



## Weekly Memo

### Action Items

#### Notice of Rule Development

To view the draft and submit comments for the following rule, go to <https://web02.fldoe.org/rules/>:

- Rule [6A-6.0571](#), Florida Administrative Code, Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks

#### Positions Available in the Bureau of Exceptional Student Education (BESE)

BESE is seeking a parent services/transition specialist who will be assigned to the Instructional Support Services unit. This position is responsible for educational programs for students with disabilities related to the implementation of parent services for parents of students with disabilities, Disability History and Awareness Events, collaborating with the Florida Diagnostic Learning and Resources System Associate Centers/Parent Services Function, specific areas of secondary transition, and career and technical education (CTE). The deadline to apply is **September 6, 2021**. The applicant should have experience with parent and community outreach, secondary transition, and CTE. To view the complete job description (position number 48003526) and to apply, go to [https://jobs.myflorida.com/job/TALLAHASSEE-PROGRAM-SPECIALIST-IV-DOE-48003526-FL-32399/784784300/?locale=en\\_US](https://jobs.myflorida.com/job/TALLAHASSEE-PROGRAM-SPECIALIST-IV-DOE-48003526-FL-32399/784784300/?locale=en_US).

BESE is seeking three administrative secretaries to provide support services within the Dispute Resolutions & Monitoring and the Program Accountability, Assessment and Data Systems units. To be considered for any of these positions, the applicant must have a minimum of a high school diploma. The deadline to apply is **September 17, 2021**. To view the complete job descriptions and to apply, see the following:

- For position number 48001619, go to [https://jobs.myflorida.com/job/TALLAHASSEE-ADMINISTRATIVE-SECRETARY-48001619-FL-32399/786336800/?locale=en\\_US](https://jobs.myflorida.com/job/TALLAHASSEE-ADMINISTRATIVE-SECRETARY-48001619-FL-32399/786336800/?locale=en_US);
- For position number 48003360, go to [https://jobs.myflorida.com/job/TALLAHASSEE-ADMINISTRATIVE-SECRETARY-48003360-FL-32399/785829100/?locale=en\\_US](https://jobs.myflorida.com/job/TALLAHASSEE-ADMINISTRATIVE-SECRETARY-48003360-FL-32399/785829100/?locale=en_US); and
- For position number 48003700, go to [https://jobs.myflorida.com/job/TALLAHASSEE-ADMINISTRATIVE-SECRETARY-48003700-FL-32399/785829800/?locale=en\\_US](https://jobs.myflorida.com/job/TALLAHASSEE-ADMINISTRATIVE-SECRETARY-48003700-FL-32399/785829800/?locale=en_US).

For questions, contact Jasolin Wiggins at [Jasolin.Wiggins@fldoe.org](mailto:Jasolin.Wiggins@fldoe.org) or 850-245-0475.

## Cracking the Behavior Code: A Training Opportunity

“Cracking the Behavior Code: A Book Study for Educators based on *The Behavior Code* by Jessica Minahan, M.Ed., BCBA,” is hosted by the Florida State University Center for Autism and Related Disabilities in partnership with the Partnership for Effective Programs for Students with Autism. The target audience for this training is for special and general education teachers, administrators, related service providers and paraprofessionals. This six-week training series will begin on **September 7, 2021**, and will provide educators with a forum to read *The Behavior Code*, learn about strategies to help with challenging behavior, and discuss ways to apply the concepts in their own classrooms. Topics include the author’s FAIR Plan system, anxiety-related behavior, oppositional behavior, withdrawn behavior and sexualized behavior. For more information and to register, see the attached document.

- Filename: Behavior Code PEPSA Flyer Sept 2021

## 2021 Educational Strategies and Student Engagement Institute (ESSEI)—Call for Proposals

The 2021 ESSEI will be in Orlando on **November 16-18, 2021**. This year’s ESSEI conference, “Destination Graduation: Preparing Florida’s Students for College, Career and Life Success,” is presented by the Florida Department of Education’s (FDOE’s) Bureau of Family & Community Outreach in partnership with the Florida Education Foundation. Keynote speakers will be Melissa Ramsey, executive vice-chancellor of the Division of Public Schools, and Dr. Tommie Mabry, K-12 educational consultant, professional speaker and author. We are seeking dynamic and engaging presenters to participate in breakout sessions, trainings, special group meetings and networking opportunities that focus on topics related to our theme. If you are interested in presenting, the deadline to submit a proposal is **September 15, 2021**. For more information, go to <http://www.fldoe.org/schools/family-community/essei/>.

## U.S. Presidential Scholars Student Nominations

The FDOE has issued the following memorandum regarding the U.S. Presidential Scholars Student Nominations. Nominations must be submitted by **October 8, 2021**, per the instructions in the memo. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9259/dps-2021-129.pdf>.

## The Florida Educators of Students who are Deaf/Hard of Hearing (FEDHH) Annual Conference

The FEDHH will be holding its annual conference in Orlando on **November 12-13, 2021**. The conference, “Celebrate. Ignite. Transform.” will bring professionals together for information, resources, and strategies related to the instruction of students who are DHH. BESE is pleased to offer one paid registration per school district. To obtain your school district code for redemption, contact your D/HH program contact. For more information and to register, go to <http://events.constantcontact.com/register/event?llr=nozl6lfab&oeidk=a07eig8kzrjaf63b61b>. For more information about FEDHH, go to <https://www.fedhh.org/>.

## Informational Items

### Position Available with the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)

Pinellas County is seeking a project manager position for SEDNET Pinellas. This position is located in Pinellas and serves both Pinellas and Pasco counties. SEDNET works with education,

mental health, child welfare and juvenile justice professionals; along with other agencies and families, to ensure that children with or at risk of an emotional or behavioral disability and their families, have access to the services and supports they need to succeed. To view the job description, see the attached document. To apply, contact Amy Fichter at [Fichtera@pcsb.org](mailto:Fichtera@pcsb.org).

- Filename: Pinellas SEDNET Position

### **Position Available with the Institute for Small and Rural Districts (ISRD)**

ISRD, a discretionary project of BESE, is seeking an applicant for the program administrator for ISRD. This position is located at the North East Florida Educational Consortium. The application deadline will remain open until the position is filled. To read the full job description and apply, go to <https://putnamskyward.nefec.org/scripts/wsisa.dll/WService=wsFin/rapplmnu03.w>, search current job openings and look for Program Administrator, ISRD.

### **Florida Problem Solving and Response to Intervention (FL PS/RtI) Project Listserv**

The FL PS/RtI Project staff have updated their district contacts listserv. This listserv includes each district's exceptional student education director and one district multi-tiered system of supports (MTSS) contact. It provides members with information and announcements from the project, including upcoming professional learning opportunities, and resources and tools available to promote improved outcomes for students, including those with disabilities, within your MTSS. For questions or additional information, or to add a contact, contact the FL PS/RtI Project Communications Coordinator Judi Hyde at [judihyde@usf.edu](mailto:judihyde@usf.edu).

### **American Founders' Month and Celebrate Freedom Week 2021**

The FDOE has issued the following memorandum regarding American Founders' Month and Celebrate Freedom Week 2021. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9255/dps-2021-79.pdf> (Memo) and <https://info.fldoe.org/docushare/dsweb/Get/Document-9256/dps-2021-79a.pdf> (Attachment A).

### **New Worlds Reading Initiative Administrator Designation**

The FDOE has issued the following memorandum regarding New Worlds Reading Initiative Administrator Designation. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9266/dps-2021-139.pdf>.

### **Vocational Rehabilitation (VR) Customer Success Stories Series**

Both the Workforce Innovation and Opportunity Act and the Individuals with Disabilities Education Act, along with Florida state law, support transition and assisting with preparing students with disabilities for life after high school. One way schools and local VR offices work together to support students is through the collaboration to refer and arrange the provision of pre-employment transition services or pre-ETS. Please be sure to check out the VR Customer Success Stories over the next few weeks and learn how VR has helped support students with their postsecondary goals.

This week meet Charles Paeden, Jr., who is an aspiring chemical engineer and graduated *cum laude* with a Bachelor of Science from the University of Florida (UF). Charles has always enjoyed science and math, and has a strong background in academia and research. While attending UF, he placed fourth in a design competition that incorporated biology and engineering to entertain children awaiting treatment at Shands Children's Hospital. He also received the Best Engineer Award in a program designed for freshman to excel in industry and research. Charles is autistic and has attention deficit hyperactivity disorder. Although his symptoms have presented some

challenges with communication, he does not let it get in his way. He continues to work hard to overcome this and has been very successful without the need of any accommodations.



Charles does not recall the first time he learned about VR, but began working with VR in high school. VR has helped Charles succeed in many aspects of his life, especially the confidence he gained in his ability to overcome any obstacles that may come his way. In 2019, Charles moved to Jacksonville on his own where he started part-time as a laboratory assistant at Isel. He is able to utilize his chemical engineering degree by being in charge of the quality control specimens and is part of the developing process for new formulations. He now works there full time and really enjoys the research and development aspect of his job. Charles says, "This is my dream job. I hope to continue to grow within the company."

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

## Cracking the Behavior Code:

A Book Study for Educators based on *The Behavior Code* by  
Jessica Minahan, MEd, BCBA

**Hosted by:** FSU CARD

**Facilitated by:** Cindy Collier, Crystal Grey-Hewett, and Tammy Dasher

### About the Author and Facilitators

**Jessica Minahan** is a licensed and board-certified behavior analyst (BCBA), author, special educator, and consultant to schools internationally. Since 2000 she has worked with students who struggle with mental health issues and challenging behaviors in public school systems. She specializes in training staff and creating behavior intervention plans for students who demonstrate explosive and unsafe behavior. In *The Behavior Code*, she reveals a systematic approach for deciphering causes and patterns of difficult behaviors and how to match them with proven strategies for getting students back on track so they can learn effectively.

Facilitators **Cindy Collier, Crystal Grey-Hewett, and Tammy Dasher**

Dr. Cindy Collier is a former special educator, school psychologist, and special education administrator who has worked with those with challenging needs for 37 years. Crystal Grey-Hewett is a social worker who has worked with people on the spectrum, their families, and professionals for over 12 years. Tammy Dasher is a special educator and BCBA who has worked with students with emotional and behavior challenges for 28 years.

### Training Description

**Target Audience:** (This training is for special and general education teachers, administrators, related service providers, and paraprofessionals.)

This 6-week training series will provide educators with a forum to read *The Behavior Code*, learn about strategies to help with challenging behavior, and discuss ways to apply the concepts in their own classrooms. Topics include author Jessica Minahan's FAIR Plan system, anxiety-related behavior, oppositional behavior, withdrawn behavior, and sexualized behavior.

### Training Objectives

Participants will be able to:

- understand and apply the FAIR Plan system.
- identify patterns and causes of challenging behavior.
- match appropriate strategies to the type of challenging behavior exhibited.
- apply concepts and strategies from *The Behavior Code* to their own classrooms.

#### Save The Dates:

Tuesday Evenings

**September 7 – October 12, 2021**

**5:00-6:00pm EST/**

**4:00-5:00pm CST**

This is a 6-week series. Attendance is expected at every session.

#### Location:

Zoom

#### Registration Deadline:

September 6, 2021

Limited to first **250 participants\***

#### Register Online:

*Registration is mandatory.*

#### Register here:

<https://fsu.zoom.us/meeting/register/tJIsduChpi4jEtZblHWOL9e6RZkixps0AbTT>

**\*The first 50 educators to register & participate from the FSU CARD (18-county) region will receive a FREE e-book of *The Behavior Code*.**

#### To preview & order book, click:

[shorturl.at/xEPSU](http://shorturl.at/xEPSU)

**Credit: Each session is worth 1 contact hour.** Certificates of attendance will be provided each week for anyone who attends 45-60 minutes.

*Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service credits.*

#### For more information contact:

Cindy Collier, [cgolden2@fsu.edu](mailto:cgolden2@fsu.edu) or  
Cathy Zenko: [czenko@fsu.edu](mailto:czenko@fsu.edu)

**PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA**

PCSB: 2205  
Instructional

FLSA: Exempt

<b>COORDINATOR, OTHER - SEDNET</b>
<b>REPORTS TO:</b> Executive Director, Exceptional Student Education
<b>SUPERVISES:</b> Support Staff
<b>QUALIFICATIONS:</b> Bachelor's degree from an accredited college or university. State certification in Exceptional Student Education. Five (5) years of successful teaching or related professional experience.
<b>PREFERRED:</b> Master's degree in Educational Leadership or related field. Experience in budget and resource allocation. Demonstrated knowledge of IDEA laws and regulations.
<b>MAJOR FUNCTION</b>
Responsible for providing technical assistance, service delivery, and training activities to assist Pinellas and Pasco Counties in serving children and youth with and at-risk of emotional/behavioral disorders. Activities may include but are not limited to development of products related to training and technical assistance in the areas trauma-informed care, school-based mental health, mental health awareness, intervention strategies for behavior within the multi-tiered system of supports, Florida State Standards, and social/emotional learning. The Coordinator interacts with community agencies to provide wrap around service to support student learning.
<b>ESSENTIAL RESPONSIBILITIES</b>
<ul style="list-style-type: none"><li>• Draft and submit the yearly SEDNET grant proposal to the office of Grants Management, document quarterly activity data into the statewide grant project tracking system, and manage grant budget deadlines and expenditures</li><li>• Develop products related to training and technical assistance for stakeholders related to state and federal legislation, State Board of Education Rules, and district policies regarding the use of seclusion, restraint, suspension, and expulsion</li><li>• Provide training in areas of trauma-informed care, school-based mental health, mental health awareness, intervention strategies for behavior within the multi-tiered system of supports, and Florida standards, and social/emotional learning to assist school districts and other stakeholders in building capacity to facilitate EBD school and community transitions, implement trauma-informed care, increase family and youth involvement, develop local systems of care, reduce the use of seclusion and restraint, implement multi-tiered systems of support, and increase mental health awareness</li><li>• Provide training for stakeholders related to state and federal legislation, State Board of Education Rules, and district policies regarding the use of seclusion, restraint, suspension and expulsion</li><li>• Provide district, school, and community direct consultation, support, and assistance based on a specific request or through identified needs</li><li>• Facilitate or participate in state, regional, or local activities, meetings, workgroups, and other collaborative efforts with the intended purpose of disseminating information, coordinating project services and activities, or sharing expertise</li><li>• Collaborate with BEESS and discretionary projects, including Project 10 (P10), Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), Problem Solving/Response to Intervention Project (PS/RtI), and Florida's Positive Behavior Support Project (FLPBS) in building capacity to serve youth with, and at risk of, emotional and behavioral disabilities and to support district and regional interagency collaboration activities</li></ul>

<b>ESSENTIAL RESPONSIBILITIES (Continued)</b>
<ul style="list-style-type: none"><li>• Collaborate with the Department of Children and Families, Department of Juvenile Justice, Community-Based Care Providers, Managed Entities for Community Mental Health, and Agency for Health Care Administration to support district and regional interagency collaboration activities</li><li>• Participate in joint planning representing the needs of students in each school district with fiscal agents of children's mental health funds, including the expansion of school-based mental health services and integrated education and treatment programs</li><li>• Provide assistance to school districts in the development and implementation of policies, procedures, and practices concerning the use of restraint and seclusion, including the assistance to promote the reduction of any unnecessary use of restraint and seclusion</li><li>• Collect and analyze data related to student interventions and outcomes and assist in problem solving</li><li>• Participate in programming for students with emotional/behavioral disabilities that include necessary educational, residential, and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living</li><li>• Identify and support efforts to increase parental and student involvement in student education, EBD school and community transitions, postsecondary transitions, and service coordination within local systems of care</li><li>• Participate in statewide and regional MTSS/Problem-Solving Response to Intervention (PS-Rtl) collaborative professional development initiatives and provide coordinated support throughout the service region</li><li>• Performs other related work as required</li></ul>
<b>TERMS OF EMPLOYMENT</b>
<p><i>Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
<b>HISTORY OF JOB CLASSIFICATION</b>
ISSUED: 7/14 CH; BOARD APPROVED: 8/12/14

**COORDINATOR, OTHER – SEDNET**

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds	X				
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending	X				
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a keyboard to enter and transform words or data					X
21. Using a video display terminal					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				