



## **Bureau of Exceptional Education and Student Services (BEES)**

Andrew Weatherill, Senior Educational Program Director, Student Support Services

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## FDOE's Mission and Vision

- The mission of Florida's K-20 education system shall be to increase the proficiency of **all students** within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.
- Florida will have an efficient world-class education system that engages and prepares **all students** to be globally competitive for college and careers.
  - Sources: [Section 1008.31, F.S.](#), and [FDOE's Strategic Plan](#) (2021)

## FDOE's Goals:

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.
2. Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.
3. Skilled workforce and economic development, as measured by evidence of employment and earnings.
4. Quality efficient services, as measured by evidence of return on investment.
  - Sources: [Section 1008.31, Florida Statutes \(F.S.\)](#), and [FDOE's Strategic Plan \(2021\)](#)

## **Title V, Chapter 19, Section 39.0016, F.S.**

“Improving educational results for children with disabilities is an essential element of our public policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities...”



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# Mental Health Requirements

**September 19, 2022**

Andrew Weatherill, Senior Director of Student Support Services  
Bureau of Exceptional Education and Student Services (BEES)

## Welcome and Agenda

- Youth Suicide Awareness and Prevention
- Involuntary Examination Restraint and Seclusion (IERS)
- Youth Mental Health Awareness Training (YMHAT) District Reporting Requirements
- Mental Health Assistance Allocation (MHAA) Outcome and Expenditures Reporting Requirements



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# Youth Suicide Awareness and Prevention

## Section (s.) 1012.583, Florida Statutes (F.S.)

Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by the Florida Department of Education (FDOE) pursuant to s. 1012.583, F.S.

- Current Approved Suicide Screening Instruments (Rule 6A-4.0010, Florida Administrative Code [F.A.C.]).
  - Columbia Lifetime – Suicide Severity Rating Scale (C-SSRS).
  - Suicide Assessment Five-Step Evaluation and Triage (SAFE-T).
  - SAFE-T with C-SSRS.



## Section 1012.583, F.S. – continued

- FDOE is currently reviewing Rule 6A-4.0010, F.A.C.
- The purpose of this rule development is to reflect the new requirements established in s. 1006.07(11), F.S., during the 2022 Legislative Session.
- The rule includes other changes to strengthen suicide awareness and prevention.
- A draft of the rule text is posted at <https://web02.fldoe.org/Rules/Default.aspx>.
- A rule workshop was conducted on Friday, August 19, 2022, for public comments.



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# IERS Reporting System

# Reporting Requirements

- Pursuant to ss. 1006.07, 1001.212 and 1002.33, F.S., each district school board is required to adopt a policy mandating that the school superintendent annually report to the department the **number of children** for whom an involuntary examination was initiated and the **number of involuntary examinations (IE)** initiated at a school, on school transportation or at a school-sponsored activity.
- All IEs initiated at a school, on school transportation or at a school-sponsored activity must be entered into the IERS reporting system.
- Pursuant to s. 1006.07, F.S., starting July 1, 2023, and thereafter, FDOE will be required to share data with the Department of Children and Families (DCF) by July 1.

## IE Reporting

- Due to the sensitive nature of this data and need for timely entry, it is recommended that one or more building administrators be identified per school location. The identified staff will need access to confidential records to ensure compliance with the Family Educational Rights and Privacy Act (FERPA).
- Data must be entered into the system within 48 hours of the initiated IE. If the data entered into the IERS system is not finalized within 72 hours of the initial entry, the data will be locked and the incident must be re-entered. The saved record can be edited for 30 days. After 30 days, the record is permanently locked and no changes can be made.
- DPS: 2022-74 Memo: <https://info.fldoe.org/docushare/dsweb/Get/Document-9544/dps-2022-74.pdf>.

## Parent Notification

- Pursuant to ss. 1002.20 and 1002.33, F.S., all public schools, including charter schools, are to make a reasonable attempt to notify the parent of a minor student before that student is removed from school, school transportation or a school-sponsored activity for an involuntary mental health examination. Additionally, the principal or the principal's designee must:
  - (a) Use all available methods of communication to contact the student's parent, guardian or known emergency contact, including phone calls, text messages, email, voicemail and other available methods of communication provided by the parent, and
  - (b) Document the method and number of attempts made to contact the student's parent, guardian or other known emergency contact and the outcome of each attempt. Please note: Each district school board shall adopt a policy to require the district superintendent to annually report to FDOE the number of IEs, as defined in s. 394.455, F.S., which are initiated at a school, on school transportation or at a school-sponsored activity and the number of children for whom an examination was initiated.



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# YMHAT District Reporting Requirements

## Section 1012.584, F.S.

(2) The FDOE shall select a national authority on youth mental health awareness and assistance to facilitate providing youth mental health awareness and assistance training, using a trainer certification model, to all school personnel in elementary, middle and high schools. Each school safety specialist shall earn, or designate one or more individuals to earn, certification as a youth mental health awareness and assistance trainer. **The school safety specialist shall ensure that all school personnel within his or her school district receive youth mental health awareness and assistance training.**

## Section 1012.584, F.S. – continued

**(5) No later than July 1, 2023, and annually thereafter by July 1, each school district shall certify to the department, in a format determined by the department, at least 80 percent of school personnel in elementary, middle and high schools have received the training required under this section.**



## Rule Development

- Department is currently reviewing Rule 6A-1.094120, F.A.C.
- The proposed rule will set forth requirements relating to YMHAT and reporting.
- A draft of the rule text is posted at <https://web02.fldoe.org/Rules/Default.aspx>.
- A rule workshop was conducted on Friday, August 19, 2022, for public comments.



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## MHAA Outcome and Expenditures Reporting Requirements

## Section 1011.62 (13), F.S., MHAA Outcome and Expenditures Reporting Requirements

- The [MHAA Outcome and Expenditures Report](#) is due September 30 annually.
- Each school district shall submit to FDOE a report on its program outcomes and expenditures for the previous fiscal year that, at a minimum, must include the number of each of the following:
  1. Students who receive screenings or assessments.
  2. Students who are referred to either school-based or community-based providers for services or assistance.
  3. Students who receive either school-based or community-based interventions, services or assistance.
  4. School-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation.
  5. Contract-based collaborative efforts or partnerships with community mental health programs, agencies or providers.



# Quality Data Reporting for Exceptional Student Education

Chelsea Strickland, Senior Educational Program  
Director, Instructional Support Services

Bureau of Exceptional Education and Student Services (BEES)

## Agenda

- Introduction to Individuals with Disabilities Education Act (IDEA) Data
- Impact of Quality Data
- Surveys Critical to IDEA Data Reporting



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# Introduction to IDEA Data

# Individuals with Disabilities Education Act (IDEA)

- Under IDEA, Florida submits a variety of data from the student database and assessment files to the U.S. Department of Education (USED):
  - Child Count
  - Educational Environments
  - Exit Data
  - Discipline
  - Assessment
  - Personnel

## IDEA Data

- How does USED use these data?
  - Includes in an annual report to Congress
  - Publishes data from all states:  
<https://osep.grads360.org/#program>
  - Requires states to use data to produce annual reports:
    - Local Education Agency (LEA) Determinations
    - Comprehensive Coordinated Early Intervening Services (CCEIS): Identification, Placement, and Discipline
    - LEA Performance Reports
    - State Performance Plan



## State and District Annual Performance Reporting (APR)

[Title 34, section 300.602\(b\)\(1\)\(i\)\(A\), Code of Federal Regulations \(C.F.R.\)](#) – requires states to report annually on the performance of each LEA on the targets in the State Performance Plan (SPP) no later than 120 days following the State’s submission (Feb. 1) of its Annual Performance Report or APR (June 1).

These district-specific reports are posted at the following location:  
<https://www.fldoe.org/academics/exceptional-student-edu/data/>.

These reports provide information about district performance as compared to state level targets in Florida’s SPP/APR for students with disabilities (SWDs).

Keep in mind that these data are based upon the February state submission and may not necessarily be the most current data available.

## IDEA Part B SPP Indicators

### Performance Indicator

- SPP 1: SWD Graduation
- SPP 2: SWD Dropout
- SPP 3: SWD Statewide Assessment Performance
- SPP 4: SWD Suspension/Expulsion
- SPP 5: SWD LRE Placement
- SPP 6: Early Childhood Settings
- SPP 7: Preschool Skills
- SPP 8: Parent Involvement
- SPP 14: Secondary Transition, Post-School Outcomes

### Compliance Indicator

- SPP 9 & 10: Disproportionate representation in Special Education
- SPP 11: Child Find
- SPP 12: Part C to B Transition
- SPP 13: Secondary Transition with IEP Goals
- SPP 15: Due Process Hearing Requests Resolved
- SPP 16: Mediation Agreements
- SPP 17: State Systemic Improvement Plan

## Data used for the SPP/APR Indicators

- Federal Measurement Tables:
  - Latest is for FFY 2022 (Good until October 2023):  
[https://sites.ed.gov/idea/files/2022\\_Part-B\\_SPP-APR\\_Measurement\\_Table.pdf](https://sites.ed.gov/idea/files/2022_Part-B_SPP-APR_Measurement_Table.pdf)
- There are KEY differences as compared to other federal reporting requirements – especially as it relates to graduation, drop-out, and performance measures.
- New for this year: Federal changes to how some of these indicators are measured.

## FFY 2020–25 Part B SPP/APR Changes at a Glance

FFY 2020-25 Part B SPP/APR changes	Part B indicators																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
No changes							✓				✓	✓			✓	✓	
Minor changes and/or clarifications				✓	✓				✓	✓			✓				✓
Changes to response rate and representativeness								✓						✓			
Change to data source	✓	✓															
New components			✓			✓											

NOTE: There are additional reporting requirements for stakeholder involvement that may affect each indicator.

[Source: Home | IDC - IDEA Data Center](#)

## Changes in Data Source Requirements as of FFY 2021

- SPP 1 & 2: SWD Graduation & Drop Out
  - Section 618 required federal reporting - **EdFacts File FS009**
  - Non-Cohort based: based on 1-year exiters rather than a 4-year cohort
    - SWD Graduation: “States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.”
    - SWD Drop-out: “States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.”

Source: [FFY 20-25 IDEA B Measurement Table](#)

## Added Components as of FFY 2021

- SPP 3: SWD Assessment Performance
  - Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards.
  - Same data as used for reporting to the Department under Title I of the ESSA, **using EDFacts file specifications FS175 and FS178.**
- SPP 6: Early Childhood Settings
  - Receiving special education and related services in the home.
  - Same data as used for reporting to the Department under section 618 of the IDEA, **using the definitions in EDFacts file specification FS089.**

Source: [FFY 20-25 IDEA B Measurement Table](#)

## FFY 2020-2025 Stakeholder Requirements

1. The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress;
2. Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children with disabilities;
3. The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and
4. The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

Source: [IDC FFY 2020-2025 Stakeholder Requirements](#)



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# Impact of Data Quality

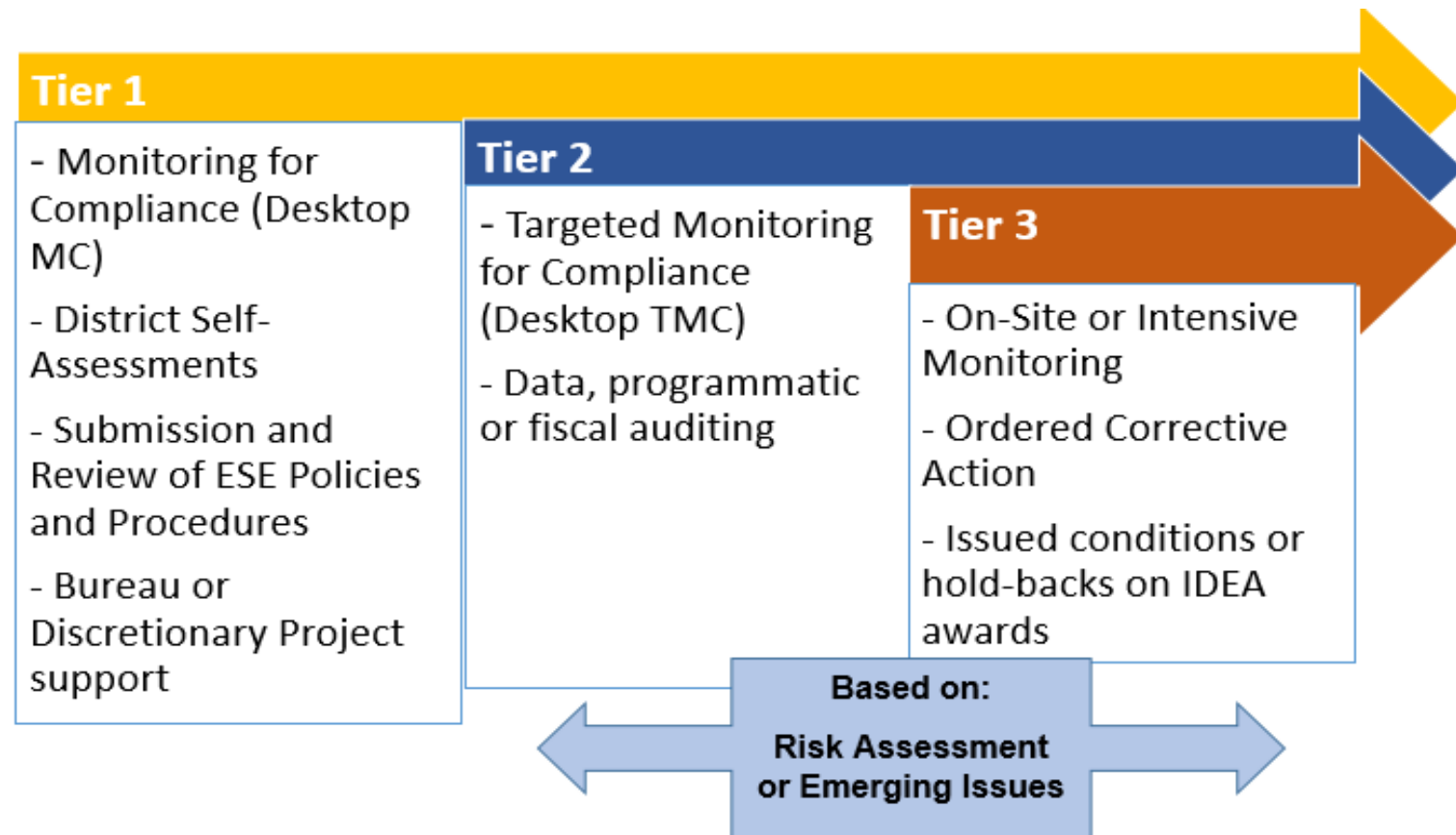


## Data is a Powerful Tool

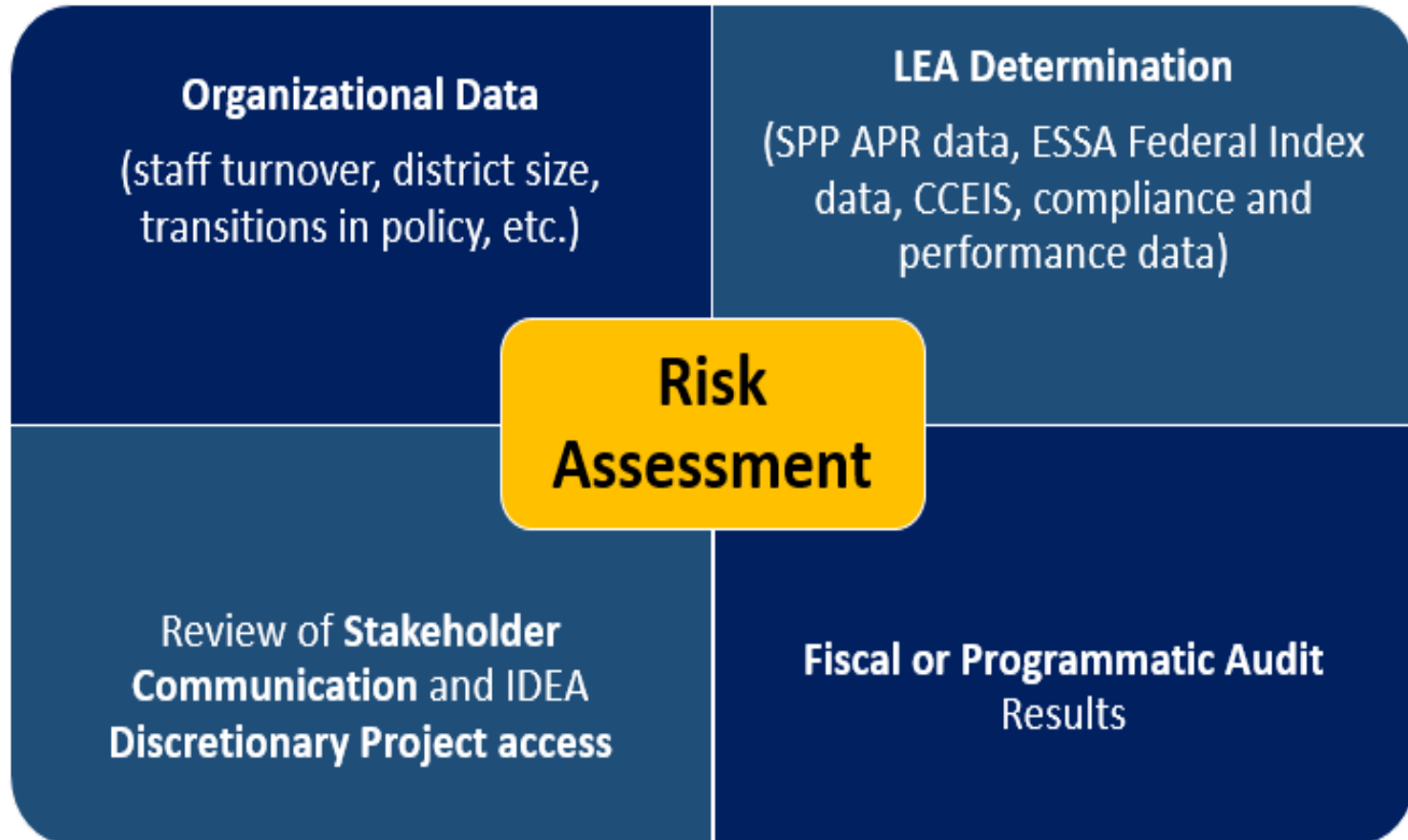
- Funding Allocations and Financial Implications (CCEIS)
- Crucial when making policy decisions to improve educational outcomes
- Federal and state accountability measures



# IDEA – Florida’s Differentiated Monitoring System



# IDEA, Part B – Risk Assessment Components



## Local Educational Agency (LEA)/District Determinations

- Required annually per 34 C.F.R. § [300.600](#)
- Using the criteria in 34 C.F.R. § [300.603](#)
  - Uses Data as reported in the required LEA/District Annual Performance Reports (June 1)
  - Contains additional state-specific requirements
- **District determination categories:**
  - Meets Requirements
  - Needs Assistance
  - Needs Intervention
  - Needs Intensive Intervention

## LEA/School District Determinations

### Federally Required Elements

- SPP 4b: SWD Suspension/Expulsion
- ★ SPP 9 & 10: SWD Disproportionality (CCEIS)
- SPP 11: Initial Evaluations
- SPP 12: Transition from Part C to Part B
- SPP 13: Secondary Transition
- Valid, Reliable and timely data
- ★ Correction of non-compliance (within 1 year)

### State Elements

- ★ Percent of district schools below target using federal indicator scores
- ★ SPP 1: SWD Graduation
- ★ SPP 2: SWD Dropout
- SPP 5: SWD Educational Placements
- Participation rate in FSAA

- ★ Districts with data below target range here cannot be determined as meet requirements

## Collaboration

- School district ESE directors are instructed to work closely with their MIS department to ensure the accurate and timely reporting of these data
- Accurate and timely reporting is a team effort, with all district staff playing an integral role



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# Surveys Critical to IDEA Data Reporting

## **SURVEY DATES 2022-2023**

- Survey 2:
  - Survey Week: October 10-14, 2022
  - Due Date: October 21, 2022
  - State Processing: October 17 – November 4, 2022
  - Final Update/Amendment Date: December 15, 2022

<https://www.fldoe.org/core/fileparse.php/7574/urlt/2223-surveydates.pdf>



## Survey 2 includes

- Membership
- Child Counts
- Regular Class Placement (KG5 - 21)
- Early Childhood Settings (PK 3 - 5)
- Disproportionate Representation in Special Education and Specific Disability Categories

## SURVEY DATES 2022-2023

- Survey 3:
  - Survey Week: February 6-10, 2023
  - Due Date: February 17, 2023
  - State Processing: February 13 - March 3, 2023
  - Final Update/Amendment Date: April 15, 2023

<https://www.fldoe.org/core/fileparse.php/7574/urlt/2223-surveydates.pdf>

## **SURVEY DATES 2022-2023**

- Survey 4: .
  - Survey Week: June 12-16, 2023
  - Due Date: June 30, 2023
  - State Processing: June 19 – July 7, 2023
  - Final Update/Amendment Date: August 15, 2023

<https://www.fldoe.org/core/fileparse.php/7574/urlt/2223-surveydates.pdf>

## Survey Due Dates, SY 2022-2023

### Survey 5:

- Due date: July 21, 2023
- State processing: July 17 – August 18, 2023
- **Preliminary data pull for federal reporting – October 7, 2022\***
- Final Update/Amendment Date: October 31, 2023

<https://www.fldoe.org/core/fileparse.php/7574/urlt/2122-surveydates.pdf>

\*Preliminary Survey 5 data is used in order to meet the November 3, 2023, federal reporting due date.

## Survey 5 includes

- Discipline Data (including restraint and seclusion) for SWD
- Exiter data (withdrawal codes) which are used for determining dropouts, diplomas, certificates
- Standard Diploma exiter rate for SWD
- Dropout Rate for SWD
- Note: We are required to report Survey 5 data to USED by November 3, 2022. It is crucial to ensure accurate reporting as of the close of state processing rather than waiting until the close of the amendment window.



# Dispute Resolution and Monitoring (DRM)

Jessica Brattain  
Senior Educational Program Director



## BEES and DRM

- The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.
- DRM can support stakeholders when disagreements occur or when there is a belief that the school is not meeting its legal obligations. There are various options available to resolve these disputes. It is usually to everyone's advantage to try to resolve differences or correct any noncompliance concerns in the least adversarial manner and closest to the school level. This saves time, preserves relationships, and can result in better outcomes for the student as well as their family.

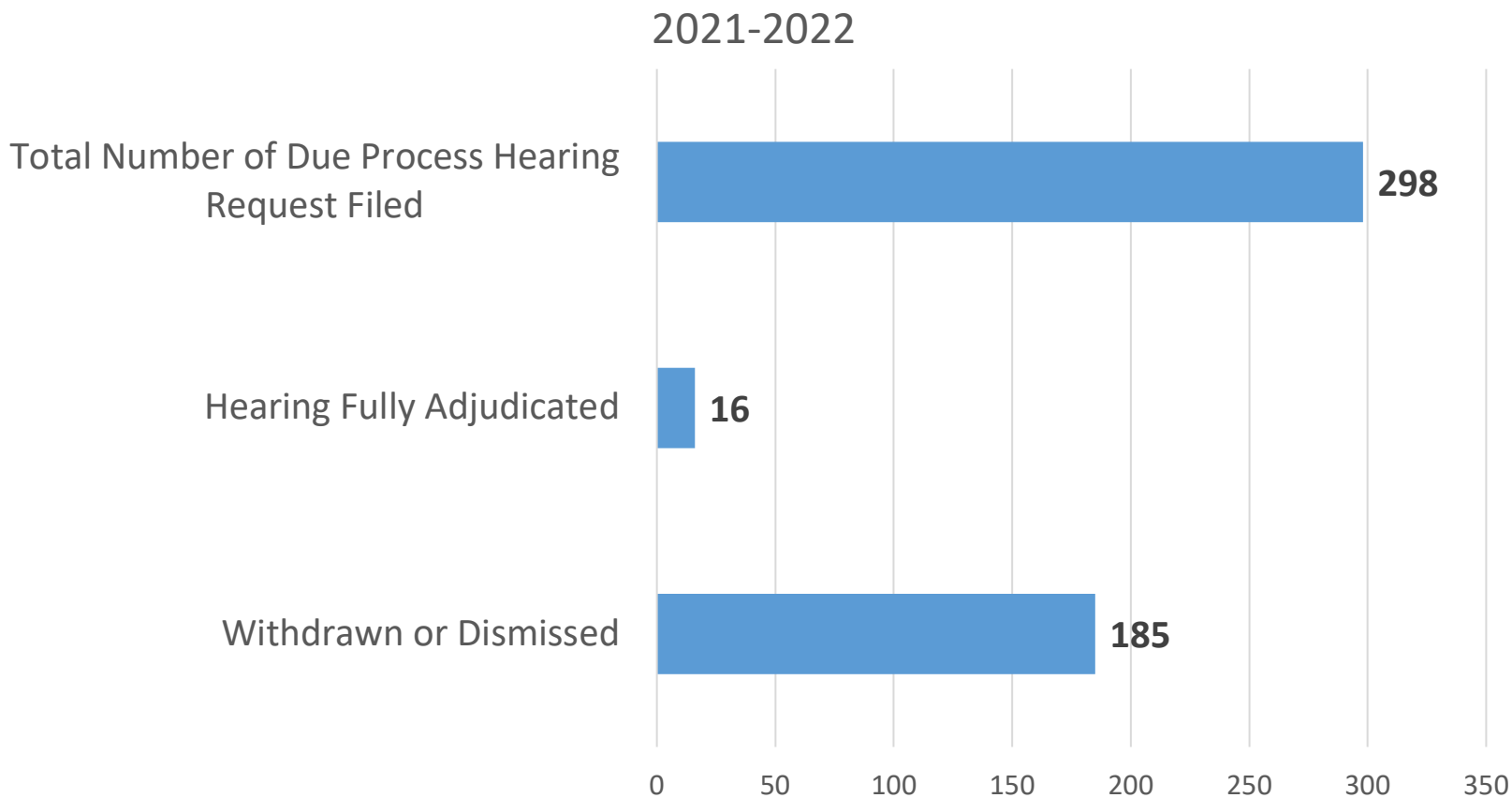
## Dispute Resolution Data

- Data on IDEA related State Complaints, Due Process and Mediation are tracked by district and statewide each year from July 1 to June 30 (Fiscal Year).
- FDOE BEESS is required to report this data annually to the US Department of Education, Office of Special Education Programs.
- State Data is publically available after data is finalized each year at <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Florida>.

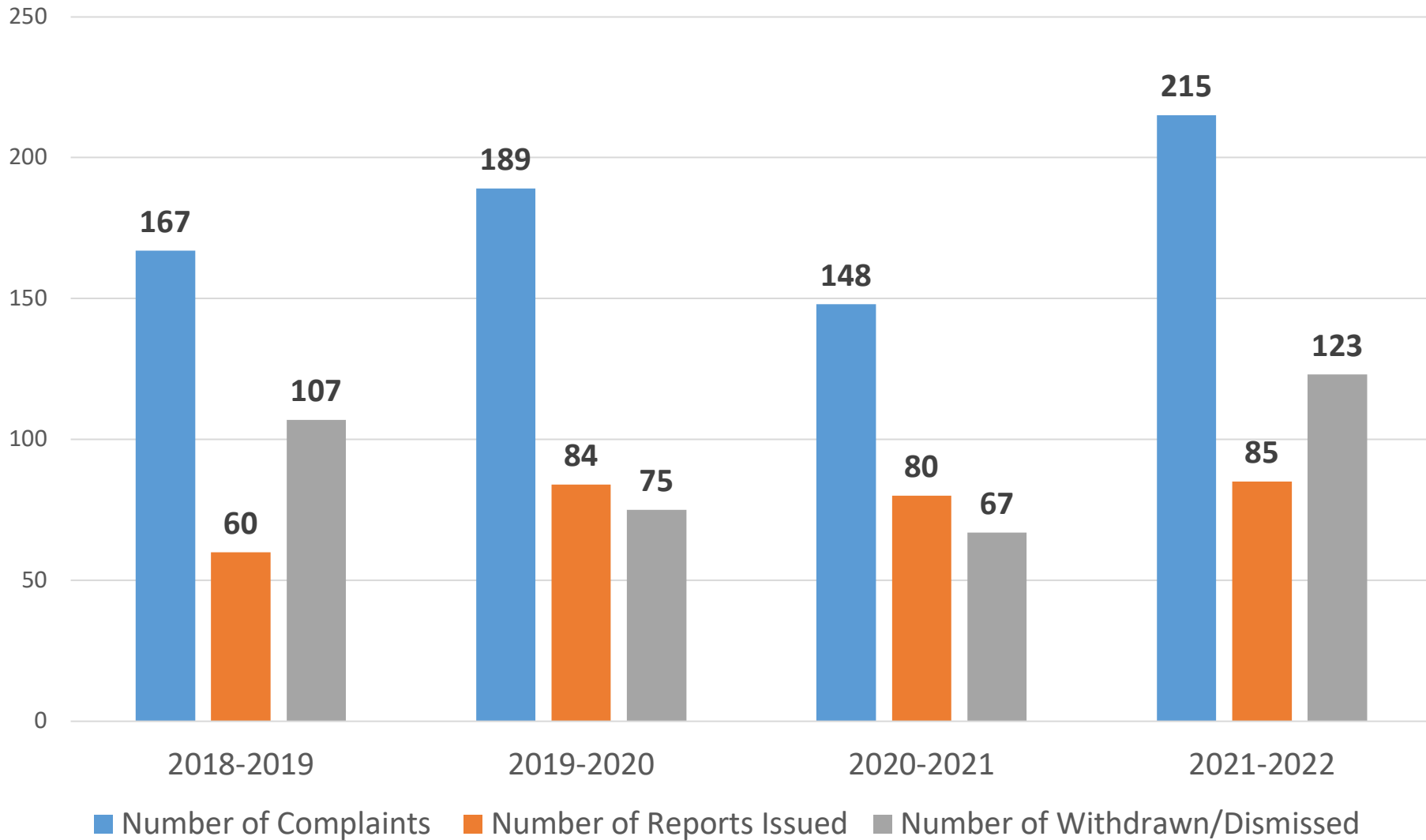


	<b>Individual Educational Plan (IEP) Facilitation</b>	<b>Mediation</b>	<b>State Complaint</b>	<b>Due Process Hearing</b>
<b>How the Processes Differ</b>	Optional process not required in the Individuals with Disabilities Education Act (IDEA) in which parent or district can request an impartial facilitator to assist the IEP team with communication and problem solving	A voluntary process that brings people together with a mediator to resolve disagreements about special education or related services	A formal process in which a person or organization sends written request for investigation, alleging violation of the IDEA	A parent or district files a formal hearing request to resolve issues related to identification, evaluation, placement or free appropriate public education
<b>Result</b>	Successful meeting results in IEP that is supported by team members and benefits the child	Successful mediation results in a written agreement	State educational agency issues written decision including findings, conclusions and corrective action, if warranted *District may propose early resolution without admitting violation of law	Hearing officer or administrative law judge issues a legally binding decision with findings of fact and conclusions of law
<b>Timeline</b>	No specific timeline; scheduled within a few days or weeks of request	Available any time; must be scheduled within a reasonable time of request; generally scheduled in less than 30 days	Decision must be issued 60 calendar days from date of complaint	Decision must be issued 45 calendar days after resolution period *Resolution meeting takes place within 15 calendar days of hearing request; the resolution period is 30 days *Expedited hearing available in certain situations related to discipline and placement (decision within 20 days of request)

## Due Process Hearing Requests



## State Complaint Data



## IDEA STATE COMPLAINTS: TOP VIOLATED ISSUES (2021-2022)

300.101 Free appropriate public education (FAPE). (40)	300.320 Definition of individualized education program (9)
300.503 Prior notice by the public agency; content of notice (26)	300.116 Placements. (5)
300.324 Development, review, and revision of IEP (17)	300.322 Parent participation (5)



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# Mediation Overview

## What is Mediation (34 C.F.R. § 300.506)?

- The goal of mediation is for the parties to resolve a dispute and execute a legally binding written agreement reflecting that resolution and:
  - Is voluntary on the part of the parties;
  - Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques;
  - Is confidential, including discussions that happen during mediation; and
  - Is not used to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under Part B of the IDEA.

## Who can participate in Mediation?

- Parents
- District Representatives
- Teachers
- School Administrators
- Service Providers
- Attorneys
- Students

## Mediation Topics

Examples of topics include:

- Eligibility determination;
- IEP issues (development, review, revision and implementation);
- Educational placement;
- Provision of a free appropriate public education;
- Reevaluation;
- State complaint; and
- Due process (unresolved issues).

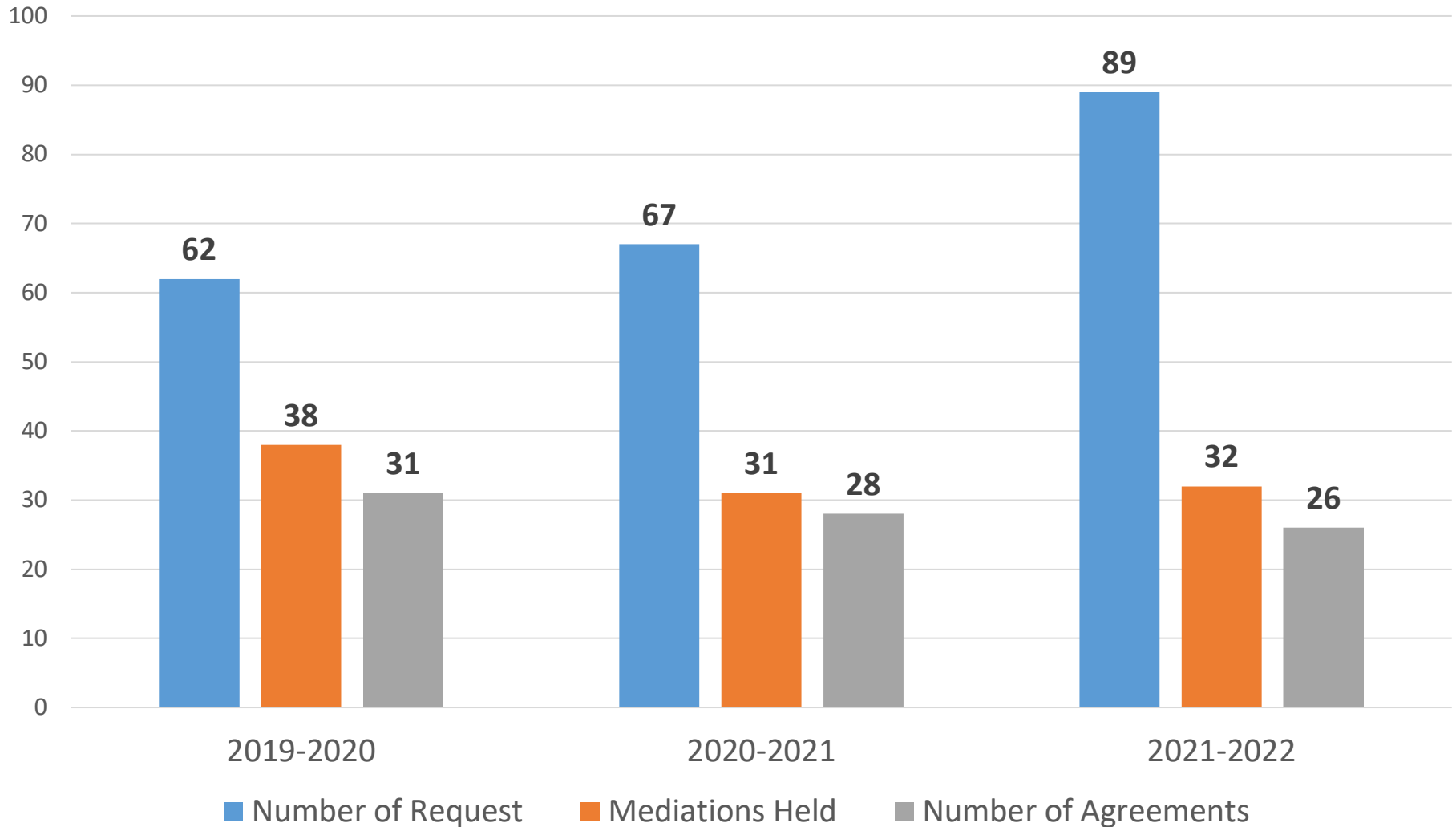


## Benefits of Mediation

The benefits of mediation include:

- Effective means of dispute resolution;
- Less costly;
- Expeditious process;
- Relationships are improved;
- More collaborative;
- Creative solutions are encouraged;
- A voluntary, mutually beneficial resolution can be reached with an impartial third party; and
- Private and confidential.

## Mediation Data



## Outcomes of Mediation

Type	Description	Next Steps
Full Agreement	Parties agreed to all issues in dispute	Parties follow the terms of the agreement (private contract between the parties).
Partial Agreement	Parties agreed to some issues in dispute	<p>The parties should comply with the terms they have agreed upon.</p> <p>For any issues that were unresolved, the parties could:</p> <ul style="list-style-type: none"> <li>• Adjourn or postpone;</li> <li>• File a due process request (only on unresolved issues);</li> <li>• File a state complaint (only on unresolved issues); or</li> <li>• Consent to disclose those items not agreed upon (the bureau will only investigate those unresolved issues tied to a state complaint).</li> </ul>
No Agreement	Parties could not resolve any issues in dispute	File a due process request or state complaint

## Additional Information and Resources

- FDOE ESE Dispute Resolution Web Page and Resources
  - <https://www.fldoe.org/academics/exceptional-student-edu/dispute-resolution/>
- The Center for Appropriate Dispute Resolution in Special Education (known as CADRE) Parent Resources
  - <https://www.cadeworks.org/resources/cadre-materials/idea-dispute-resolution-parent-guides>
- U.S. Department of Education, Office of Special Education Programs (OSEP), OSEP Memo and Q&A on Dispute Resolution (2013)
  - <https://sites.ed.gov/idea/idea-files/osep-memo-and-qa-on-dispute-resolution/>



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# State Facilitated Individual Education Program (SFIEP) Overview

## SFIEP

An SFIEP is a voluntary process through which a trained, impartial, third-party facilitator contracted by the Florida Department of Education helps establish a common agenda and keeps an individual educational team (IEP) team meeting focused on a resolution.

## Benefits of an SFIEP

- Typically generates less stress than formal complaint proceedings
- Drives the common goal to resolve issues and develop the student's IEP
- Helps the IEP team stay focused on what is within their control
- Provided at no cost to the family or the district
- Can help restore broken or damaged relationships and re-establish trust

## Commonly Resolved Issues Using SFIEP

- Behavioral or academic concerns
- Increase or decrease in services
- Accommodations
- Change of placement
- IEP goals



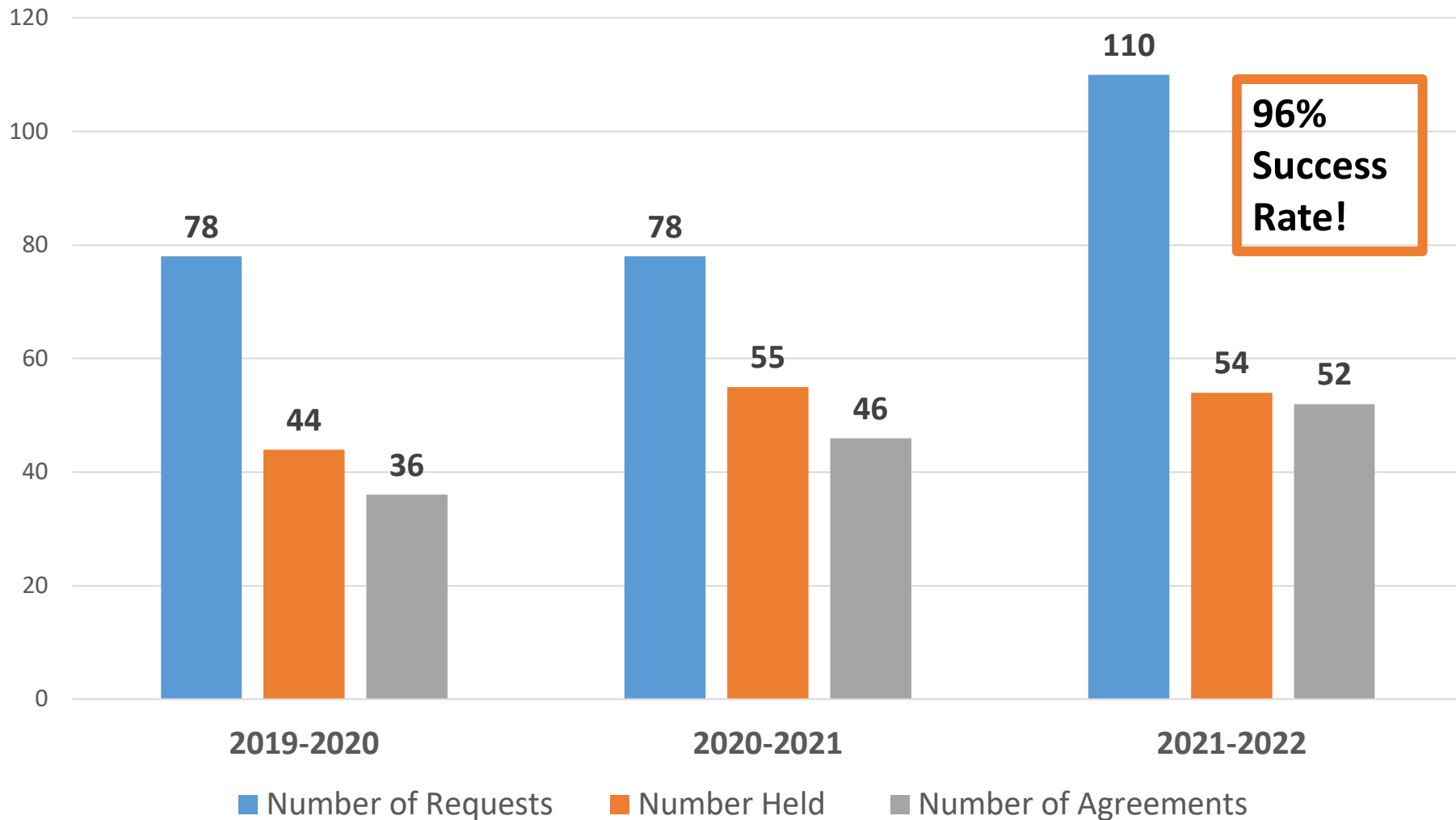
## An SFIEP Might be Needed When ...

- The IEP team is spending more time trying to resolve conflicts than working on coming up with a plan for the student to be successful.
- The IEP team meets multiple times with little or no resolution in sight.
- The IEP team wants help overcoming a particular obstacle that is preventing progress in the development of the IEP.
- There is a history of contentious interactions between team members.

## Let Us Work With You

- SFIEP is at no cost to all participants.
- All facilitators have been approved by the state.
- We assist with the meeting logistics so you do not have to do it alone.

## SFIEP Data



## Additional Information and Resources

- FDOE Exceptional Student Education Dispute Resolution Web Page and Resources
  - <https://www.fldoe.org/academics/exceptional-student-edu/dispute-resolution/>
- The Center for Appropriate Dispute Resolution in Special Education (known as CADRE) Parent Resources
  - <https://www.cadeworks.org/resources/cadre-materials/idea-dispute-resolution-parent-guides>
- U.S. Department of Education, Office of Special Education Programs (OSEP), OSEP Memo and Q&A on Dispute Resolution (2013)
  - <https://sites.ed.gov/idea/idea-files/osep-memo-and-qa-on-dispute-resolution/>

## Continuous Improvement: Considerations

- Does the district collect, review and use data on dispute resolution?
- Does the district support and use a robust array of alternate resolution options and prevention strategies? (FIEP, mediation, proposals of local resolution, early intervention, family and stakeholder engagement)
- Does the district annually review its policy and procedures to determine if there are any district specific policies and procedures discouraging resolution or increasing contentiousness?



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## Resources

<https://www.fldoe.org/academics/exceptional-student-edu/dispute-resolution/>

## LRP Publications

- Stay up-to-date with the headlines and breaking news featured on *Special Ed Connection*<sup>®</sup>.
- Access any article below by clicking on the headline and logging into *Special Ed Connection*<sup>®</sup>. Please see your district ESE Director or contact [BESESupport@fldoe.org](mailto:BESESupport@fldoe.org) for login information.

<https://www.specialedconnection.com/LrpSecStoryTool/login.jsp>

## LRP Publications

DirectSTEP<sup>®</sup> online courses merge legal and regulatory expertise with real-world application strategies, relating education law to the day-to-day world of teaching and learning. A selection of courses are offered free of charge. Please contact [BESESupport@fldoe.org](mailto:BESESupport@fldoe.org) with questions or for how to access.

<https://www.lrpdirectstep.com/>



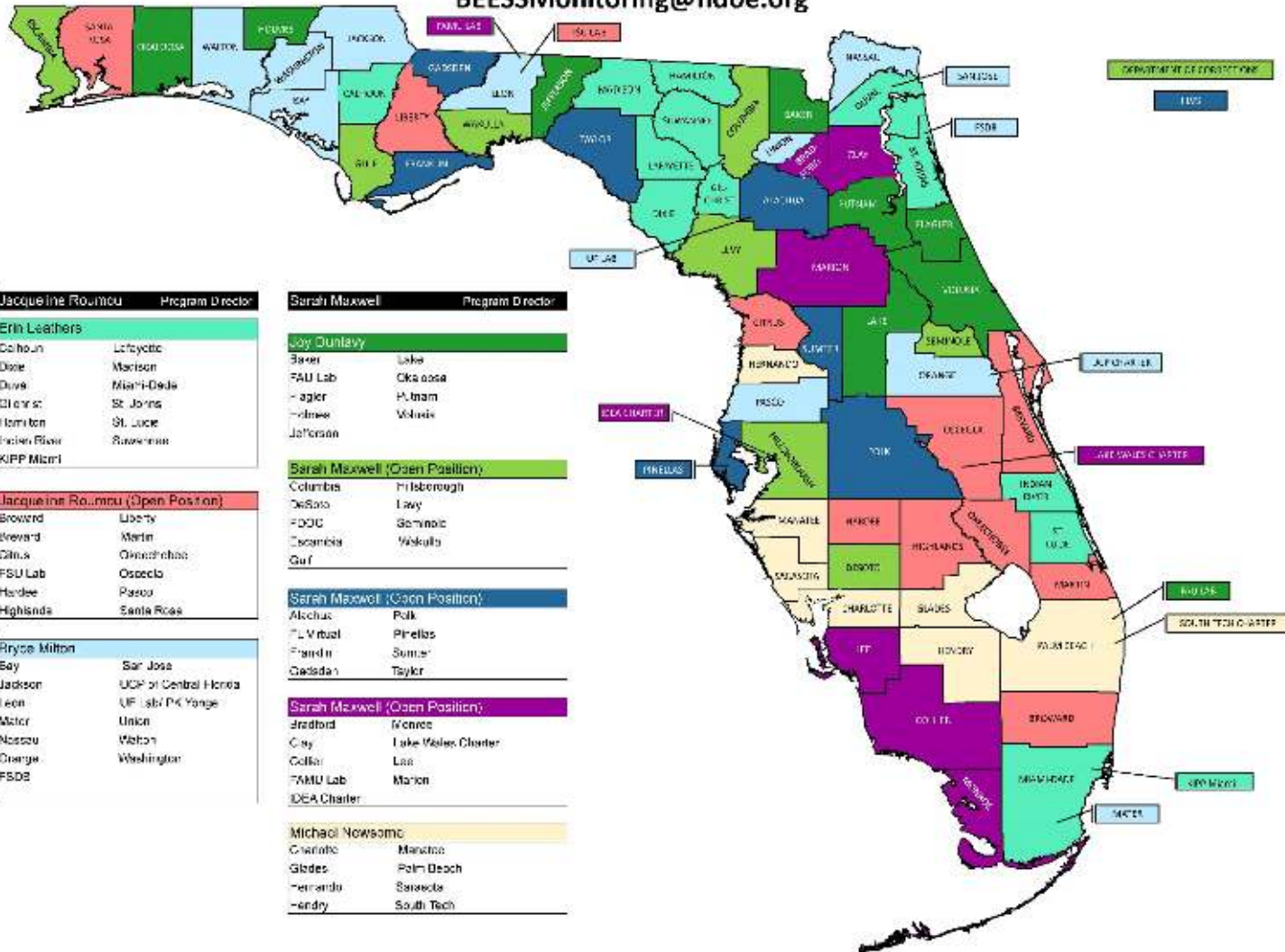
# ESE Discretionary Project Supports & Resources

- <https://www.fldoe.org/core/fileparse.php/7567/urlt/IDEADisGrantProDesc.pdf>
- Including:
  - [Student Support Services](#)
  - [Florida Diagnostic & Learning Resource Systems \(FDLRS\)](#)
  - [Institute for Small and Rural Districts \(ISRDR\)](#)
  - [Florida Inclusion Network \(FIN\)](#)
  - [PS/Rtl – Technology & Learning Connections](#)
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Exceptional Education and Student Services

ESE Monitoring Team - District Liaisons

BEESSMonitoring@fldoe.org



# Upcoming Dates

## **2022 BEESS Regional Collaborative Conversations and Meetings**

- FDLRS Region 1: September 30, 2022, at the Panhandle Area Educational Consortium (PAEC) in Chipley, Florida.
- FDLRS Region 2: November 4, 2022, at Northeast Florida Educational Consortium (NEFEC) in Palatka, Florida.
- FDLRS Region 3: February 6, 2023, at Action in Orlando, Florida.
- FDLRS Region 4: April 3, 2023, at Heartland in North Lake Placid, Florida.
- FDLRS Region 5: May 8, 2023, at Alpha in Boca Raton, Florida.

## FDOE/BEES Contact

- **Grant Questions:** [IDEAgrant@fldoe.org](mailto:IDEAgrant@fldoe.org)
- **ESE Compliance Questions:** [BEESMonitoring@fldoe.org](mailto:BEESMonitoring@fldoe.org)
- **Student Services:** [studentsupportservices1@fldoe.org](mailto:studentsupportservices1@fldoe.org)
- **ESE Questions:** [BESESupport@fldoe.org](mailto:BESESupport@fldoe.org)
- **Staff Contacts:**  
<https://www.fldoe.org/academics/exceptional-student-edu/staff/>
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# Questions





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