



## Weekly Memo

### Rule Activity

#### Notices of Approved Rules

The following rules were approved at the April State Board of Education meeting and will be effective on **May 13, 2025**.

- Rule [6A-1.09441](#), Florida Administrative Code, (F.A.C.) Requirements for Programs and Courses that are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation
- Rule [6A-6.053](#), F.A.C., District Comprehensive Evidence-Based Reading Plan
- Rule [6A-6.0571](#), F.A.C., Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks

#### Notices of Rule Development

To view the drafts, if available, and submit comments for the following rules, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

- Rule [6A-1.0955](#), F.A.C., Education Records
- Rule [6A-6.053](#), F.A.C., District Comprehensive Evidence-Based Reading Plan

### Events Coming Soon

#### 2025 Other Health Impairment (OHI) and Hospital/Homebound (H/H) Contacts' Virtual Meeting

Join FDOE for the annual OHI and H/H Contacts' Meeting on **May 22, 2025**, via [2025 OHI and H/H Contacts' Meeting Microsoft Teams](#). This year's meeting features a special presentation by the Technology and Learning Connections team, an Individuals with Disabilities Education Act (IDEA)-funded state project, focused on assistive technology, complete with practical tools and resources to remove barriers and support student access to learning environments. Whether you are new to the role or a seasoned contact, this virtual session will offer valuable insights and opportunities to strengthen your support for students. For questions, contact Angela Roland at [Angela.Roland@fldoe.edu](mailto:Angela.Roland@fldoe.edu).

## Action Items

### Florida Council of Administrators of Special Education (CASE) Call for Board of Directors

Calling all leaders to join the Florida CASE Board of Directors. Join today to access exclusive early-bird benefits for the 2026 Winter CASE and 2026 Summer CASE conferences. Membership also provides access to innovative resources, professional development, advocacy and a network of experts dedicated to students with disabilities. See the attached flyer for more membership information.

- Filename: CASE Board of Directors

### The 2024-25 Exceptional Student Education (ESE) Parent Survey Update and Reminder

The 2024-25 ESE Parent Survey is now active, with submissions being processed in real-time, which can be viewed through the [FDOE Parent Survey dashboard](#). We encourage all parents to participate and provide valuable feedback by **June 30, 2025**. Ensure you access the revised versions of the survey for the current academic year, available in both the [electronic ESE Parent Survey](#) and the [paper-based ESE Parent Survey](#). To access the ESE Parent Survey, scan the QR code below.



The survey is open to parents of children with an individual educational plan (IEP) receiving ESE services from preschool to grade 12 (excluding gifted services). Students with disabilities ages 18 and up can also participate. Quick and easy to complete, the ESE Parent Survey helps ensure districts meet their 2024-25 target response rates.

## Job Vacancies

### Position Available in the Florida Diagnostic and Learning Resources System (FDLRS) East Associate Center

FDLRS East, an IDEA-funded state project, is seeking a grant manager (assistant director). FDLRS East serves Brevard and Volusia Counties. The application deadline is **May 14, 2025**. To view the full job description and apply, go to the [Brevard Public Schools Employment Listing](#) web page.

### **Resiliency Florida Characteristic of the Month—Responsible Decision-Making**

Starting in the 2019-20 school year, every Florida public school was required to annually provide children in grades 6-12 at least five hours of mental health instruction. This mental health instruction is now referred to as Resiliency Education, Civic and Character Education and Life Skills Education. The Resiliency Florida initiative for Florida schools was launched in February 2021 to emphasize 11 Resiliency characteristics to empower students to persevere and overcome life's inevitable challenges. Visit the [Resiliency Florida](#) web page for more information and additional resources.

May's featured characteristic is responsible decision-making, which means thinking about all options and outcomes to make the best decision. See the attached documents for grade-specific parent resources pertaining to responsible decision-making.

- Filename: K-2 RDM
- Filename: 3-5 RDM
- Filename: 6-8 RDM
- Filename: 9-12 RDM

### **Revisions to Rule 6A-5.066, F.A.C., Approval of Teacher Preparation Programs, and Rule 6A-5.081, F.A.C., Approval of School Leadership Programs**

FDOE has issued a memorandum regarding revisions to [Rules 6A-5.066 and 6A-5.081, F.A.C.](#) See the memo for more information.

### **Florida Inclusion Network (FIN) Name Change**

The FIN IDEA-funded state project will now be referred to as "FIN" and will continue to build and sustain the capacity of stakeholders to support students with disabilities in education environments. Visit the new [FIN project](#) web page for more information. For questions, contact Kelly Claude and JaSheena Ekhatior at [lsi-finadmin@fsu.edu](mailto:lsi-finadmin@fsu.edu).

### **Learning Ally Summer Reading Challenge**

The Learning Ally Summer Reading Together Program launched on May 1, 2025, to provide early access to resources that can be sent home with students. Visit the [Learning Ally May 2025 Newsletter](#) for information regarding the competition and where to access new resources and activities. For questions, contact Dr. Martaluz Pozo at [mpozo@learningally.org](mailto:mpozo@learningally.org).

### **The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) Compassion Fatigue Presentation**

SEDNET will be delivering a Compassion Fatigue presentation to FDOE's HOPE Florida Navigators in the month of May. The information is designed to help educators, care givers and service providers recognize, prevent and manage the emotional and psychological impact of caring for others. Compassion Fatigue offers evidence-based strategies for maintaining resilience, setting boundaries and sustaining personal well-being. If interested, please contact your [regional SEDNET manager](#).

## Discipline Resources from Special Ed Connection®

See the attached documents for helpful information pertaining to discipline procedures for students receiving special education services and information on serious bodily injury according to the IDEA.

- Filename: Overview of Discipline Procedures for Students Receiving Special Education Services
- Filename: Serious Bodily Injury

## Tip of the Week

### Converse with Parents while Awaiting IEP Team Members' Arrival

Engaging parents in friendly conversation builds rapport and allows parents to feel more comfortable at the IEP meeting. Avoid only talking among colleagues before an IEP meeting, as this may cause parents to feel excluded. ([Special Ed Connection®](#))

**Patricia Bodiford**  
**Bureau Chief**



# CALLING ALL LEADERS!



Ready to revolutionize your district's approach to special education? CEC and CASE membership equips you with the tools, connections, and insights to lead with impact and confidence.

Strengthen your district's special education programs and leadership with the Council for Exceptional Children (CEC) and the Council of Administrators of Special Education (CASE).

Join today to access exclusive early-bird benefits for our 2026 Winter CASE and 2026 Summer CASE conferences.

Membership provides access to cutting-edge resources, professional development, advocacy, and a network of experts dedicated to students with disabilities.

## Why Join CASE?

- Access unparalleled tools and insights.
- Advocate for impactful change in special education.
- Connect with a community of passionate professionals.

### *Explore Membership*

Scan the QR codes for membership information!



## Membership

### » Basic Membership: \$80/year

Access to essential resources, newsletters, and online tools for educators and leaders.

### » Full Membership: \$135/year

Includes all Basic benefits, plus discounts on conferences, events, and publications.

### » Premier Membership: \$215/year

All Full benefits, along with exclusive access to premium content and personalized support.

### » CASE Division Add-On: \$60/year

Specialized resources for administrators, including leadership tools and advocacy updates.  
(MUST be added to any CEC membership)

*Special Group Rates Available!*



# RESPONSIBLE DECISION-MAKING

## Parent Resource

GRADES  
**K-2**

### DID YOU KNOW?

People make about 35,000 decisions **EVERY DAY!**

Responsible decision-making means thinking about all options and outcomes to make the best choice.

In kindergarten through second grade, children begin:

- ✓ Learning the difference between good and poor choices.
- ✓ Learning to think for his or her self.

#### EXPLAIN WHEN DIFFERENT RULES APPLY

Consider how different rules apply in different settings.

##### EXAMPLE

Inside or quiet voices need to be used in places like libraries and movie theaters, but cheering or loud yelling can be appropriate when playing outside.

#### TALK ABOUT CONSEQUENCES

Talk to your child about considering consequences before acting.

##### EXAMPLE

If you do not wear a jacket to play outside in the winter, you may feel cold.

##### EXAMPLE

If you eat too many sweets you may develop tooth decay that will result in cavities.

#### TEACH THE DIFFERENCE

Discuss the difference between positive and negative behaviors.

##### EXAMPLE

Positive behaviors include sharing your toys with a friend.

##### EXAMPLE

Negative behaviors include taking something from someone without asking.

#### DESCRIBE BEING RESPONSIBLE

Describe ways your child can be responsible.

##### EXAMPLE

Children can practice making responsible decisions by picking up toys after they are finished playing.

#### SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Identify healthy choices that affect personal wellness.



Demonstrate the ability to follow rules and directions.



#### DINNER TABLE CONVERSATION STARTERS

Describe a decision you made today. What were the choices you considered? What were the possible outcomes? What was the outcome? Do you think that was a responsible decision?

In planning ahead for tomorrow, what are some decisions you may need to make? What information do you need to make the best choices?

AS YOUR CHILD GETS OLDER, HE OR SHE WILL HAVE TO MAKE MORE DECISIONS. TEACHING YOUR CHILD HOW TO MAKE RESPONSIBLE DECISIONS WILL HELP HIM OR HER BE PREPARED WHEN SITUATIONS ARISE AS A TEEN OR ADULT.

RESILIENCY  
FLORIDA

# RESPONSIBLE DECISION-MAKING

## Parent Resource

GRADES  
**3-5**

### DID YOU KNOW?

People make about 35,000 decisions **EVERY DAY!**

Responsible decision-making means thinking about all options and outcomes to make the best choice.

In grades three through five,  
children begin:

- ✓ Recognizing the importance of building friendships.
- ✓ Experiencing peer pressure.
- ✓ Gaining more responsibilities at home and school.

#### DISCUSS TAKING RESPONSIBILITY

Discuss a time when you had to take responsibility for your actions.

##### EXAMPLE

Your friend loaned you a special gift he received for his birthday. You damaged the gift and then needed to tell your friend.

#### TALK ABOUT CONSEQUENCES

Talk to your child about considering consequences before acting.

##### EXAMPLE

You had a group project but did not complete your portion of the assignment. The group received a lower grade as a result.

#### DESCRIBE BEING RESPONSIBLE

Describe ways your child can be responsible.

##### EXAMPLE

Keeping your room and other spaces at home tidy helps the whole family.

AS YOUR CHILD GETS OLDER, HE OR SHE WILL HAVE TO MAKE MORE DECISIONS. TEACHING YOUR CHILD HOW TO MAKE RESPONSIBLE DECISIONS WILL HELP HIM OR HER BE PREPARED WHEN SITUATIONS ARISE AS A TEEN OR ADULT.

#### SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Discuss ways to take responsibility for one's actions.



Identify ways in which my decisions affect others.



#### DINNER TABLE CONVERSATION STARTERS

Describe a decision you made today. What were the choices you considered? What were the possible outcomes? What was the outcome? Do you think that was a responsible decision? What were the pros and cons of your decision?

In planning ahead for tomorrow, what are some decisions you may need to make at school this week? At home? What information might you need to make the best choices?

# RESPONSIBLE DECISION-MAKING

Parent Resource

## DID YOU KNOW?

People make about 35,000 decisions **EVERY DAY!**

Responsible decision-making means thinking about all options and outcomes to make the best choice.

### In grades six through eight, children begin:

- ✓ Gaining additional responsibilities at home and school.
- ✓ Spending more time with friends.
- ✓ Considering future career paths or areas of study.

### DISCUSS DIFFICULT CHOICES

Discuss a time when you had to make a difficult choice.

#### EXAMPLE

Your friend told you that you should not invite another student to the lunch table. You know this other student will have no one to sit with. You would like to be kind to the other student, but you do not want your friend to be mad.

### TALK ABOUT LONG-TERM GOALS

Describe how responsible decision making impacts long-term goals.

#### EXAMPLE

You have a goal of graduating from high school with good grades. Consider some responsible decisions starting in middle school that will help you achieve this goal. Some examples include a consistent study schedule and limiting screen time.

### SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Demonstrate responsible decision-making that considers multiple perspectives.



Identify healthy responses to negative peer pressure.

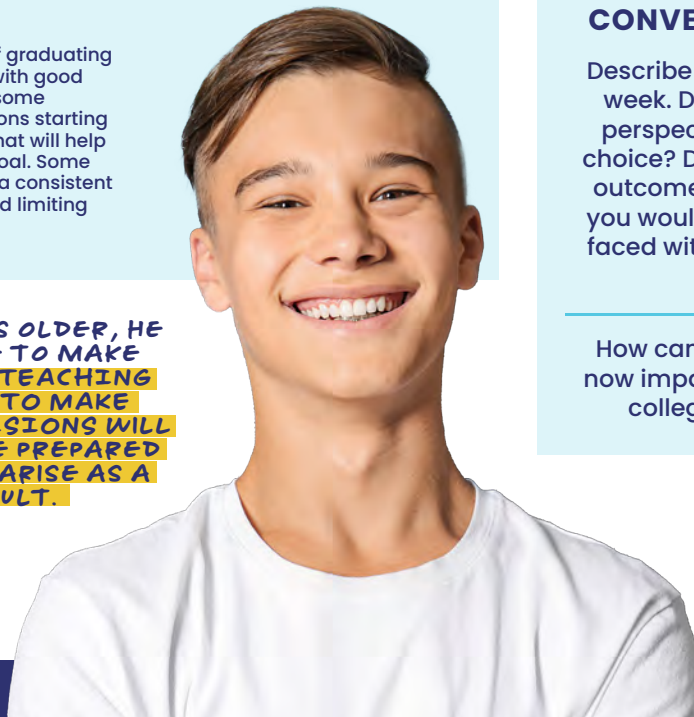


### DINNER TABLE CONVERSATION STARTERS

Describe a decision you made this week. Did you consider multiple perspectives when making your choice? Did you reach your desired outcome? Are there any changes you would make next time you are faced with similar circumstances?

How can the decisions you make now impact your future goals (e.g., college, career or military)?

AS YOUR CHILD GETS OLDER, HE OR SHE WILL HAVE TO MAKE MORE DECISIONS. **TEACHING YOUR CHILD HOW TO MAKE RESPONSIBLE DECISIONS WILL HELP HIM OR HER BE PREPARED WHEN SITUATIONS ARISE AS A TEEN OR ADULT.**



# RESPONSIBLE DECISION-MAKING

Parent Resource

GRADES  
**9-12**

## DID YOU KNOW?

People make about 35,000 decisions **EVERY DAY!**

Responsible decision-making means thinking about all options and outcomes to make the best choice.

In grades nine through twelve,  
children begin or continue:

- ✓ Demonstrating effective and respectful communication skills and strategies.
- ✓ Developing leadership skills.
- ✓ Refining plans for career paths or areas of study.

### LEARN FROM THE PAST

Share a time when you revisited a decision after gaining new perspectives.

#### EXAMPLE

For the last couple of years, you have planned to attend a certain technical college after high school. Recently, you attended a career presentation that interested you. Pursuing this new interest, however, would significantly change your plan. Describe what you should consider when making this decision.

### TALK ABOUT ACTIONS AND REACTIONS

Describe how actions and reactions can impact responsible decision-making.

#### EXAMPLE

Keeping up with content on social media takes up quite a bit of time. You would like to cut down on screen time as you know it is taking away from other activities you enjoy. Describe responsible decision-making given this challenge and some strategies that may be helpful.

### SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Consider different perspectives to inform decision-making.



Analyze how actions and reactions can influence one to respond in different situations.



### DINNER TABLE CONVERSATION STARTER

Share with your child an experience you had as a young adult when making a major decision. What helped you make your decision? Did you seek out guidance or advice? Is there anything you would have done differently in making this decision? By describing your experience, this can help open conversation with your child to support responsible decision-making.

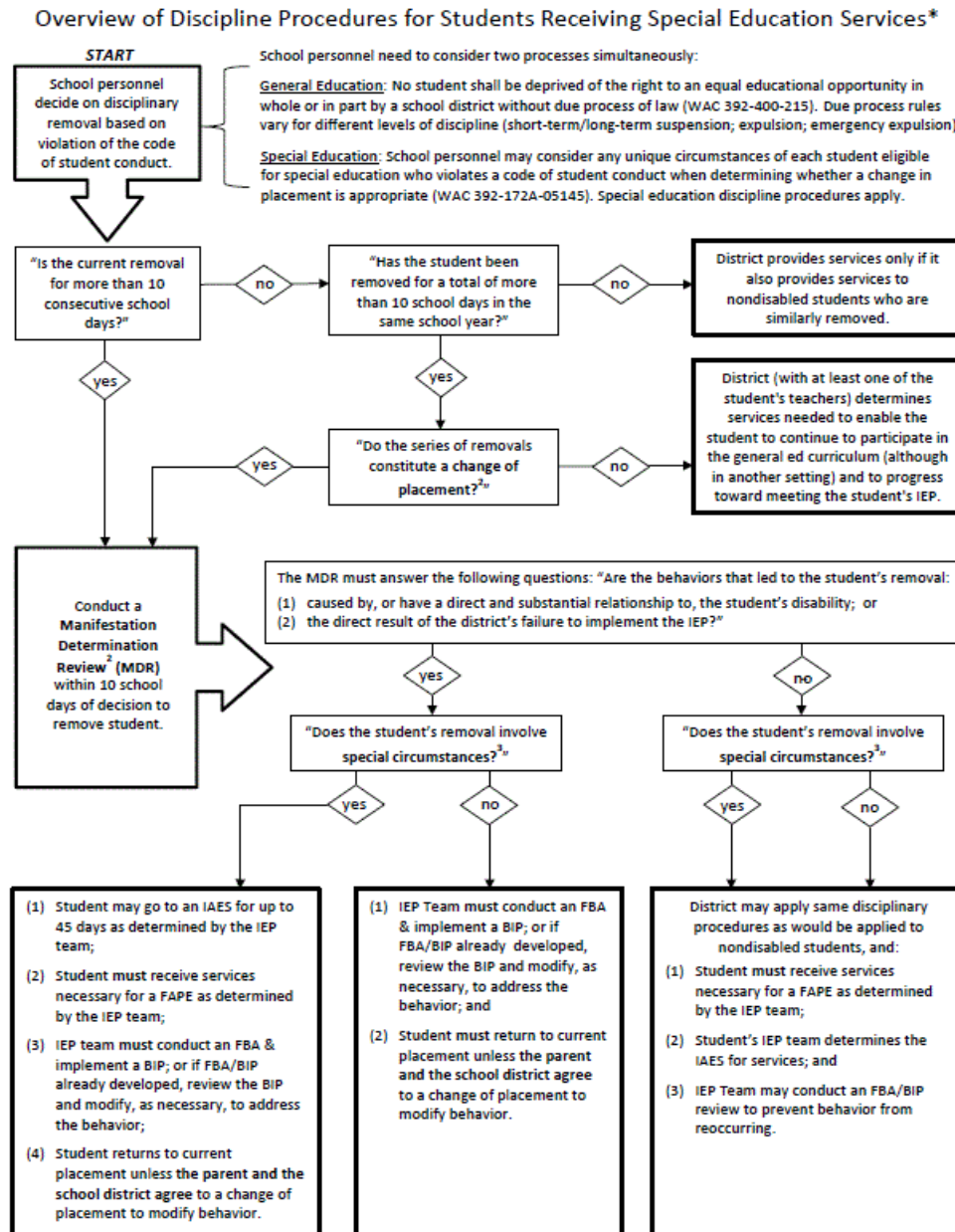
AS YOUR CHILD GETS OLDER, HE OR SHE WILL HAVE TO MAKE MORE DECISIONS. TEACHING YOUR CHILD HOW TO MAKE RESPONSIBLE DECISIONS WILL HELP HIM OR HER BE PREPARED WHEN SITUATIONS ARISE AS A TEEN OR ADULT.



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## Overview of Discipline Procedures for Students Receiving Special Education Services\*



<sup>1</sup>Manifestation Determination Review (WAC 392-172A-05145 (5)): A meeting between the school district, the parent(s), and relevant members of the student's IEP team (as determined by the parent and the school district) to review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

The conduct must be determined to be a manifestation of the student's disability if the school district, the parent(s), and relevant members of the student's IEP team determines that one of the two conditions was met.

<sup>2</sup>Change of Placement (WAC 392-172A-05155): For disciplinary removals of a student eligible for special education, a change of placement occurs if:

- (1) The removal is for more than ten consecutive school days; or
- (2) The school district determines on a case-by-case basis that the student has been subjected to a series of removals that constitute a pattern because:
  - (a) the series of removals total more than ten school days in a school year;
  - (b) the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
  - (c) there are additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

<sup>3</sup>Special Circumstances (WAC 392-172A-05145 (7), (9)): A school district may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days regardless of whether the behavior is determined to be a manifestation of the student's disability, if the student:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a school district;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a school district; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a school district.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of subsection (g) of Section 930 of Title 18, United States Code.

Controlled substance means a drug or other substance identified under Schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act ([21 U.S.C. 812 \(c\)](#));

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under that act or under any other provision of federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of Section 1365 of Title 18, United States Code.

\* This document should be used as guidance and is not intended as legal advice.

Additional information can be obtained by reading OSPI bulletins and accompanying documents; guidance from the U.S. Department of Education; chapter 392-172A WAC; Part 300 of the federal regulations; and the Individuals with Disabilities Education Act (IDEA).



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LRP/June 27, 2017





### Examples of 'serious bodily injury' under the IDEA

The IDEA permits a district to remove a student with a disability to an interim alternative educational setting for up to 45 days if the student inflicts "serious bodily injury." See [34 CFR 300.530](#) (h)(i)(3); and [18 USC 1365](#) (h)(3). The following graphic describes the four types of serious bodily injuries recognized by the IDEA and provides a non-exhaustive list of examples of each injury.



#### Bodily injury involving a substantial risk of death.

- A knife wound.
- A gunshot wound.
- Internal bleeding.
- Severe head trauma.
- Other severe injuries that may pose a substantial risk of death.



#### Bodily injury involving extreme physical pain.

- Broken bones.
- Injuries to an individual's neck or spine.
- Bite-related injuries in which the individual's skin was broken.
- Injuries that cause large contusions or bruising.
- Other injuries that cause extreme physical pain.



#### Bodily injury involving protracted and obvious disfigurement.

- Burn injuries.
- The loss of a finger or other limb.
- Severe injuries to an individual's eyes, nose, or other facial features.
- Other injuries that cause lasting scarring or other long-term and obvious disfigurement to an individual.



#### Bodily injury involving protracted loss or impairment of a bodily member, organ, or mental faculty.

- A concussion or traumatic brain injury that causes long-term brain fog or difficulty concentrating.
- Severe nerve damage that prevents normal hand use.
- A leg or knee injury that causes lasting mobility issues.
- Injuries that may cause permanent loss or impairment of a bodily member, organ, or mental faculty.