



## Weekly Memo

### Action Items

#### Notices of Proposed Rule

These rule revisions are scheduled for the State Board of Education meeting on **October 20, 2021**. To view the following final proposed rules and submit comments, go to <https://web02.fldoe.org/rules/>:

- Rule [6A-1.001](#), Florida Administrative Code (F.A.C.), District Financial Records
- Rule [6A-1.09412](#), F.A.C., Course Requirements - Grades K-12 Basic and Adult Secondary Programs

#### Notice of Rule Development

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

- Rule [6A-1.0451](#), Florida Administrative Code (F.A.C.), Florida Education Finance Program Student Membership Surveys

#### Funding Opportunity - New Hope Ambassadors Clubs

The Florida Department of Education (FDOE) has issued the following memorandum regarding a funding opportunity for the new Hope Ambassadors Clubs. To be considered for funding, schools must designate a school-based sponsor and complete the Hope Ambassadors Grant Opportunity application by **September 24, 2021**, per the instructions in the memo. In support of this expansion initiative, the FDOE will host a webinar on **September 16, 2021**. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9274/dps-2021-153.pdf>.

#### 2021-2022 Florida Deaf and Hard of Hearing (D/HH) District Contacts Meeting

The Florida D/HH District Contacts Meeting will be held virtually via Zoom on **September 23, 2021**, at 9:30 a.m. EDT. This meeting is specifically for district contacts responsible for programs that serve students who are D/HH. It is recommended that the district contact person for the D/HH program attend this meeting to discuss data and initiatives specific to your district's students who are D/HH. For more information and to register, go to <https://fsdbk12.zoom.us/meeting/register/tZAPcu-trT8oHNW66I3zKwzNvoI8V4UgumOL>. For questions, contact Carmelina Hollingsworth at [c.hollingsworth@rmtcdhh.org](mailto:c.hollingsworth@rmtcdhh.org) or Jennifer Coburn at [Jennifer.Coburn@fldoe.org](mailto:Jennifer.Coburn@fldoe.org).

#### Application for Innovative Synchronous Blended Learning and Real-time Student Assessment Pilot Program

The FDOE has issued the following memorandum regarding the application for Innovative Synchronous Blended Learning and Real-time Student Assessment Pilot Program. Applications

must be submitted by **September 30, 2021**, per the instructions in the memo. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9284/dps-2021-149.pdf> (Memo) and <https://info.fldoe.org/docushare/dsweb/Get/Document-9285/dps-2021-149a.pdf> (Attachment A).

### **Reading, Writing and Autism Spectrum Disorder (ASD) Training Opportunity**

“Reading, Writing, and ASD: A 2-Part Series” is hosted by the Florida State University Center for Autism and Related Disabilities. This virtual training’s target audience is special and general education teachers, administrators, related services providers, and paraprofessionals. This two-part training series will discuss the unique learning styles of students with ASD and how they affect academic performance, specifically in reading comprehension and writing composition. Session one, on **October 4, 2021**, will provide explanations of the underlying reasons why students with ASD struggle with reading comprehension, provide a framework to create meaningful accommodations, and show examples of classroom supports. Session two, on **October 24, 2021**, will utilize the same framework and look at strategies to help students with writing composition. Both sessions will use a balance of lecture, discussion, activities and planning. For more information and to register, see the attached document. For questions, contact Debi Cassidy at [debi.cassidy@fsu.edu](mailto:debi.cassidy@fsu.edu) or Cathy Zenko at [czenko@fsu.edu](mailto:czenko@fsu.edu).

- Filename: PEPSA Reading, Writing and ASD Fall 2021

### **Florida School for the Deaf and the Blind (FSDB) Virtual Expanded Core Curriculum (ECC) Interactive Learning Series**

FSDB is excited to continue our Virtual ECC Interactive Learning Series for children ages 3 through 14 who are deaf, DHH or blind or who have visual impairments (BVI). Students who have an active individual educational plan with DHH or BVI as their primary exceptionality are eligible to register for these exciting sessions. (Note that this learning series is currently not offered to FSDB students.) The virtual ECC sessions will be on **November 6, 2021**, and are available at no cost. All registered children will receive materials delivered to their homes for participation via live conferencing and engaging online classroom activities. Each lesson is led by certified teachers with experience working with students who are DHH or BVI. The deadline to register is **October 15, 2021**. For more detailed information and to register, go to <http://events.r20.constantcontact.com/register/event?oeidk=a07eih98aw24666cfd&llr=qd87qgabb>.

### **Prekindergarten (PreK) Virtual Collaborative Inclusion Conference — Save the Date**

Save the date for the virtual Collaborative Inclusion Conference, “We All Win When We Play in the Sandbox Together.” The conference will be **December 8 and 9, 2021**, from 9 a.m. to noon EST, and the registration link will be announced shortly. The conference is a collaboration between State Early Childhood Inclusion Team members, which include FDOE exceptional student education (ESE) PreK and Division of Early Learning; Technical Assistance and Training System (known as TATS) and the Florida Inclusion Network (known as FIN), both FDOE discretionary projects; FDOH Early Steps and the Florida Head Start State Collaboration Office, and will be funded by the Florida Preschool Development Grant. The purpose of the collaborative conference is to increase inclusive educational settings for young children with disabilities and to address the State Performance Plan Indicator 6. Participants include school district PreK contacts, Early Learning Coalitions, Head Start and Early Steps.

### **2022 Principal Achievement Award for Outstanding Leadership and the 2022 Outstanding Assistant Principal Achievement Award Nominations**

The FDOE has issued the following memorandum regarding the 2022 Principal Achievement Award for Outstanding Leadership and the 2022 Outstanding Assistant Principal Achievement

Award nominations. The nomination materials are due by **December 10, 2021**, per the instructions in the memo. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9279/dps-2021-127.pdf> (Memo) and <https://info.fldoe.org/docushare/dsweb/Get/Document-9280/dps-2021-127a.pdf> (Attachment A).

### **2023 Florida Teacher of the Year Nominations**

The FDOE has issued the following memorandum regarding the 2023 Florida Teacher of the Year nominations. The nomination materials are due by **February 14, 2022**, per the instructions in the memo. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9275/dps-2021-126.pdf> (Memo), <https://info.fldoe.org/docushare/dsweb/Get/Document-9276/dps-2021-126a.pdf> (Attachment A), <https://info.fldoe.org/docushare/dsweb/Get/Document-9277/dps-2021-126b.pdf> (Attachment B), and <https://info.fldoe.org/docushare/dsweb/Get/Document-9278/dps-2021-126c.pdf> (Attachment C).

### **2022 Florida School-Related Employee of the Year Nominations**

The FDOE has issued the following memorandum regarding the 2022 Florida School-Related Employee of the Year nominations. The nomination materials are due by **February 25, 2022**, per the instructions in the memo. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9281/dps-2021-128.pdf> (Memo) and <https://info.fldoe.org/docushare/dsweb/Get/Document-9282/dps-2021-128a.pdf> (Attachment A).

## **Informational Items**

### **Best Practices for Inclusive Education (BPIE) Assessment**

The BPIE assessment is an internal process designed to facilitate the analysis, implementation and improvement of inclusive educational practices. Section 1003.57(1)(f), Florida Statutes, requires that once every three years, each school district and school must complete a BPIE assessment. FIN facilitators are required to assist school districts in this process. The results of this process, including all planned short- and long-term improvement efforts, must be included in the school district's ESE policies and procedures. Currently, the District BPIE Assessment and the top five Indicators for School Best Practices for Inclusive Education Assessment priority indicators are included in the district's Plan for Inclusive Education Short- and Long-Term Improvement Efforts document that is uploaded to each district's ESE policies and procedures. To support schools in monitoring their progress, a School BPIE (SBPIE) Assessment Priority Indicator(s) Short- and Long-Term Improvement Planning Form was developed by FIN in collaboration with the Bureau of Exceptional Student Education. This form is provided as one option for school leadership teams to progress monitor their selected priority indicators. Districts may continue to utilize existing procedures for schools to develop their short- and long-term improvement plans. To view the planning form, see the attached document. For more information regarding the completion of this form, please contact the FIN Administration project at [lsi-finamin@fsu.edu](mailto:lsi-finamin@fsu.edu) or a local FIN Facilitator at <https://www.floridainclusionnetwork.com/directory/>.

- Filename: SBPIE Assessment Planning Form

### **Legislative Changes in Senate Bills (SB) 96 and 80**

The FDOE has issued the following memorandum regarding the Legislative Changes in SB 96 and SB 80. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9283/dps-2021-124.pdf>.

## **2021-2022 COVID-19 Decision Tree Infographic Available in English and Spanish**

The FDOE has issued the following memorandum regarding the 2021-2022 COVID-19 Decision Tree Infographic, which is available in English and Spanish. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9254/dps-2021-138.pdf>.

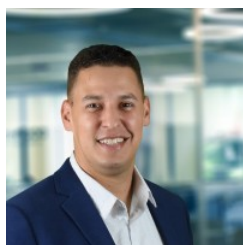
## **Florida Counseling for Future Education Handbook, 2021-2022 Edition**

The FDOE has issued the following memorandum regarding the *Florida Counseling for Future Education Handbook*, 2021-2022 Edition. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9273/dps-2021-154.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.

The week meet Heriberto Serrano, who, at an early age, was diagnosed with a learning disability. Heriberto recalls meeting with speech pathologists and how he felt different from his friends because he was placed in special education classes. As a senior in high school, he and his family learned about VR and applied for the program. When he graduated high school his world expanded. He pursued post-secondary education and discovered strengths in math and science.



In 2012, he graduated from Miami-Dade College with an Associates of Arts degree in mechanical engineering. Heriberto received tutoring services and classroom and testing accommodations through the Disability Services Department as well as continued support from VR. Heriberto graduated in 2019 with a bachelor's in civil engineering from Florida International University in civil engineering. He attributes his success to VR for their guidance and motivation to stay disciplined.

At the age of 27, Heriberto was the youngest hydraulic designer at the engineering firm HDR Inc. He also leads the firm's Young Professional Engineers Group, which brings young engineers together to provide community service and networking opportunities. He is looking forward to begin working on his own projects and obtaining his professional engineer license. In 2020, Heriberto took a position as a drainage engineer at BCC Engineering, LLC.

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



For more information, contact  
850-245-0475

## Reading, Writing, and ASD: A 2-Part Series

Hosted by: FSU CARD

### About the Presenters

**Catherine Zenko, MS, CCC-SLP** is the director of the FSU Center for Autism and Related Disabilities (FSU CARD) who has worked with individuals with Autism Spectrum Disorder (ASD), their families and professionals who serve them for over 23 years. She is the co-author of two books: *Understanding the Nature of Autism, 3<sup>rd</sup> Edition*, and *Here's How to Provide Intervention for Children with Autism Spectrum Disorder: A Balanced Approach*.

**Debi Cassidy, BS** is an autism consultant with FSU CARD. She is an educator who has 25 years of experience in both Special Education and General Education settings. She has taught all ages ranging from Pre-K through age 21 in a variety of settings. She has been with FSU for over ten years serving clients of all ages in our western counties.

**Tammy Dasher, MA** is an autism consultant with FSU CARD. Prior to her work with CARD, she was a high school special education teacher for over 20 years. She was honored to be recognized as a National Board Certified Teacher in the area of Exceptional Student Education. She is also a Board Certified Behavior Analyst, a volunteer with United Way's ReadingPals program, and a reporter for her local newspaper.

### Training Description

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

This 2-part training series will discuss the unique learning styles of students with ASD and how they affect academic performance, specifically in reading comprehension and writing composition. Session one will provide explanations of the underlying reasons why students with ASD struggle with reading comprehension, provide a framework to create meaningful accommodations, and show examples of classroom supports. Session two will utilize the same framework and look at strategies to help students with writing composition. Both sessions will use a balance of lecture, discussion, activities, and planning.

### Training Objectives

Participants will be able to:

- Describe how the core symptoms of ASD and related cognitive learning characteristics impact learning in the areas of reading and writing
- Choose evidence-based strategies to support intervention for reading and writing
- Create various accommodations for students with ASD to help improve reading comprehension and writing composition tasks/activities

#### Dates:

Part 1: October 4, 2021 - Reading  
Part 2: October 25, 2021 - Writing

#### Time:

3:30 – 5:00 pm ET/  
2:30 – 4:30 pm CT

#### Location:

Zoom

#### Registration Deadline:

Part 1: October 3, 2021  
Part 2: October 24, 2021

Limited to first **300 participants\***

#### Register Online:

Registration is mandatory.

#### Register here:

<https://fsu.zoom.us/j/61HVEVFVPuWWUDNs>

**Credit: Each session is worth 1.5 contact hours.** Certificates of attendance will be provided for anyone who attends for 80% of the time.

*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:

Debi Cassidy:  
[debi.cassidy@med.fsu.edu](mailto:debi.cassidy@med.fsu.edu) or

Cathy Zenko: [czenko@fsu.edu](mailto:czenko@fsu.edu)



# School Best Practices for Inclusive Education (SBPIE) Assessment Priority Indicator(s) Short- and Long-Term Improvement Planning Form

Directions to Complete the School BPIE Annual Priority Indicator Planning Form

1. Refer to the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted ONCE EVERY THREE YEARS).
2. Complete the contact information for your school and the names of personnel developing this plan.
3. Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
4. Determine which of those prioritized indicators the school will focus on for the current school year.
5. Complete the table: the indicator #, activities/efforts planned, target dates and method to monitor progress towards improvement.

*If you have questions about completing this document, please contact your Florida Inclusion Network facilitator:*

<b>School Name:</b>
<b>Date:</b>
<b>Personnel Completing Form and Titles:</b>
<b>Indicator#:</b>
Actions and target dates to address SBPIE Assessment Indicator:
Progress Monitoring and Notes:
<b>Indicator#:</b>
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