



## Weekly Memo

### Rule Activity

#### Notice of Rule Development

The following rules will have a joint rule development workshop on **April 15, 2024**. Participants may join via the virtual link listed in the notice. To submit comments for the following rules, go to the Florida Department of Education (FDOE) [State Board Rules Under Review web page](#):

- Rule [6A-1.09401](#), Florida Administrative Code (F.A.C.), Student Performance Standards
- Rule [6A-1.09412](#), F.A.C., Course Requirements - Grades K-12 Basic and Adult Secondary Programs

### Events Coming Soon

#### Strategies to Support Students with Extensive Support Needs

This four-part training series is hosted by Florida State University Center for Autism and Related Disabilities and designed for professionals who work with students with significant learning and/or behavioral needs. Participants will learn how to harness communication to address challenging behavior and write effective goals and objectives for learners with significant needs. Beginning **April 8, 2024**, sessions will take place virtually, on Mondays, from 4 to 5:30 p.m. EDT. Attendance at all four sessions is not required but highly encouraged. To register, go to the registration web page [Strategies to Support Students with Extensive Support Needs](#). For more information, see the attached document.

- Filename: FSU PEPSA Spring 2024

### Job Vacancies

#### Position Available in the Florida Diagnostic and Learning Resources System (FDLRS) Island Coast Associate Center

FDLRS Island Coast, a discretionary project of BEESS, is seeking a Technology Specialist. FDLRS Island Coast serves both Lee and Collier Counties. The full job description can be viewed

at [Specialist, Exceptional Student Education \(FDLRS Assistive Technology\)](#). All applicants must apply on the [School District of Lee County's website](#), to be considered for the position. The application deadline is until filled. For questions, contact Dr. Deidre Phillips at [deidremp@leeschools.net](mailto:deidremp@leeschools.net) or 239-337-8127.

## Action Items

### 2024 Earth Day Art Contest

The FDOE has issued a memorandum regarding the [2024 Earth Day Art Contest](#). Submissions are due by **April 22, 2024**, per the instructions in the memo.

### 2024 Florida Space Art Contest

The FDOE has issued a memorandum regarding the [2024 Florida Space Art Contest](#). Submissions are due by **May 24, 2024**, per the instructions in the memo.

## Informational Items

### Exceptional Student Education (ESE) Endorsement Tuition Support Program

The ESE Tuition Support Program provides financial assistance to ESE teachers or speech-language pathologists who are teaching students identified as having autism spectrum disorder or prekindergarten (PreK)/ESE in Florida public schools. BEESS is advertising tuition support to assist teachers seeking an endorsement in autism and Pre-K/ESE. The ESE Tuition Support Program will also provide financial assistance to ESE teachers to earn their Reading Endorsement. Please include announcements of the ESE Endorsement Tuition Support Program in regional notices, listservs or newsletters for teachers. To view the application, go to the [Florida's Personnel Development web page](#). For questions, contact Ms. Melanie Morales at [ESESupport@fiu.edu](mailto:ESESupport@fiu.edu).

### What are Florida Teachers Growing This Spring? They are Growing Readers With Learning Ally

In our Learning Ally portal, our Florida students have read for 70,000 hours. Students are creating good reading habits that enable them to achieve reading success. Learning Ally is a great resource to expose our students to more vocabulary before state assessments.

View this month's [Florida Learning Ally April Newsletter](#) and see some student-suggested reads. For questions, contact Dr. Martaluz Pozo, Learning Ally state contract manager, at [mpozo@learningally.org](mailto:mpozo@learningally.org).

### Office of Special Education Programs (OSEP) Fast Facts on Children Identified With Autism

OSEP released a [new OSEP Fast Facts](#), which provides updated data on children identified with autism. OSEP Fast Facts looks at data collected under section 618 of the Individuals with Disabilities Education Act (IDEA). The updated OSEP Fast Facts highlights that states reported a range from 5.76% to 17.28% of students with disabilities identified with autism in the 2022-23

school year, according to an [OSEP blog that summarizes key facts](#) from the OSEP Fast Facts. OSEP Fast Facts is an ongoing effort to display data from the 12 data collections authorized under IDEA Section 618 into graphic, visual representations with the intent to present 618 data quickly and clearly. For existing and future Fast Facts, go to the [OSEP Fast Facts](#) page.

## 2024-25 No-Cost Application for Federal Student Aid (FAFSA®) Form

Now is the time for high school seniors and returning college students to submit their 2024-25 no-cost application for Federal Student Aid (FAFSA®) form, an application that students and families need to complete to apply for federal student aid, such as federal grants, work-study funds, and loans. The revamped FAFSA form—also known as “Better FAFSA”—takes many students less than 20 minutes to complete and can unlock up to \$7,395 in federal aid that does not need to be repaid to help cover the cost of college. Share this link with students and have them submit the [Better 2024-25 FAFSA Form](#). Have questions along the way? The following resources can help:

- [Video: What is FAFSA?](#)
- [FAFSA Checklist & Timeline for Students and Families](#)
- [Pro Tips for the 2024-25 FAFSA® Form](#)
- [FAFSA “How To” Videos](#)
- [FAFSA Bootcamp Webinar Recording](#)

For more information about the FAFSA process, check out [StudentAid.gov](#). Users can click “Español” at the top-right-hand side of the web page or choose Spanish as their preferred language if they have a StudentAid.gov account. You can also find additional resources on the U.S. Department of Education’s [The Better FAFSA: What You Need to Know](#) website.

## Tip of the Week

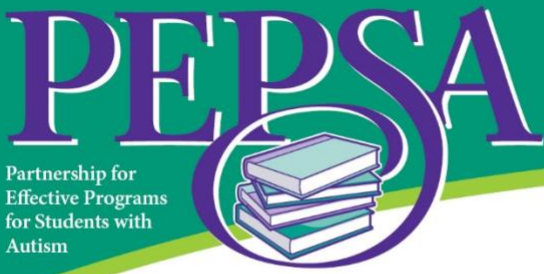
### Consider Utilizing Choice Board for Transition Planning

If a student with a disability is having a difficult time deciding a path for postsecondary transition planning or communicating his desires, consider using a choice board. This may help the student visually narrow down his choices and enable staffers to better understand the student's goals for the future. (Special Ed Connection)

**Alice Schmitges**  
**Bureau Chief**



For more information, contact  
850-245-0475



## Strategies to Support Students with Extensive Support Needs (ESN)

Hosted by: Florida State University CARD

### About the Presenter

**Danielle Liso, Ph.D., BCBA-D**, graduated from Johns Hopkins University in 2000, earning her Masters degree in severe and profound disabilities. She went on to achieve her Doctorate in early childhood special education with a focus on autism in 2005, graduating from Vanderbilt University. She has been a board-certified behavior analyst since 2005.

Dr. Liso has been working the field of autism since 1996 and has been an invited speaker at numerous national and international conferences and events. Some of her previous roles have included special educator, researcher for the U.S. Department of Education, clinical director, owner of a private practice specializing in parent training, assistant professor of special education, and director of an inclusive preschool program.

Dr. Liso serves as the Assistant Director and Training Coordinator for the UF Center for Autism and Related Disabilities (CARD). Her special interests include peer awareness and acceptance of differences, dual diagnosis in ASD, and supporting the mental health and resilience of professionals in the field.

### Training Description

#### Target Audience: Educators, Administrators, SLPs, OTs, PTs, & Family Members

This 4-part training series is designed for professionals who work with students with significant learning and/or behavioral needs. Participants will learn how to determine what to teach these learners and how to identify evidence-based strategies that work. Participants will also learn how to harness communication to address challenging behavior and how to write effective goals and objectives for learners with significant needs. Sessions will take place on Mondays from 4-5:30 pm ET via zoom. Attendance at all four sessions is not required but is highly encouraged.

### Training Objectives

At the conclusion of this workshop, each participant will be able to:

1. identify what skills to address and what evidence-based practices will be most effective with students with extensive support needs.
2. describe the function of behavior and how to use communication skills to replace challenging behavior with appropriate alternatives.
3. write observable and measurable goals and objectives for students with extensive support needs.

### Dates:

**April 8, 2024-** *What and how to teach students with ESN using evidence-based practices*

**April 15, 2024-** *Understanding the relationship between communication and behavior*

**April 22, 2024-** *Writing effective goals and objectives for students with ESN*

**April 29, 2024-** *Bringing it all together and making a plan*

### Time:

4:00 – 5:30 pm ET/ 3:00 – 4:30 pm CT

### Location:

Online via Zoom

Limited to the first 300 online participants.

### [Register Online](#)

*Registration is mandatory.*



### For more information contact:

FSU CARD  
[autism@med.fsu.edu](mailto:autism@med.fsu.edu)  
or (850) 644-4367

*Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.*

