



Weekly Memo

Rule Activity

Notice of Proposed Rule

This rule revision is scheduled for the State Board of Education meeting on **June 4, 2025**. To view the following final proposed rule and submit comments, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

- Rule [6A-6.0952](#), Florida Administrative Code (F.A.C.), Family Empowerment Scholarship Program

Action Items

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

The 2024-25 ESE Parent Survey is active and submissions are being processed in real time and 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](#).

The survey is open to parents of children with an individual educational plan 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. See the attached flyer to access the ESE Parent Survey.

- Filename: 2024-25 ESE Survey Flyer

Job Vacancies

Positions Available in the Bay District Schools in Panama City

Join the team working to “put the A back in Bay” as the Director of ESE and Pre-K Services. Applicants must hold or be eligible for an FDOE Educator Certificate. The application deadline is **May 19, 2025**. To view the full job description and apply, go to the [Bay District Schools Employment Listing](#) web page.

Bay District Schools is also seeking an ESE Coordinator for Behavior (Pre-K-grade 12) or a Coordinator of ESE for Secondary Schools (grades 6-12). The application deadline is **May 19, 2025**. To view the full job description and apply, go to the [Bay District Schools Employment Listing](#) web page.

Informational Items

Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting

FDOE has issued a memorandum regarding the [annual Required Instruction Implementation Plan](#)—attachment A, [2025-26 Implementation Plan](#). See the memo for more information.

The Institute of Small and Rural Districts (ISRD) New Website

ISRD is thrilled to announce the launch of a [new website](#) that features enhanced functionalities and a wealth of additional resources, with new content being added continuously.

LRP DirectSTEP® Courses

BEESS is pleased to offer districts access to a variety of LRP DirectSTEP® Courses regarding ESE compliance requirements. Access to LRP Direct Step Courses is provided to further strengthen the quality and variety of services available to eligible students with disabilities in the state of Florida. Please plan to utilize this resource throughout your district by integrating it into your professional learning program. You are encouraged to forward the attached documents to staff within your district. If you have any questions or concerns, contact your BEESS-assigned dispute resolution liaison.

- Filename: FDOE LRP Instructions
- Filename: DirectSTEP LRP Courses Available 2025

Restraint and Seclusion Informational Resources from Special Ed Connection®

[Review the difference between calm-down and seclusion practices](#). Although time-out and seclusion both involve separation from peers, there are some key differences between the two. Understand how your district can prevent staff from using these behavioral interventions interchangeably.

[Seclusion, timeout, cool-down: Ensure staff know these terms](#). Have staff review the different aspects of the three techniques to know what does and does not constitute seclusion, versus “timeout” and “cool-down.”

Host Transition Fairs for Students with Disabilities

A transition fair allows students with disabilities to access the post-graduation opportunities available to them all in one place. Invite agencies such as vocational rehabilitation programs, community employers, junior colleges and four-year universities and trade schools. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



2024-2025
Exceptional Student Education
PARENT SURVEY

Your participation is requested!

The 2024-2025 survey was shortened to make it easy for you to provide feedback. To complete the survey, scan the QR code or visit

bit.ly/ESEParentSurvey

*Use your camera
to scan here!*



Instructions for accessing LRP trainings

Instructions for self-registration on the FDOE DirectSTEP® eLearning platform:

1. Go to [HTTP://FLDOE2022-DS.LRP.COM](http://FLDOE2022-DS.LRP.COM).
2. Read the “Is This Your First Time Here?” section located on the right side of the screen.
3. Click the “Create new account” button.
4. Create a username (Recommended format: John Sample = jsample).
5. Create a password (Recommended format : J#sample1). **Please write down your username and password and keep it somewhere secure for future reference. This information will NOT be emailed to you after you register.**
6. Enter your email address, first and last name.
7. Enter the letters/numbers pictured in the reCAPTCHA image. **If your web browser does not display a reCAPTCHA image, try a different web browser or contact your IT department.*
8. Click the “Create my new account” button.
9. You will receive a confirmation e-mail with a link to the website.

Instructions for taking a DirectSTEP® eLearning course:

1. Log in to [HTTP://FLDOE2022-DS.LRP.COM](http://FLDOE2022-DS.LRP.COM) using the username and password you created.
2. Select the course you have been assigned to complete.
3. Click the course link again (next to the icon of a gold box.)
4. Click the “Enter” button to begin taking the course.
5. You can use the arrow icons to move through the slides in the lower left hand corner of the slide player.
6. When you reach the Final Assessment, you will need to click the “submit” button after you select an answer. You will be directed to a new window which will inform you whether or not you answered each question correctly. You will need to score an 80% or higher to pass.
7. When you have completed the assessment, it is important that you click the **“Exit Activity”** link in the upper right hand corner of your screen to get credit for completing the course and to record your grade.
8. Your “Course Completion Certificate” link will now be active. If you are required to print a Completion Certificate, you may do so from this page.

DIRECT STEPS LRP COURSES:

- 330000 - Identifying Disabilities to Determine IDEA Eligibility**
- 330001 - Child Find: Understanding IDEA Provisions and Responsibilities**
- 330003 - Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation**
- 330005 - Required Components for Compliant IEPs**
- 330006 - Least Restrictive Environment: What Teachers Need to Know**
- 330007 - independent Educational Evaluations: Responsibilities and Procedures**
- 330009 - Guidelines for IEP Team Composition**
- 330010 - RTI Data Collection Analysis and Interpretation**
- 330012 - Conducting Compliant IEP Team Meetings**
- 330013 - Evaluations and Reevaluations - Purposes, Standards and Procedures**
- 330016 - Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals**
- 330018 - Legal Requirements and Best Practices for Prior Written Notice**
- 330023 - When to Review and How to Revise IEPs to Stay Compliant**
- 330026 - IEP Implementation Strategies to Be IDEA Compliant**
- 330030 - Requirements and Strategies to Facilitate Parental Participation in IEPs**
- 330036 - Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior**
- 330038 - Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans**
- 330046 - Eligibility and Development of a Student's Extended School Year Services**
- 330047 - Early Intervention Services: Facilitating Transition From IDEA Part C to Part B**
- 330058 - Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities**
- 330061 - Legal Requirements & Practical Considerations for Identifying & Evaluating Specific Learning Disabilities**
- 330062 - Evaluation, Eligibility and IEP Development for Students with Autism**
- 330065 - Collecting and Using Data to Improve IEP's, BIPs and Section 504 Plans**
- 330074 - Exiting Students from Special Education: Graduation, Aging-Out, Ineligibility, and Revocation of Consent**
- 330078 - IEP, 504, and MDR Meetings: Guidance for Staff Who Are New to Special Education**
- 330080 - Communicating With Parents: Tips and Strategies for Teachers**
- 330082 - Strategies to Identify and Prevent Low-Level Aggression From Escalating in Your School**
- 330088 - Predetermination in the IEP Process: What It Is and How to Avoid IT**
- 330090 - Serving Parentally Placed Private School Students with Disabilities: Understanding Your Districts IDEA Obligations**
- 330091 - Addressing Chronic Absenteeism and Truancy to Provide FAPE Under the IDEA and Section 504**