walkthrough in PBSES?

This resource reviews each section of the Tier 1 Walkthrough to enter into PBSES. For general information on how to enter data in the evaluation system, please review these resources for [schools](#) and [districts](#).

## FLPBIS Upcoming Chats

Click the links below to register for upcoming FLPBIS webinars:



### Model School Q and A

April 7th  
2:35pm-3:35pm EST  
1:35pm-2:35pm CST



### Unpacking Problematic Student-Teacher Interactions

May 5th  
2:35pm-3:35pm EST  
1:35pm-2:35pm CST

## Registration For APBS

If you attend only one conference this year, make it the

19th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT  
**The Expanding World of PBS: SCIENCE, VALUES, AND VISION**  
MARCH 17-19, 2021  
PLAN AHEAD AND REGISTER BY March 12, 2021



It's not too late to register for this year's APBS conference! On the following pages we have listed all of the presentations from our own folks from Florida as well as the APBS Skill-building Workshops offered.

All of these presentations and more are available for a very low registration rate for APBS members (\$175) or family/student (\$50) if you register before March 12, 2021. <https://www.apbs.org/conference/registration>.

## New Resources from the Center on PBIS

Practice Guide

[Installing an Interconnected Systems Framework at the School Level](#)

Practice Guide

[Installing an Interconnected Systems Framework at the District or Community Level](#)

Practice Brief

[Effective Instruction as a Protective Factor](#)

Practice Guide

[Integrated Tiered Fidelity Inventory Companion Guide](#)



CENTER ON  
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Positive Behavioral Interventions & Supports



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Florida's Positive Behavioral Interventions & Support Project



Connect with FLPBIS

[flpbis.org](http://flpbis.org)



2021 APBS Presentations from the FLPBIS Project staff:

**Implementing a Three-Tiered Model of Person-Centered Practices and PBS in IDD Organizations**

Person-centered practices are used to help build positive relationships between people and to support both children and adults with disabilities in achieving their best lives. Learn more about using person-centered practices within a three-tiered model.

*Don Kincaid, University of South Florida, Tampa, FL; Rachel Freeman, University of Minnesota, Minneapolis, MN*

**Leading is Believing: Learn How Superintendents Have Made PBIS a Priority**

Effective leadership is critical to the successful implementation and sustainability of PBIS. Learn firsthand from some of Florida's top Superintendents who have made PBIS a priority and continue to positively impact their district.

*Heather Peshak George, University of South Florida, Tampa, FL; Debra Pace, Osceola County Schools, Kissimmee, FL; Theresa Axford, Monroe County School District, Key West, FL*

**Aligning State and District use of Data and Decision-Making Practices**

This session will illustrate cohesive and strategic data-based decision-making practices at both the state and district level for addressing PBIS implementation for scale-up and improved outcomes.

*Betsy Lazega and Brian Gaunt, University of South Florida, Tampa, FL; Sheri Weretka and Ashley Pierce, Osceola County School District, Kissimmee, FL*

**Building Capacity for Effective Data-based Problem-solving Practices**

Data-based decision-making practices are key to MTSS/PBIS. Lack of fidelity for problem-solving practices affects the quality/effectiveness of supports. This workshop will provide practical advice for building capacity for fidelity of data-based problem-solving practices.

*Brian Gaunt, University of South Florida, Tampa, FL*

**Centering Equity within Tier 1 PBIS: Examples from a Statewide Training Curriculum**

Looking to improve discipline equity but unsure how to get started? Come and practice a few of the activities one state uses to guide PBIS teams in their development of culturally responsive Tier 1 strategies.

*Therese Sandomierski and Brooke Curtiss, Florida PBIS Project, Tampa, FL*

**PBIS Resilience: Implementing Under Stress of a National Pandemic**

This presentation will highlight implementation examples of PBIS critical elements adapted for virtual learning during the pandemic school closure. Enhancements fostering educator, family and student relationships to overcome stressors will be illustrated through case examples.

*Catherine Raulerson, Dama Abshier and Brooke Curtis, University of South Florida, Tampa, FL*

**Utilizing a Classroom Coaching Guide to Enhance PBIS Implementation in the Classroom**

Building capacity for classroom coaching at the district and school level is a critical feature of PBIS implementation and sustainability. This workshop will introduce a coaching process to support teachers' implementation of classroom PBIS practices.

*Dama Abshier, University of South Florida, Tampa, FL*

**Make an Impact: Using Data Dashboards to Tell Your PBIS Story**

Learn about data dashboards with PBIS Early Warning System elements that examine indicators of effective PBIS. School and district level dashboards will be demonstrated with implications for continuous improvement and data-based decision-making will be discussed.

*Karen Elfner and Nichole Fintel, University of South Florida, Tampa, FL*

**Measuring Family Well-Being: A Call to Action**

This session shares the findings of a review of the family well-being literature and its measures. Discussion will include the family well-being measures available and the call to create a more inclusive measure.

*Emily Baton, Laura Kern and Heather Peshak George, University of South Florida, Tampa, FL*

**High School Implementation: Supporting College and Career Readiness Through PBIS**

PBIS can be leveraged to support college and career readiness (CCR) for high school students. We will provide concrete examples of how to integrate CCR within PBIS based on current measurement and intervention research projects.

*Allison Lombardi, Jennifer Freeman and Graham Rifenbark, University of Connecticut, Storrs, CT; Laura Kern, University of South Florida, Tampa, FL*

**Developing PBIS Tip Sheets For Families: A Discussion On Development And Dissemination**

This presentation will include review and discussion on the Family School Community Alliance's (FSCA) approach to developing and disseminating PBIS tip sheets for family audiences to be made available for use in the field.

*Devon Minch, University of North Carolina, Chapel Hill, NC; Andy Garbacz, University of Wisconsin-Madison, Madison, WI; Emily Baton and Laura Kern, University of South Florida, Tampa, FL*

**Connecting and Building Relationships Through Proactive Community Building Restorative Practice Circles**

Participants will learn about the proactive restorative practice of circles, specifically community building circles. In this session participants will get to participate in and practice the use of community building circles.

*Lauren Evanovich and Stephanie Martinez, University of South Florida, Tampa, FL*

**Yes it Can Be Done: Integrating Restorative Practices into Virtual Tier 1**

Participants will learn about the possibilities and strategies for using restorative practices within a virtual learning environment. Participants will get to see these practices in action and identify ones that would fit their virtual setting.

*Stephanie Martinez, Robyn Vanover and Lauren Evanovich, University of South Florida, Tampa, FL*

**APBS Board Networking Sessions** offer participants the opportunity to connect with other members in the APBS community and experts to discuss topical issues such as:

**Tier 1** – Kent McIntosh, University of Oregon and Heather Peshak George, University of South Florida

**Individual** – Rose Iovannone, University of South Florida, Tampa, FL

**Home & Community/ Parents & Families** – Laura Kern, University of South Florida, Tampa, FL

**Early Childhood** – Lise Fox, University of South Florida, Tampa, FL

In addition to the many presentations from the FLPBIS Project and our Florida colleagues, there are over 120 other presentations that span the entire age range from early childhood to adults. Below are just a few additional presentations that might be of interest to Florida school personnel implementing PBIS. See <https://www.apbs.org/conference> for more information.

**Centering Equity in PBIS through Culturally Sustaining Practices**

*Ruthie Payno-Simmons, Michigan's MTSS Technical Assistance Center, Lansing, MI*

**Mental Health in Schools: Expanding Your Team, Expanding Your Results**

*Susan Barrett, Old Dominion University, Norfolk, VA; Lucille Eber, Midwest PBIS, LaGrange, IL*

**Strategies for Preventing the Need for Restraint and Seclusion**

*Terrance Scott, Stanford Research Institute, Menlo Park, CA*

**Integrate a Trauma-Informed Approach within Tier 3: Individualized Support for Internalizing Behavior**

*Ami Flammini and Katie Pohlman, Midwest PBIS Network, Hillside, IL; Kathleen Strickland-Cohen, University of Oregon, Eugene, OR*

**Antiracism and Functional Behavior Assessments**

*Kristen Buonomo, Olivia Enders and Rachel Robertson, University of Pittsburgh, Pittsburgh, PA*

**Layering More Intensive Interventions into Basic Check-In, Check-Out: Research And Practice**

*Kimberli Breen, Affecting Behavior Change Inc., Chicago, IL; Kaitlin Bundock, Utah State University, Logan, UT; Leanne Hawken, University of Utah, Salt Lake City, UT*

**Using PBIS Strategies and Tools to Engage Student Voice in Secondary Schools**

*Laura Feuerborn and Kathleen Beaudoin, University of Washington Tacoma, Tacoma, WA; Ashli Tyre, Seattle University, Seattle, WA*

**An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline**

*Kent McIntosh, University of Oregon, Eugene, OR; Tabathia Baldy, Colquitt County Schools, Moultrie, GA; Sara McDaniel, University of Alabama, Tuscaloosa, AL*

**Involvement of Students with Severe Disabilities in SWPBIS: Administrator and Educator Perspectives**

*Virginia Walker, Megan Carpenter and Ann Mickelson, University of North Carolina at Charlotte, Charlotte, NC; Sheldon Loman, Portland State University, Portland, OR; Kristin Lyon, University of Kansas, Lawrence, KS*

**Scaling-up PBIS in Big Ways: Stories from Two Large Urban School Districts**

*Kate Emmons, Diana Bledsoe and Alex Berg, Osseo Area Schools, Osseo, MN; Erin Metz, LaNisha Paddock and Paul Richardson, Saint Paul Public Schools, Saint Paul, MN; Eric Kloos, Minnesota Department of Education, Roseville, MN*

**Adapting Tier 2 Interventions to Enhance Student Success**

*Brittany Sterrett, Virginia Commonwealth University, Richmond, VA; Caitlyn Majeika, American Institute of Research, Boston, MA; Alison Bruhn, University of Iowa, Iowa City, IA; Sara McDaniel, University of Alabama, Tuscaloosa, AL*