



Weekly Memo

Rule Activity

Notices of Proposed Rule

These rule revisions are scheduled for the State Board of Education meeting on **April 9, 2025**. To view the following final proposed rules and submit comments, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

- 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

Events Coming Soon

Learning Ally “Ask me Anything” Spotlight on Dyslexia (SPOD) Dive Deeper Series

Learning Ally is offering the final no-cost session in the [“Ask me Anything” SPOD Dive Deeper Series](#) with Tiffany Dudley, on **April 2 and 3, 2025**. This virtual interactive workshop will explore neurodiverse literature, focusing on books that validate students with dyslexia. Join Learning Ally in uncovering significant works and discovering ways to cultivate a supportive atmosphere for neurodiverse readers within the classroom and community.

2025 Spring Intellectual Disabilities (InD) Contact Virtual Meetings

The Access Project has scheduled meeting dates for the InD contact spring meetings for district coordinators. Small districts will be on **April 8, 2025**; medium districts on **April 9, 2025**; and large/very large districts on **April 10, 2025**. All participants must register to attend. For more information and to register, see the attached document.

- Filename: Spring InD Contact Virtual Meetings 2025

Para-to-Teacher Tuition Support Program for Exceptional Student Educators

The Para-to-Teacher Support Program will hold a virtual question-and-answer session on **April 10, 2025**, with Dr. Keri Fogle. The Para-to-Teacher Support Program is an Individuals with Disabilities Educational Act-funded state project whose grant program has supported nearly

300 paraprofessionals to earn their degrees to become special education teachers throughout Florida. For more information visit the [Para-to-Teacher Support Program](#) web page. To request the Zoom link for the virtual session, contact paratoteach@uwf.edu.

Action Items

2025-26 Chancellor's Leadership Academy (CLA)

FDOE has issued a memorandum regarding the [2025-26 CLA](#); and attachment A [2025-26 CLA Nomination Form](#). Nominations are requested as soon as possible, but no later than **May 2, 2025**. See the memo for more information.

Call for State Expert Reviewers for the 2025-26 Florida Instructional Materials (IM) Adoption

FDOE has issued a memorandum regarding the 2025-26 [IM adoption and the call for state expert reviewers](#). See the memo for more information.

Informational Items

LRP DirectSTEP® Courses

BEES is pleased to offer districts access to a variety of LRP DirectSTEP® Courses regarding Exceptional Student Education 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 BEES-assigned dispute resolution liaison.

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

Learning Ally is Celebrating the Florida Great Reading Games Winners

The final winning count for the Great Reading Games is seven Florida schools placing between first and 10th place in their brackets. Congratulations to the first-place winning schools, Mort Elementary School and Cornerstone Charter Academy High School. To see the other winners, please visit the [Florida Learning Ally March Newsletter](#).

Approval of Request for Waiver Extension Regarding 1% Participation Cap for Alternate Assessment

Pursuant to Title 34, section 200.6(c)(4), Code of Federal Regulations, FDOE requested a waiver extension from the alternate assessment 1% participation cap placed on the states under the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act. The United States Department of Education approved Florida's 1% waiver extension request. The waiver extension request is posted on the [Florida 1% Cap on Alternate Assessment Participation Waiver](#) web page.

Consistent with federal law, alternate assessments are only allowable for students for whom individual educational plan teams have determined appropriate and have documented evidence of being among the most significantly cognitively impaired. States that continue to exceed the 1% threshold may have Title I funds withheld. Receiving this waiver extension will allow FDOE to continue providing local educational agencies with targeted monitoring and intensive support. This will ensure that the most appropriate instruction is delivered, and the most appropriate assessment is administered to every student.

Florida Alternate Assessment participation rates for the 2023-24 school year were 1.38 percent in English language arts, 1.44 percent in mathematics and 1.42 percent in science, which is a reduction in all areas from the 2022-23 school year.

Implementation of the Florida Educational Leadership Examination (FELE) 4.0

FDOE has issued a memorandum regarding the [implementation of the new FELE 4.0](#). See the memo for more information.

Impact of Changes to Postsecondary General Education Requirements on Secondary Students' Acceleration Course Choices

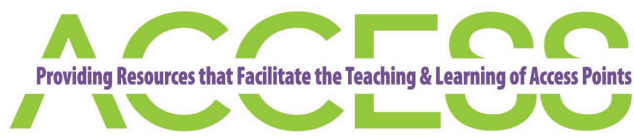
FDOE has issued a memorandum regarding the [changes to postsecondary general education course requirements](#); and [attachment A](#), that could impact the course choices made by secondary students who are participating in any acceleration mechanism at the local level. See the memo for more information.

Tip of the Week

Ease Student Into Using Coping Skills for Anxiety

Do not expect a student to use new coping skills perfectly at first. Set up a system for the student to communicate their needs in the meantime. For example, if a student fears being called on in class, give the student a card to place on their desk when the student wants the teacher to skip them. Specify how many times a day the card can be used. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



Access Project is pleased to announce Intellectual Disabilities (InD) contact Spring meetings for district coordinators. These meetings are intended to support district level staff through collaborative discussions between size alike districts. Meetings are being held virtually through Zoom.

This spring there will be three meeting opportunities.

Group	Date	Registration Link
Small	April 8, 2025	https://tinyurl.com/Spring-Small-InD
Medium Districts	April 9, 2025	https://tinyurl.com/Spring-Medium-InD
Large/Very Large Districts	April 10, 2025	https://tinyurl.com/Spring-Lg-Very-Lg-InD

Please register each participant using the provided links.

Here is the [Florida DOE Size Alike Map](#).

We look forward to seeing you!

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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**