



Weekly Memo

Rule Activity

Notice of Rule Development

The following rule will have a rule development workshop on **June 12, 2025**, at 11:00 a.m. Participants may join via the [virtual link](#). To submit comments for the following rule, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

- Rule [6A-1.09401](#), Florida Administrative Code, Student Performance Standards

Action Items

The 2024-25 Exceptional Student Education (ESE) Parent Survey Update and Reminder

The 2024-25 ESE Parent Survey is active and submissions are being processed in real time and 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](#).

The survey is open to parents of children with an individual educational plan (IEP) 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. See the attached flyer to access the ESE Parent Survey.

- Filename: 2024-25 ESE Survey Flyer

Job Vacancies

Position Available in the Florida Diagnostic and Learning Resources System (FDLRS) Administrative Project

FDLRS Administrative Project, an Individuals with Disabilities Education Act-funded state project, is seeking a coordinator for virtual instruction. The application is open until filled. To view the full job description and apply, go to the [Putnam County School District Employment](#) web page, click on current job openings and select "COORDINATOR, VIRT INST, FDLRS." For more information, see the attached documents. For questions, contact Sallie Payne at paynes@nefec.org.

- Filename: Vacancy Notice for Coordinator Virtual Instruction FDLRS Admin
- Filename: Coordinator Virtual Instruction FDLRS Admin

Professional Learning

2025 Summer Training Institute on Autism

Educators, service providers, families, students and all individuals with an interest in autism are welcome to participate in this virtual three-day Training Institute on Autism on **June 17-19, 2025**. The Training Institute is designed to prepare attendees to understand the social communication, behavioral and learning characteristics of children and adults with autism spectrum disorder. Attendance is at no cost, but registration for each individual day is required. Visit the [2025 Summer Training Institute on Autism](#) web page for more information and registration instructions.

Informational Items

Resiliency Florida Characteristic of the Month—Empathy

Starting in the 2019-20 school year, every Florida public school was required to annually provide children in grades 6-12 at least five hours of mental health instruction. This mental health instruction is now referred to as Resiliency Education, Civic and Character Education and Life Skills Education. The Resiliency Florida initiative for Florida schools was launched in February 2021 to emphasize 11 Resiliency characteristics to empower students to persevere and overcome life's inevitable challenges. Visit the [Resiliency Florida](#) web page for more information and additional resources.

June's featured characteristic is empathy, which means understanding others' thoughts, feelings and actions. See the attached documents for grade-specific parent resources pertaining to empathy.

- Filename: K-2 Empathy
- Filename: 3-5 Empathy
- Filename: 6-8 Empathy
- Filename: 9-12 Empathy

Call for Workgroup Members for Implementation of the Uniform Core Curricula (UCC) and Teacher Preparation Courses

FDOE has issued a memorandum regarding participation in a [workgroup for implementation of the UCC and teacher preparation courses](#). See the memo for more information.

Call for Workgroup Members: Development of a Mathematics Endorsement

FDOE has issued a memorandum regarding participation in a [workgroup to develop the Florida Teacher Standards for the Mathematics Endorsement](#). See the memo for more information.

Senate Bill 296 – Middle School and High School Start Times

FDOE has issued a memorandum regarding [Senate Bill 296](#). See the memo for more information.

House Bill 259, Special Observances

FDOE has issued a memorandum regarding [House Bill 259](#). See the memo for more information.

LRP DirectSTEP® Courses

BEESS is pleased to offer districts access to a variety of LRP DirectSTEP® courses regarding ESE compliance requirements. Access to LRP DirectSTEP® courses is provided to further strengthen the quality and variety of services available to eligible students with disabilities in the state of Florida. This year several courses have been added to the list of available professional learning opportunities. Please plan to utilize this resource throughout your district by integrating it into your professional learning program. These building-capacity opportunities can be done individually, especially if you have a new ESE staffing specialist or teacher, but they can also be done in a group-style setting. You are encouraged to forward the attached documents to staff within your district. When a district or project cannot remember their login, they should contact the Special Ed Connection Help Desk at 800-515-4577 ext. 6303, or specialconnection@lrp.com.

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

New BEESS Team Members

Instructional Support Services (ISS) Unit

BEESS is pleased to welcome Ms. Erin Daughtry to the ISS unit as the state lead for specific learning disabilities, other health impairment and hospital/homebound. Ms. Daughtry brings an impressive 24 years of teaching experience in both elementary and high school settings. Her dedication to education and her unwavering support for students has made her an incredible educator. Throughout her career, Ms. Daughtry has consistently demonstrated a passion for helping students succeed, particularly students with disabilities. Her expertise and commitment will undoubtedly enhance BEESS's efforts to provide ESE services across the state. She looks forward to working with the team in her new capacity.

BEESS would also like to welcome Ms. Shelbi Blankenship to the ISS unit as an administrative secretary. Ms. Blankenship comes to BEESS with many years of experience in customer service, along with a wealth of skills and a positive attitude that will greatly benefit the BEESS team. Her dedication to providing excellent support and her ability to connect with people make her a perfect fit for BEESS. Ms. Blankenship is looking forward to utilizing all her skills and being part of the team.

Tip of the Week

Retain Same IEP Team Members from Year to Year

If possible, ensure that the same teachers, service providers and staff serve on the student's IEP team from year-to-year. While this may make it more difficult to convene an IEP team meeting at a mutually agreeable time, the team's knowledge of the student's disability and needs will only improve. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



2024-2025
Exceptional Student Education
PARENT SURVEY

Your participation is requested!

The 2024-2025 survey was shortened to make it easy for you to provide feedback. To complete the survey, scan the QR code or visit

bit.ly/ESEParentSurvey

*Use your camera
to scan here!*



APPLICATION OF POSITION VACANCY

Putnam County Public Schools

200 Reid Street Palatka, Florida 32177

APPLICATION DEADLINE: Until Filled

POSITION TITLE: Coordinator, Virtual Instruction, FDLRS Administration

JOB LOCATION: NEFEC *(This position is with the statewide FDLRS Administration Project located at the North East Florida Educational Consortium. (The position will be housed at the most appropriate location)*

DATE OF VACANCY: Immediately

JOB DESCRIPTION: See Attached

MINIMUM QUALIFICATIONS: Bachelor's Degree from an accredited college or university in Exceptional Student Education, General Education, Technology and/or Instructional Design, or a related field; Valid Florida teaching certificate. Certification in ESE required; Minimum of five (5) years teaching experience. ESE preferred; Significant professional experience in virtual professional learning, webinars, technology incorporation, media production, and communication strategies; Minimum of five (5) years of experience in delivery of services to education professionals through workshops, training of trainers or curriculum resources; Proficient in instructional technology including tools to support online learning; Valid Florida Driver's License; Satisfactory criminal background check and drug screening.

DESIRED QUALIFICATIONS: Advanced skills in professional learning development and facilitation, assistive and instructional technology, website design and programming, and virtual platforms.

Pay Grade 7 – salary placement range \$61,425 - \$75,000

****ONLY SELECTED APPLICANTS WILL BE INTERVIEWED****
INTERVIEW TO BE SCHEDULED WITH THE DEPARTMENT HEAD:

Sallie Payne

VETERANS PREFERENCE AVAILABLE UPON REQUEST

HOW TO APPLY: Complete a Putnam County District School Board online application.

NOTE TO APPLICANT: Applications will not be accepted after the application deadline.

AFFIRMATIVE ACTION – EMPLOYMENT: Discrimination on the basis of religion, race, national origin, color, handicap, sex, age, marital status, or parental status is prohibited in the recruitment, hiring, assigning, promotion, paying, demoting, or dismissal of employees of the District School Board of Putnam County.

DISTRIBUTION: Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Madison, Marion, Nassau, Putnam, St. Johns, Suwannee, Union, P.K. Yonge School, FSDB 05/28/25

FOR CURRENT POSITIONS VISIT

<http://www.putnamschools.org>

EQUAL OPPORTUNITY EMPLOYER

NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM
COORDINATOR, VIRTUAL INSTRUCTION, FDLRS ADMINISTRATION
JOB DESCRIPTION

QUALIFICATIONS:

- * (1) Bachelor's Degree from an accredited college or university in Exceptional Student Education, General Education, Technology and/or Instructional Design, or a related field.
- * (2) Valid Florida teaching certificate. Certification in ESE required.
- * (3) Minimum of five (5) years teaching experience. ESE preferred.
- * (4) Significant professional experience in virtual professional learning, webinars, technology incorporation, media production, and communication strategies.
- * (5) Minimum of five (5) years of experience in delivery of services to education professionals through workshops, training of trainers or curriculum resources.
- * (6) Proficient in instructional technology including tools to support online learning.
- * (7) Valid Florida Driver's License.
- * (8) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of the design and delivery of distance learning programs including FDLRS' Professional Development Alternatives (PDA) and technology resources. Ability to work cooperatively with individuals and groups. Ability to develop concepts and ideas and relate them in both written and oral form. Ability to organize and conduct meetings and workshops. Experience developing and using online courses and professional development. Knowledge of current trends and research in all areas of exceptional student education, issues related to exceptional education curriculum, instructional techniques, regulations, statutes, policies, services and procedures affecting individuals with disabilities. Knowledge and experience in the effective use of web authoring tools and learning management systems. Ability to design, create and deliver content in a variety of instructional delivery formats while utilizing effective instructional strategies and design principles that meet Section 508 and ADA compliance. Experience in project development, administration and supervision, and/or interagency coordination. Knowledge and experience in managing budgets. Ability to manage a complex workload, prioritize tasks, and use good judgment in providing services based on goals.

REPORTS TO:

FDLRS Administration Project/Administrator of ESE Special Projects

JOB GOAL

To provide vision and leadership in the area of online learning, resources, and professional development by coordinating the efforts of content experts, current technology and media through the creation and improvement of virtual and face-to-face delivery methods pursuant to the mission and services of the Florida Department of Education and NEFEC.

SUPERVISES: NA

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Provide overall coordination of established project activities, under the direction of the Project Administrator, with an emphasis on Professional Development offerings and virtual instruction.
- * (2) Coordinate programs and services with Administrator of ESE Special Projects, Advisory Boards and established councils to meet identified project goals.

COORDINATOR, VIRTUAL INSTRUCTION, FDLRS ADMINISTRATION (Continued)

- * (3) Develop, conduct and ~~or~~ facilitate professional development activities related to exceptional student education programs, services and project goals, including development of virtual professional development and online courses as well as face to face.
- * (4) Provide technical assistance in leadership, online instruction, and programming related to ESE activities and services.
- * (5) Coordinate planning to involve DOE, staff, agencies, districts, university and other agency personnel as directed by the Administrator of ESE Special Projects.
- * (6) Plan, initiate, conduct and evaluate project activities related to exceptional student education.
- * (7) Follow the direction of the Administrator of ESE Special Projects to maintain all financial and budgetary matters.
- * (8) Facilitate the updating, maintaining and utilization of online professional development courses and communication tools including websites and LiveBinders.
- * (9) Provide direction, coordination, and oversight for the FDLRS virtual learning opportunities including the management, evaluation, and improvement of the program and its components under the direction of the FDLRS Administrator.
- * (10) Coordinate the development of online learning resources and tools to meet specific training needs related to requests by the FDLRS Network.
- * (11) Coordinate the development of professional development resources and materials to meet specific training needs related to requests by the FDLRS Network as well as DOE initiatives.
- * (12) Oversee media production for professional development and instructional purposes.
- * (13) Plan, coordinate, and produce training and support resources for FDLRS Network and end-users.
- * (14) Provide direction, coordination, and oversight for the FDLRS website and its effectiveness as a resource for all stakeholders.
- * (15) Provide direction and support to network functions and associate centers.
- * (16) Maintain FDLRS Outcome Database and provide technical assistance and training on the web application.

Inter/Intra-Agency Communication and Delivery

- * (17) Review and coordinate activities with other state and exceptional student education initiatives.
- * (18) Work effectively through collaboration and coordination with Advisory Committees, Network Workgroups, oversight committees, DOE personnel and state, regional and local contacts.
- * (19) Establish and maintain lines of communication with appropriate DOE personnel, district and community personnel relative to the established project goals and activities to ensure information exchange, coordination and support, including use of websites and online collaboration tools.
- * (20) Use effective communication strategies to interact with a variety of audiences.
- * (21) Coordinate technical support and maintenance including with interoffice personnel as needed to support project goals and objectives.
- * (22) Serve on, state and interagency committees or councils related to instructional technology, distance learning and assigned programs and projects as determined by Administrator of ESE Special Projects.
- * (23) Respond to inquiries and concerns in a timely manner.
- * (24) Keep supervisor informed of potential problems or unusual events.

Professional Growth and Improvement

- * (25) Facilitate, present, plan and attend state and national conferences and meetings relevant to exceptional student education.
- * (26) Coordinate and collaborate with DOE, statewide networks and University personnel to assist in professional development preparation in the area of exceptional student education.
- * (27) Facilitate the development, implementation and evaluation of staff development activities.
- * (28) Keep well informed about trends and best practices in ESE, leadership and virtual instruction.

COORDINATOR, VIRTUAL INSTRUCTION, FDLRS ADMINISTRATION (Continued)

- * (29) Maintain a network of peer contacts in related fields.
- * (30) Maintain expertise in assigned areas to fulfill project goals and objectives.
- * (31) Set high standards and expectations for self and others.
- * (32) Promote and support the professional growth of self and others.
- * (33) Attend training sessions, conferences and workshops related to project goals and to remain current in virtual instruction, universal design for learning, differentiated instruction, instructional and assistive technology, and exceptional student education.
- * (34) Develop annual goals related to project implementation.
- * (35) Establish and maintain lines of communication with appropriate personnel, district and community personnel relative to the established project goals and activities to ensure information exchange, coordination and support.

Systemic Functions

- * (36) Provide accurate and appropriate record keeping for continuous accountability and documentation of project activities designed to achieve various project objectives.
- * (37) Establish and manage all financial and budgetary matters for assigned projects and grants as determined by Administrator of ESE Special Projects.
- * (38) Assist Administrator of ESE Special Projects in maintaining appropriate coordination among the multiple programs that work collaboratively in a service group to deliver the services throughout the FDLRS Network.
- * (39) Develop products related to project goals and activities.
- * (40) Prepare or oversee the preparation of all required reports in a timely manner.
- * (41) Adequately plan all program and organizational functions within reasonable timeframes.
- * (42) Promote a culture of service by exhibiting proactive interaction, assistance and support all stakeholders.
- * (43) Assist in maintaining appropriate coordination and communication among all agencies that work collaboratively providing services related to project goals.

Leadership and Strategic Orientation

- * (44) Assist in the development of activities designed to achieve priority goals identified in the project.
- * (45) Provide leadership and vision for virtual learning and technology integration as it pertains to all internal and external stakeholders.
- * (46) Assist in the development of activities designed to achieve priority goals identified by the project and by NEFEC.
- * (47) Use appropriate strategies and problem-solving tools to make decisions concerning planning, utilization of funds, delivering of services and evaluation of activities.
- * (48) Provide leadership, direction and coordination of initiatives, which support the specified project goals and objectives.
- * (49) Coordinate oversight committee and support teams to ensure the achievement of project goals.
- * (50) Demonstrate initiative in the performance of assigned responsibilities.
- * (51) Provide oversight and direction for cooperative planning with other agencies.
- * (52) Perform other tasks consistent with the goals and objectives of this position.
- * (53) Use appropriate interpersonal styles and methods to guide individuals and groups toward positive change or task accomplishment.
- * (54) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

Worksite Service Standards

- * (55) Exhibit a positive and flexible attitude.
- * (56) Foster and develop a professional image.

COORDINATOR, VIRTUAL INSTRUCTION, FDLRS ADMINISTRATION (Continued)

- * (57) Demonstrate effective communication and collaboration with external stakeholders as well as co-workers.
- * (58) Exhibit compassion and humility.
- * (59) Promote a passion for learning and growing.
- * (60) Demonstrate initiative.
- * (61) Exhibit the ability to multitask and problem solve.
- * (62) Translate organizational purpose into observable behavior.

Assessment and Other Services

- * (63) The use of the adopted performance appraisal system to improve practice.
- * (64) The accurate and timely filing of all applicable reports.
- * (65) The completion of professional development activities as appropriate

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. Must be able to do extensive driving.

Job Description Supplement 03

TERMS OF EMPLOYMENT:

Twelve months, Eight hours per day.
Compensation based on Pay Grade 7.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the NEFEC policy on the evaluation of personnel.

EMPATHY

Parent Resource

GRADES
K-2

What is empathy?

Empathy means understanding others' thoughts, feelings and actions.

In kindergarten through grade two, children begin:

- ✓ Understanding more about their place in the world.
- ✓ Identifying ways to show kindness and care for others.
- ✓ Wanting to support others in need.

Below are ways you can help your child learn, practice and demonstrate empathy:

INTRODUCE THE WORD



Introduce the word empathy to your child. Empathy includes understanding others' perspectives and wanting to help those who are in need. Share an example of when you were empathetic at home, at work or in the community.

ASK FOR AN EXAMPLE



Ask your child to share an example of when someone let him or her do a fun activity first or shared something with him or her. Explain that putting someone before yourself is a way to demonstrate empathy.

SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Actively listening to one another.



Learning about new environments and demonstrating ways to show respect to others.



ACTIVITY FOR YOU AND YOUR CHILD

Read a book or watch a movie that shows a character displaying empathy toward others. Ask your child to identify ways the character demonstrated empathy.

BY DISPLAYING EMPATHY,
YOUR CHILD WILL IMPROVE
COMMUNICATION WITH
OTHERS AND LEARN TO
REFLECT, OBSERVE AND
THINK ABOUT HIS OR HER OWN
BEHAVIORS.



RESILIENCY
FLORIDA

EMPATHY

Parent Resource

GRADES
3-5

What is empathy?

Empathy means understanding others' thoughts, feelings and actions.

In grades three through five, children begin:

- ✓ Identifying the skills needed to work with others successfully.
- ✓ Understanding how attitudes and thoughts can impact friendships.

Below are ways you can help your child learn, practice and demonstrate empathy:

SHARE YOUR PERSPECTIVE

Share with your child about a time when you demonstrated empathy toward someone, for example, when you showed support to a family member or a friend. By sharing your perspective, your child will gain an understanding of what it means to be empathetic.

ASK YOUR CHILD TO SHARE

Demonstrating empathy can be challenging, especially if someone has upset you. Ask your child to share a time when being empathetic was challenging. Emphasize the benefits of being empathetic to others.

SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Volunteering together as a family on a project to benefit the community.



Actively listening to friends and family by making eye contact and not interrupting.



ACTIVITY TO DO WITH YOUR CHILD

Have your child identify a time in school or at home where he or she demonstrated empathy. Discuss how this interaction impacted others.

BY PRACTICING EMPATHY,
YOUR CHILD WILL IMPROVE
COMMUNICATION SKILLS
AND LEARN TO
REFLECT, OBSERVE AND
THINK ABOUT HIS OR HER
OWN BEHAVIORS.



RESILIENCY
FLORIDA

EMPATHY

Parent Resource

GRADES
6–8

What is empathy?

Empathy means understanding others' thoughts, feelings and actions.

In grades six through eight, children begin:

- ✓ Demonstrating effective and respectful communication skills and strategies.
- ✓ Identifying the perspectives, circumstances and experiences of others.
- ✓ Applying active listening in order to respond with empathy.

Below are ways you can help your child learn, practice and demonstrate empathy:

DISCUSS EMPATHY IN LEADERSHIP

Discuss how important empathy is in leadership roles. Ask your child when he or she has seen a leader demonstrate empathy. Continue the discussion with your child to talk about instances when the leader did not demonstrate empathy.

THINK OF OTHERS

Discuss what it means to “walk a mile in someone else’s shoes.” Your child can practice empathy by discussing what it would feel like to be in a different person’s situation.

BY PRACTICING EMPATHY,
YOUR CHILD WILL IMPROVE
COMMUNICATION SKILLS
AND LEARN TO REFLECT,
OBSERVE AND THINK
ABOUT HIS OR HER OWN
BEHAVIORS.

SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Responding with empathy in a variety of contexts and situations.



Describing the importance of empathy, kindness, honesty and trust in building and sustaining relationships.



ACTIVITY TO DO WITH YOUR CHILD

Think of a situation where you and your child can work together to help someone. For example, your child can donate clothing or other items to a charity, help a neighbor or collect canned goods for a local food bank. Discuss how you are showing empathy by helping in the community.



RESILIENCY
FLORIDA

EMPATHY

Parent Resource

GRADES
9-12

What is empathy?

Empathy means understanding others' thoughts, feelings and actions.

In grades nine through twelve, children begin:

- ✓ Understanding how perspectives, circumstances and experiences affect others.
- ✓ Analyzing how actions and reactions can influence one to respond to different situations.
- ✓ Demonstrating effective and respectful communication skills and strategies.

Below is a way you can help your child learn, practice and demonstrate empathy:

SHARE AN EXAMPLE



Discuss a situation when you helped someone in a time of need and reflect on the outcome. Discuss with your child if there were any challenges to demonstrating empathy.

BY PRACTICING EMPATHY,
YOUR CHILD WILL IMPROVE
COMMUNICATION SKILLS
AND LEARN TO REFLECT,
OBSERVE AND THINK ABOUT
HIS OR HER OWN
BEHAVIORS.



SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:



Organizing a volunteer event in your school or community.



Adjusting behavior to respect the needs of others.



ACTIVITY TO DO WITH YOUR CHILD

Discuss with your child the importance of having empathy in his or her career path and future. For example, if your child would like to enter the healthcare field, he or she would need to demonstrate empathy when caring for patients. Empathy plays a significant role in building relationships and developing leadership skills.

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**