



Weekly Memo

Rule Activity

Notice of Proposed Rule

This rule revision is scheduled for the State Board of Education meeting on **September 25, 2024**. To view the following final proposed rule and submit comments, go to the Florida Department of Education (FDOE) [State Board Rules Under Review web page](#):

- Rule [6A-6.053](#), Florida Administrative Code (F.A.C.), District K-12 Comprehensive Evidence-Based Reading Plan

Notice of Rule Development

To view the draft, if available, and submit comments for the following rule, go to the FDOE [State Board Rules Under Review web page](#):

- Rule [6A-1.09430](#), F.A.C., Statewide, Standardized Alternate Assessment Program Requirements

Events Coming Soon

Statewide Emotional/Behavioral Disabilities (E/BD) Contacts Meeting 2024-25

The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) Administration project, in collaboration with local SEDNET projects, is hosting two virtual statewide E/BD contacts meetings and one in-person meeting as follows:

- The first virtual meeting is scheduled for **September 30, 2024**, from 10 a.m. to noon ET. For questions, contact Dr. Charlene Grecsek at cgrecsek@usf.edu. To attend the meeting, register in advance at [E/BD Contacts Statewide Meeting September 30, 2024](#).
- The second virtual meeting is scheduled for **January 27, 2025**, from 10 a.m. to noon ET. To attend the meeting, register in advance at [E/BD Contacts Statewide Meeting January 27, 2025](#).
- The live meeting dates are **April 10, 2025**, from 9 a.m. to 5 p.m. ET, and **April 11, 2025**, from 8:30 a.m. to noon ET. Additional information will be forthcoming.

Professional Learning

Working with the Experts - Deaf/Hard of Hearing (WWE-DHH): Visual Phonics and Teach Your Child to Read in 100 Easy Lessons

Please join the Resource Materials and Technology Center for the Deaf/Hard-of-Hearing (RMTC-D/HH) for WWE-DHH: Visual Phonics and Teach Your Child to Read in 100 Easy Lessons. [See the Sound - Visual Phonics](#) is a multisensory [evidence-based intervention](#) approach to phonics instruction rooted in the science of reading. [Teach Your Child to Read in 100 Easy Lessons](#) is an evidence-based direct instruction program. When paired with *Visual Phonics*, evidence supports improved reading for students who are deaf/hard of hearing. The event will be held in Brandon, FL, on **November 21 and 22, 2024**. You can register online at the following links:

- [Working with the Experts - Deaf/Hard of Hearing: Fairview Learning](#) and
- [Working with the Experts - Deaf/Hard of Hearing: Visual Phonics and TYC](#)

For more information, contact Gwen Black at Gwen.Black@fldoe.org or Carmelina Hollingsworth at c.hollingsworth@rmtcdhh.org.

Action Items

Tell Your Story for Disability Employment Awareness Month (DEAM)

As we draw closer to October 1 and the beginning of DEAM 2024, we are preparing to celebrate this important time of year when we recognize the contributions of persons with disabilities to Florida's workforce. You can be part of this year's celebration by entering our [Tell Your Story Contest](#). If you are a student with a disability, a parent or guardian of a child who has a disability, or an adult Vocational Rehabilitation client, we want to hear about your education and employment experiences. Just answer one or two questions and submit your story. Entries must be submitted by **September 13, 2024**.

Early Childhood Music Education Incentive Program

The FDOE has issued a memorandum regarding the [Early Childhood Music Education Incentive Program](#). The application materials must be submitted by **September 15, 2024**, per the instructions in the memo.

2025 Art in the Capitol Competition

The FDOE has issued a memorandum regarding the [2025 Art in the Capitol Competition](#). Districts must submit the winning piece of art to their legislator by **January 3, 2025**, per the instructions in the memo.

Positions Available with BEESS

Student Support Services, within BEESS, is looking to fill the following positions:

- [School Counseling Consultant](#) – Position #37167 – The school counseling consultant provides guidance, support, training and technical assistance (face to face, phone and written) to Florida school district personnel focused on the implementation of effective instruction and intervention processes and practices; strategies for providing school-based mental health prevention and intervention services; and elementary school progression, statewide assessment requirements, acceleration programs and student educational records.
- [Media Publishing Specialist](#) – Position #36216 – Performs administrative duties for the Student Support Services Project. These duties include, but are not limited to, assisting in the interpretation of internal and external policies and procedures, which are required for the daily operation of the project. This information is provided to the program director and fellow workers verbally, in writing or via email. Such information also serves as liaison with other internal/external agencies, including the FDOE and school districts in Florida. The media publishing specialist also provides administrative support to the project's professional staff by conducting research, preparing reports, handling information requests, answering the telephone and assisting with editing documents.
- [Program Specialist-Grant Specialist](#) – Youth Mental Health Awareness Training Program in Student Support Services – Position #37215 – The grant specialist supports state and federal programs and strategic improvement initiatives through grant management processes. Grant management processes include implementing new grant application procedures, reviewing grant applications, monitoring awarded grants, and reporting data from grant programs. The grant specialist must interact professionally with all stakeholders while demonstrating, modeling and reinforcing the FDOE's fundamental values of quality, fairness, cooperation, respect, commitment, excellence, honesty and teamwork. More information on these positions and how to apply is on the [Student Support Services Project's home page](#).

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

ISRD, an Individuals with Disabilities Education Act (IDEA) funded state project, is seeking a coordinator for the Panhandle Area Educational Consortium (PAEC) Region. This position will serve Calhoun, FAMU Lab School, FL Department of Corrections, Franklin, FSU Lab School, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Tallahassee Collegiate Academy, Taylor, Wakulla, Walton and Washington counties. The position is supported by the Putnam County School District. To view the job description and apply, go to [Putnam County School District Employment](#), scroll down to "Search Current Job Openings," click on "Click to view current job openings," then click it again, and select "Coordinator, ESE Spec Project - ISRD." For job details ("View Details of Highlighted Position") and to apply ("Apply for Selected Position(s)"), choose the appropriate button in the upper-right-hand corner. The application deadline is until filled. If you have questions pertaining to the job description, contact Chastity Lee at leec@nefec.org or 386-329-3894.

Positions Available in the Florida Diagnostic and Learning Resources System (FDLRS) PAEC Associate Center

FDLRS PAEC, an IDEA funded state project, is seeking specialists for the areas of human resource development and/or technology. FDLRS PAEC serves the districts of Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty, Walton and Washington. The application deadline is open until filled. To view the full job description and apply, go to [PAEC Jobs web page](#). For questions, contact Toyka Holden at Toyka.Holden@paec.org.

Position Available in the FDLRS Sunrise Associate Center

FDLRS Sunrise, an IDEA funded state project, is seeking a human resources development (HRD) specialist: The full job description can be viewed at [HRD specialist](#). To view the application, go to the Polk County Public Schools, [Browse Job Openings web page](#), locate TRST, Professional Learning FDLRS, select "VIEW" and follow the application prompts.

Positions Available in the FDLRS NEFEC Associate Center

FDLRS NEFEC, an IDEA funded state project, is seeking specialists for the areas of human resource development and technology. FDLRS NEFEC serves the districts of Putnam, Baker, Bradford, Columbia, Flagler, Florida School for the Deaf and the Blind, Hamilton, Lafayette, Madison, St. Johns, Suwannee, Union. The application deadline is open until filled. To view the full job description and apply, go to <https://www.nefec.org/about/jobs/>. For questions, contact Dr. Alexandra Kanellis at kanellisa@nefec.org.

Florida Inclusion Network (FIN) Facilitator Position Available

FIN, an IDEA funded state project, is seeking a FIN facilitator for Region 3. The FIN facilitator provides services in one of seven geographical regions to districts and schools in the development and implementation of innovative, research-based instructional methodologies and support models for the education of students with disabilities in general education environments. The FIN facilitator guides and assists schools and districts in analyzing State Performance Plan Indicator 5 educational environment data, student performance data and best practice indicators in identifying needs to develop short- and long-term improvement efforts to increase educational outcomes for students with disabilities. This is a full-time 40-hour-per-week position, and the job number is 58554. To apply, go to the [Florida State University's Office of Human Resources careers web page](#). Then select "Current Career Opportunities," enter "FIN" in the job search and select the posting "Assistant in Research 12 Month Salaried - HYBRID (Florida Inclusion Network at Learning Systems Institute)." For questions, contact JaSheena Ekhatior or Kelly Claude, executive co-directors, at LSI-FinAdmin@fsu.edu. To learn more about FIN, go to the [FIN website](#).

Informational Items

Technical Assistance Paper (TAP) for Parentally-Placed Private School Students with Disabilities

The FDOE has issued a memorandum regarding the [TAP for Parentally-Placed Private School Students with Disabilities](#).

Restraint Data for July 2024 are Now Available

July 2024 data for restraint incidents submitted to the Involuntary Examination, Restraint, and Seclusion (known as IERS) web application are now available. The data have been posted to the [Program Accountability, Assessment & Data Systems web page](#) and can be located by scrolling down to the section titled “SWD Restraint Data – SY 2023-24,” and selecting the appropriate month. Pursuant to section 1003.573(8), Florida Statutes, “The FDOE shall maintain aggregate data of incidents of restraint and disaggregate the data for analysis by county, school, student exceptionality, and other variables, including the type and method of restraint used. This information shall be updated monthly, deidentified, and made available to the public through the FDOE’s website.”

Revisions to Rule 6A-6.0521, F.A.C., Dropout Prevention and Academic Intervention Programs

The FDOE has issued a memorandum regarding [revisions to Rule 6A-6.0521, F.A.C., Dropout Prevention and Academic Intervention Programs](#).

Approval of Updates for Rule 6A-10.024, F.A.C., Articulation Between and Among Universities, Florida Colleges and School Districts, and Approval of New Rule 6A-10.0244, F.A.C., Statewide Award of Uniform Postsecondary Credit for Specified Training

The FDOE has issued a memorandum regarding [approval of updates for Rule 6A-10.024, F.A.C., and approval of new Rule 6A-10.0244, F.A.C.](#); attachment A, [Rule 6A-10.024, F.A.C., Articulation Between and Among Universities, Florida Colleges, and School Districts](#); and attachment B, [Rule 6A-10.0244, F.A.C., Statewide Award of Uniform Postsecondary Credit for Specified Training and Experience](#).

Spotlight on BEESS Communications Unit

Members of the Communications Unit Include Current and New Staff

Margaret Reilly

Ms. Reilly has been with BEESS since 2015 and is serving as the communications director. Ms. Reilly’s career in editing and communications spans almost four decades. She began her career in publishing in New York as a production editor for the American Institute of Physics and worked her way up to journal coordinator. Ms. Reilly also spent time as a freelance editor for various scientific publishers. Ms. Reilly began her career with the State of Florida at the Agency for Health Care Administration and made her way over to the FDOE. Ms. Reilly looks forward to leading a team of editors who can support BEESS in its endeavors to continue supporting students with disabilities.

Tatia Ghviniashvili

Ms. Ghviniashvili has recently joined BEESS as an editor. She earned a Bachelor of Arts in Editing, Writing and Media from Florida State University, and a Master of Arts in Communication from the University of Central Florida. Ms. Ghviniashvili comes to BEESS with experience in public education, university alumni relations and local government operations. When not working, you can spot Ms. Ghviniashvili at one of Tallahassee’s parks or trails with her dog, Zeus, or reading at her favorite coffee shop.

Gabrielle Palma

Ms. Palma started working with BEESS as a member of our support staff before she transitioned to be an editor in training after she graduated from Florida State University. Ms. Palma earned a Bachelor of Arts in Editing, Writing and Media, a Bachelor of Arts in Theatre, and a minor in Biological Science. In her free time, Ms. Palma enjoys reading, going to the beach, and traveling. She is very excited to combining her schooling and experience to continue working in BEESS.

Sherise Habersham

Ms. Sherise Habersham has recently joined BEESS in the role of administrative assistant. Ms. Habersham earned a Bachelor of Science in English from Florida State University. She decided to become an English teacher where she taught English Speakers of Other Languages. She was teaching for six years before she decided to change her career path and join BEESS. Other than being a full-time mother, she enjoys traveling with her children, amusement parks, and water sports; relaxing on the Florida beaches; trying new restaurants; and learning new ways to stay healthier. She is excited to gain more knowledge about students with disabilities and assist families in need through BEESS.

Tip of the Week

Do Not Wait to Evaluate Newcomers with Disabilities

As with any other student, when there is a reason to suspect a newcomer student has a disability, districts should comply with child find obligations and evaluate. A newcomer's limited English proficiency and limited time in the United States are not reasons to delay evaluation. ([Special Ed Connection®](#))

Alice Schmitges
Bureau Chief



For more information, contact
850-245-0475