



Weekly Memo

Rule Activity

Notice of Rule Development

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

- Rule [6A-1.09412](#), Florida Administrative Code, Course Requirements – Grades K-12 Basic and Adult Secondary Programs

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.

Action Items

2024-25 Report of Students Granted by the Superintendent a One-Year Exemption from Statewide Assessments

FDOE has issued a memorandum regarding the [number of students for whom a one-year exemption from the statewide assessment had been granted by the superintendent](#). See the memo for more information.

Annual Exceptional Education Personnel Data Reporting

The Annual Exceptional Education Personnel Data Reporting is due to FDOE by **May 12, 2025**. Each district must provide its Single Sign-On (SSO) administrator with the designated staff contact information to enable SSO access to the application. If any changes need to be made to the district's contact information, contact Steve Barnes at Steven.Barnes@fldoe.org.

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 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.

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

Call for Workgroup Members for the Revision of the Florida Educator Accomplished Practices (FEAP)

FDOE has issued a memorandum regarding [applicants for the FEAP Revision Workgroup](#). See the memo for more information.

From Planning to Crisis Response: Legal Issues Related to School Safety and Students with Disabilities

As schools focus intensely on safety issues, all precautions and actions taken must reflect consideration of students with disabilities — both to ensure their safety and that any practices are legally compliant. Find out how to make school safety a priority without unnecessarily infringing on the rights of students with disabilities, whether they be the perpetrator or the target of safety concerns, by visiting the [LRP Media Group](#) web page.

Discipline Resources from Special Ed Connection®

See the attached document for helpful information pertaining to students exhibiting dangerous or destructive behaviors.

- Filename: Rethink Classroom Arrangement for Student Exhibiting Destructive Behavior

Tip of the Week

Take Next Steps After Identifying Bullying

Once a district determines that a student with a disability has been bullied, it must make efforts to stop it and prevent it from recurring. Promptly restore the student's access to services and offer restorative services and supports to demonstrate that the district was not deliberately indifferent to the bullying. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



Current Results

Rethink classroom arrangement for student exhibiting destructive behavior	11/10/23
This week's topic: Crisis and emergency plans	07/17/14

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[First Match](#)

Rethink classroom arrangement for student exhibiting destructive behavior

If the behavior of a student with a disability regularly escalates to the point that he is throwing things at staff and peers, an IEP team may think he needs a change in placement.

For a student who sometimes became destructive, one district successfully demonstrated a need to change his placement, but only after rearranging his classroom and implementing many other strategies for safety. See *Palo Alto Unified Sch. Dist.*, [123 LRP 31653](#) (SEA CA 09/05/23).

Before considering a more restrictive setting, try the less drastic move of revisiting a student's behavioral intervention plan and **crisis intervention plan** \geq to modify how staff use and arrange the classroom. This helps IEP teams ensure they follow the least restrictive environment mandate. [34 CFR 300.114](#) (a). Laura Forkum, a doctoral-level Board Certified Behavior Analyst in Chattanooga, Tenn., suggested attempting the following alternate strategies before opening a discussion of a more restrictive setting for a student with destructive behavior.

☐ **Discuss what staff members can personally do.** State in the [BIP](#) and \leq **crisis intervention plan** \geq that staff should keep their hair up and avoid wearing dangling earrings, Forkum said. Discourage anyone who interacts with the student from wearing clothing with anything that can be easily grabbed, such as fringe. "They need to be aware of how they dress," she said. Recommend that staff members sit across from rather than next to the student.

☐ **Keep objects out of reach.** Specify that objects that can be thrown or otherwise used unsafely be kept out of reach of the student, Forkum said. Emphasize that items on the student's desk should be able to be cleared off quickly if his behavior begins to escalate. "There might need to be a shelf with activities in boxes with lids instead of a shelf with loose activities," she said. Suggest the student sit at a heavier desk or table and chair, if available, so he can't turn them over when agitated, Forkum said. "At least if the student starts to stand up and push something over, the staff can get there in enough time so the student doesn't push it all the way over," she said.

☐ **Incorporate screens.** Suggest the classroom use portable screens to block peers from seeing the student and to prevent her from harming peers, Forkum said. "The student's behavior may be attention-seeking," she said. "It can be helpful to limit the other students seeing what's going on."

☐ **Recognize when to reassess student's needs.** If the student continues to show destructive behavior despite these measures, it may be time to [revisit](#) the student's BIP and \leq **crisis intervention plan**, Forkum said. The team will need to conduct a new functional behavioral assessment to determine if the

triggers for the student's behaviors have changed and if other de-escalation and crisis intervention strategies are necessary.

"Try implementing changes to the plans, then come back to the table to review everything," she added. If you try new interventions multiple times, collect data, and the student is still destructive, it may make sense to convene an IEP meeting to discuss the need for a change in placement for part or all of the school day. View it as a last resort because of safety concerns and repeated loss of instruction.

"The data have to show that [the team has] tried other things," Forkum said. "Then the IEP team has more weight to say, 'OK, we need to look at a smaller setting for the student for a certain length of time. It's not safe for the student to be in a larger group.'"

See also:

- [Keep them 'happy': How to prevent students with disabilities from becoming aggressive](#)
- [Behavior Management Strategies: Developing Legally Defensible FBAs and BIPs](#), presented by Deanna Arivett, Esq.
- [Dangerous Conduct by Students With Disabilities: Legal Guidelines for Appropriate Responses -- Second Edition](#), by Kelli Dreier, Esq.

[Cara Nissman](#) covers autism, school psychology, and IEP team issues for LRP Publications.

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