



Weekly Memo



Job Vacancies

Position Available with the Access Project

The Access Project, an Individuals with Disabilities Education Act (IDEA)-funded state project, is seeking an assistant coordinator to assist the Access Project director with planning, developing and coordinating activities to support local, regional, and statewide stakeholders with the teaching and learning of Access Points. To apply, visit the [Florida Atlantic University Careers](#) web page.

Professional Learning

FIN 2025-26 Statewide Session

FIN, an IDEA-funded state project, is offering statewide professional learning sessions on *Scheduling Supports for Students with Disabilities in the Least Restrictive Environment*, for teachers, district leaders and school administrators. See the attached flyer for dates, registration links and additional details. For more information, contact lsi-finadmin@fsu.edu.

- Filename: Scheduling Supports for Students with Disabilities in the Least Restrictive Environment Flyer

Florida Positive Behavioral Interventions & Supports (FLPBIS) Project Professional Learning and Technical Assistance

The FLPBIS Project is continuing to offer a series of [statewide professional learning opportunities and virtual technical assistance sessions](#) to educators supporting tiered behavioral and resiliency supports at the local educational agency (LEA) level. FLPBIS is offering [Spring 2026 Tier 3 Canvas Course Professional Learning](#) opportunity dates with the ongoing virtual technical assistance series for Tier 3 this year. For questions, reach out to your technical assistance contact or district coordinator.

Events Coming Soon

The Center for Autism and Related Disabilities (CARD) Annual Statewide Conference

CARD invites you to the 33rd Annual CARD Statewide Conference in Orlando, **January 16 through 18, 2026**, and on **January 15, 2026**, the state lead for autism spectrum disorder from the Florida Department of Education (FDOE) will present the latest statewide data at the annual district contacts' meeting. This is Florida's largest autism-related conference featuring 55 sessions and more than 73 professional presenters, connecting autism research with practical strategies for 900 to 1,200 professionals and families. Visit the [CARD Conference](#) web page for more information and to register.

2026 Prekindergarten (Pre-K) Exceptional Student Education (ESE) Contacts' Conference

Pre-K ESE Technical Assistance and Training System (PESE), an IDEA-funded state project, is pleased to announce the 2026 Pre-K ESE Contacts' Conference on **February 26 and 27, 2026**, in Wesley Chapel. Visit the [2026 Pre-K ESE Contacts' Conference registration page](#) to register. For questions, contact your [PESE regional facilitator](#).

Informational Items

Resiliency Florida Characteristic of the Month—Honesty

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](#) website for more information and additional resources.

December's featured characteristic is Honesty, which means telling the truth. Visit the following web pages for grade-specific parent and teacher resources pertaining to Honesty.

- [K-2 Parent Resource](#)
- [3-5 Parent Resource](#)
- [6-8 Parent Resource](#)
- [9-12 Parent Resource](#)
- [K-2 Teacher Guide](#)
- [3-5 Teacher Guide](#)
- [6-8 Teacher Guide](#)
- [9-12 Teacher Guide](#)

Restraint Data for October 2025 is Now Available

October 2025 data for restraint incidents submitted to the Involuntary Examination, Restraint, and Seclusion (known as IERS) web application is now available. The data have been posted to the [Program Accountability, Assessments & Data Systems web page](#) and can be located by scrolling down to the section titled "SWD Restraint Data – SY 2025-26," and selecting the appropriate

month. Pursuant to section 1003.573(8), Florida Statutes, “The department shall maintain aggregate data of incidents of restraint and disaggregate the data for analysis by county, school, student exceptionality, and other variables, including the type and method of restraint used. This information shall be updated monthly, deidentified, and made available to the public through the department’s website.

2026 Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics Coaches Summit Professional Learning Events

FDOE has issued a memorandum regarding the [2026 B.E.S.T. Mathematics Coaches Summit Professional Learning Events](#); and attachment A, [2026 B.E.S.T. Mathematics Coaches Summit Professional Learning Events Information and Agenda](#). Please see the memo for more information.

The Florida Low Vision Initiative (FLVI) Newsletter

FLVI, an IDEA-funded state project, through Florida Supportive Services for Students with Visual Impairments (VIs), is accepting referrals for the 2025-26 school year. Low vision services are also available to students with low vision, pre-k four-year olds through eighth grade, who receive direct instruction from a teacher of students with VIs, as documented in the student’s individual educational plan.

FLVI participants:

- Receive a no-cost, comprehensive low vision evaluation;
- Are eligible to receive glasses and a wide variety of portable optical aids, when prescribed for specific low vision needs; and
- Receive training in the use of glasses and portable optical aids.

To request services from FLVI, go to [FLVI Request for Services 2025-26](#). To learn more about the services and instructional support provided by FLVI, visit the [LiveBinders resource platform](#). For questions, contact Kim Roberts at kmroberts@fsu.edu.

Tips for Building Stronger Programs for Students with VIs

The Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) is offering the following tips for demystifying the role of professionals in the field of VI:

- Many school and LEA staff are unfamiliar with the roles and responsibilities of teachers of students with VIs (TSVIs) and orientation & mobility (O&M) instructors. See the links below to learn more:
 - [The Role of Function of the TSVI](#)
 - [Role of the O&M Instructor](#)
- A brief pamphlet or information sheet can help raise awareness and support collaboration. Now is the perfect time to create, review or update these universal program resources – especially with student schedules changing in January and new team members coming on board.

For questions or assistance, contact FIMC-VI at information@fimcvi.org.

FIMC-VI New Annual Census Process

The Annual Census began on December 1, 2025, and an email was sent to ESE directors with instructions for accessing the FIMC-VI portal to manage the approval of users within their LEA. This first step of the process must be completed by December 31, 2025. From January 1 to 31, 2026, the Annual Census will be open for authorized LEA staff to register new students and update student records. No students may be registered from February 1 to 7, 2026. We

recommend that staff watch the recording of the [FIMC-VI Info and Updates Part 2 Webinar](#), which addresses the new process for completing the Annual Census in the FIMC-VI portal. For more information about student eligibility, registration requirements or the online process, contact Liz Anderson at eanderson@fimcvi.org, Tiffany Conrad at tconrad@fimcvi.org or visit the FIMC-VI [web page](#).

Special Ed Connection®

BEESS provides all LEAs with access to [Special Ed Connection®](#) at no cost. Special Ed Connection® is your one-stop-shop for:

- Best practices to meet legal and regulatory mandates;
- Helping you tackle everyday compliance issues;
- Ready-to-use charts, checklists and professional development tools to guide and train staff;
- Case-based insights to help staff avoid missteps that lead to litigation; and
- Insights from special education, Section 504 and response-to-intervention experts.

Each school district has its own username and password for Special Ed Connections, which is used by all staff. If you are a **new** ESE director and need your district information or have questions, contact Kelly Whiting at kwhiting@lrp.com. If you are not a new ESE director and need your district login information, want to update your user list, or would like to schedule an orientation for your staff, contact the Special Ed Connection Help Desk/Training Team at specialconnection@lrp.com

LRP Direct Specialized Training for Education Professionals (Direct Step) Courses

BEESS is pleased to offer districts access to a variety of LRP Direct Specialized Training for Education Professionals (Direct Step) Courses regarding ESE compliance requirements. These courses are provided to further strengthen the quality and understanding of services available to eligible students with disabilities in the state of Florida. Please plan to utilize this resource throughout your district by integrating these offerings into your professional learning options. You are encouraged to forward the attached documents to district staff. For questions or concerns, contact beesscomplaints@fldoe.org or Joy Dunlavy at Joy.Dunlavy@fldoe.org.

- Direct Steps LRP Courses Available
- FDOE LRP Instructions

LRP Education Webinars

BEESS also provides all LEAs with the opportunity to attend [LRP's Monthly Education Webinars](#). The webinars are hosted by expert presenters and cover timely topics related to special education. Contact Abby Emerson at Abigail.Emerson@fldoe.org or Joy Dunlavy at Joy.Dunlavy@fldoe.org for more information about the webinars and how to register.

Detail the Reason for Sending a Student Home Early

When an educator sends a student home early for behavioral reasons, the removal can amount to a disciplinary removal. Therefore, districts should ensure school staff memorialize the precise reason the student is leaving early, and whether the early departure was requested by the parent. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



For more information, contact
850-245-0475



Scheduling Supports for SWD in the Least Restrictive Environment (2025-2026)

Audience: District and School Administrators and Leaders

Join FIN for a statewide overview for leaders and scheduling teams to learn how to support the scheduling process in the least restrictive environment for students with disabilities. Schedule students with disabilities first, with a focus on providing specially designed instruction as specified in their Individual Educational Plans.

December 2, 2025 | 10:30 a.m. – 12:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/UEEwg3XjR4-y5gu2lFY-ig>

January 27, 2026 | 10:30 a.m. – 12:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/EBRwOmoSRi68TPko7MZQvQ>

March 3, 2026 | 10:30 a.m. – 12:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/jll8C1QnSeSxCNU1o7CQ-w>



Contact FIN at LSI-FINAdmin@fsu.edu or call 850-645-7593 with questions.

FIN is an Individuals with Disabilities Education Act (IDEA)-funded state project by Florida Department of Education, Division of K-12 Public Schools, Bureau of Exceptional Education and Student Services.

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

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

330020 - Practical Strategies and IDEA Requirements for Developing IEPs

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

330060 - Using a Trauma-Informed Approach to Develop More Effective IEPs

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 IEPs, BIPs, and Section 504 Plans

330066 - Students with Autism and One-to-One Aides; Best Practices for Educators

330069 - Dispute Resolution and Available Remedies Under the IDEA

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

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 District's IDEA Obligations

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.