



BEESS Weekly Memo



Rule Activity

Notice of Rule Development

The following rule will have a rule development workshop on **January 23, 2026**, at 1 p.m. ET. Participants may join via the virtual link listed in the notice. 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-1.09401](#), Florida Administrative Code, Student Performance Standards

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 from **January 16 to 18, 2026**. On **January 15, 2026**, the state lead for autism spectrum disorder from 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.

Florida Association of Student Services Administrators (FASSA) Annual Conference—Save the Date

FASSA is holding its [Annual Conference](#), FASSA: The Krewe for Change, Building Bridges Together. Join us on **February 13, 2026**, from 7:30 a.m. to 4:30 p.m., in Panama City Beach at the Charles Hilton Center on the campus of Gulf Coast State College. The \$100.00 conference fee includes FASSA membership dues. FASSA focuses on professional growth, improving personnel performance, creating awareness of student services roles, providing leadership for legislation, and enhancing local student services programs.

Membership is open to school district administrative personnel, student services personnel/team leaders, and state/university personnel with administrative or supervisory responsibilities in areas such as alternative education, attendance, behavior management, career education, college

assistance, comprehensive health, school counseling, school nursing, school psychology, and school social work services. Interested individuals can complete the [FASSA Membership Interest Form](#). A separate email will provide conference registration details and instructions for paying dues if unable to attend.

Action Items

Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) New Annual Census Process

The Annual Census began on December 1, 2025, and an email was sent to exceptional student education directors with instructions for accessing the FIMC-VI portal to manage the approval of users within their local educational agency (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.

The Annual Census allows the State of Florida to calculate the number of students with visual impairments registered in LEAs and receive funding from the Act to Promote the Education of the Blind. The Act to Promote the Education of the Blind authorizes an annual appropriation for the American Printing House for the Blind to produce and distribute educational materials adapted for students who are visually impaired and enrolled in formal educational programs below the college level. The production and distribution of these tangible educational materials are done at no cost to the LEAs where students are registered. For more information about student eligibility, registration requirements or the online process, contact Liz Anderson at eanderson@fimcvi.org, or Tiffany Conrad at tconrad@fimcvi.org, or visit the [FIMC-VI web page](#).

Professional Learning

FIN 2025-26 Statewide Session

FIN, an Individuals with Disabilities Education Act (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

FIMC-VI Webinar – Techy Tuesday: Let's Talk Accessibility

Come learn about making accessible digital content in various platforms (Microsoft Office and Google Suite). Overall best practices for accessibility will also be discussed. A new Canvas Course geared for teachers and other stakeholders working with students who are visually

impaired will be introduced for participants who want more information. This 90-minute webinar will take place on **January 13, 2026**, at 9 a.m. ET. To learn more and register, go to [Techy Tuesday: Let's Talk Accessibility](#). For questions, contact Tiffany Conrad at tconrad@fimcv.org.

Project 10: Transition Education Network (Project 10) Statewide Webinar

Project 10 will be hosting a one-hour statewide webinar for school- and district-based educators and support personnel titled “Powerwalk through Project 10’s Publications, Trainings, and Website.” This session will provide participants with an overview of Project 10’s most frequently used resources, highlight new and updated publications, and demonstrate how to navigate key training materials and tools that support secondary transition planning for students with disabilities. Two webinar offerings will be available: one on **January 13, 2026**, at 5:30 p.m. ET, and then another on **January 16, 2026**, at 9 a.m. ET. Note that registration is required. To register, go to [Project 10 Webinar Powerwalk Through Project 10's Publications, Trainings, and Website](#).

Prekindergarten Exceptional Student Education (Pre-K ESE) Regional Data Sessions

Prekindergarten Exceptional Student Education Technical Assistance and Training System (PESE), an IDEA-funded state project, is excited to host Regional Data Sessions pertaining to the State Performance Plan/Annual Performance Report Federal Part B Indicator 7. Sessions will focus on Child Outcome Measurement System data submitted for the 2024-25 school year. All sessions are being offered from 10 a.m. to 2 p.m. ET, and the locations and dates are as follows:

- Putnam County, Northeast Florida Educational Consortium, **March 3, 2026**;
- St. Lucie County, School District Office, Port St. Lucie, **March 4, 2026**;
- Hardee County, School Board Office, Wauchula, **March 5, 2026**; and
- Collier County, Naples Botanical Garden, Naples, **March 6, 2026**.

District Pre-K ESE contacts can register at [2026 Indicator 7 Regional Data Meetings](#). For questions, contact your PESE Regional Facilitator at [PESE Regions and Regional Facilitators](#).

Informational Items

The 2025-26 ESE Parent Survey is Open

The 2025-26 ESE Parent Survey is active and will remain open throughout the 2025-26 school year. Submissions are processed in real time and results can be viewed through the [FDOE Parent Survey](#) dashboard. We invite all parents and guardians to share their feedback and help shape the future of the ESE program. Parents should complete the [electronic ESE Parent Survey](#) or the paper-based ESE Parent Survey attached, whichever is most convenient for them. Note that the paper-based version of the 2025-26 ESE Parent Survey can also be found at [Exceptional Student Education 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 aged 18 and up are also encouraged to participate. Quick and easy to complete, the ESE Parent Survey helps ensure districts meet their 2025-26 target response rates. See the attached ESE Parent Survey flyer and share it in your schools, with teachers and during IEP team meetings.

- Filename: 2025-26 ESE Parent Survey Flyer
- Filename: 2025-26 Paper-Based ESE Parent Survey

Learning Ally Upcoming Events

Check out this month's [Learning Ally January Newsletter](#) for the following:

- Another Spotlight on Dyslexia (known as SPOD) Diving Deeper event coming in January;
- [Resiliency Florida](#) curriculum-aligned book suggestions; and
- Great Reading Games competition information.

If you need support, you can schedule time with Dr. Pozo at [Dr. Pozo's Calendar](#).

Hope Florida

Hope Florida Testimonial

On May 19, 2025, Ms. Raquel M., a participant in Manatee County, connected with FDOE Hope Florida through the Bureau of Exceptional Education and Student Services. Ms. M. was seeking assistance in obtaining an IEP for her seven-year-old daughter to help increase educational support through the Step Up for Students Scholarship. At the time of the call, Ms. M. shared that her daughter was not currently enrolled in school and had been diagnosed with a rare genetic disorder, with the cognitive capacity of a three-month-old, requiring full-time nursing care. The needs assessment revealed significant barriers related to accessing appropriate educational services, navigating the IEP evaluation process, securing specialized academic supports and understanding how educational eligibility impacts scholarship funding.

Following the needs assessment and completion of a care plan, the Hope Navigator assisted Ms. M. with connections to several resources. The Hope Navigator provided step-by-step guidance on initiating the IEP evaluation process through Manatee County Exceptional Student Education to address her daughter's educational and developmental needs. Additionally, the Hope Navigator shared information about the Agency for Persons with Disabilities (APD), which supports eligible individuals with disabilities and their families by coordinating services that promote daily care, independence and community inclusion across the state of Florida. The Hope Navigator also explained how APD services could complement educational support and long-term care planning. Lastly, the Hope Navigator assisted the family in signing up for updates from Resiliency Florida.

As a result of the referrals and guidance provided, Ms. M. successfully initiated and completed the IEP process, allowing her daughter to receive an approved IEP, which supported updates to her Step Up for Students Scholarship application. Through her participation in FDOE Hope Florida, Ms. M. gained a clearer understanding of the special education system, increased confidence in advocating for her daughter's needs, and improved skills in navigating state and community-based disability services. Reflecting on her experience, Ms. M. shared, "Hope Florida helped me understand the steps I needed to take and connected me with the right resources. I no longer felt overwhelmed, and I finally felt supported in making sure my daughter receives the care and education she deserves."

Tip of the Week

Differentiate Task Avoidance, School Avoidance.

When a student who has a history of task avoidance begins to have attendance issues, do not assume the existing IEP or behavioral intervention plan will address the behavior. Consider a functional behavioral assessment or other evaluation to uncover why school avoidance is happening and what to do about it. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



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/jlI8C1QnSeSxCNU1o7CQ-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.



2025-2026
Exceptional Student Education
PARENT SURVEY

Your participation is requested!

The 2025-2026 survey takes less time to complete
making it easier for you to provide feedback.

To complete the survey, scan the QR code or visit

bit.ly/ESEParentSurvey

*Use your camera
to scan here!*



FLORIDA DEPARTMENT OF
EDUCATION

fldoe.org

2025-2026 Exceptional Student Education (ESE) Parent* Survey

The Florida Department of Education is seeking parent and guardian input to enhance services under the Individuals with Disabilities Education Act (IDEA). If your child has an Individualized Education Plan (IEP) or an Individual Family Service Plan (IFSP), please complete the following survey to help us improve our services. If you have more than one child with an IEP, please complete one survey for each child. The information gathered remains anonymous and will be used to inform support and resources for parents and students with IEPs. Results will be compiled at the district and school level.

*Please note: If your child is 12 years of age or older, please complete the Transition Section located on page 11 of this survey.

*Students 18 or over may complete this survey.

1. Relationship to the student.

- Parent/Guardian
- Self - 18 years or older

2. How old is your child with an IEP?

3. Is your child Hispanic or Latino?

- Yes
- No

4. Which of the following races describes your child with an IEP?

- White
- Black or African American
- American Indian or Alaska Native
- Asian or Asian American
- Native Hawaiian or Pacific Islander
- Two or more races

5. Enter the name of the school your child attends.

District: _____

School: _____

6. What is your child's primary exceptionality?

7. Is your child with an IEP in Pre-Kindergarten (PK) or grades K-12?

- Pre-Kindergarten (PK)
- K-12

The 2025-2026 Exceptional Student Education (ESE) Parent Survey can be returned via mail, fax or email as follows:

Mail

Florida Department of Education
Bureau of Exceptional Education and Student Services
Exceptional Student Education (ESE) Parent Survey
325 West Gaines Street, Suite 614
Tallahassee, Florida 32399-0400

Fax
850-245-0953

Email
BESSsupport@fldoe.org

Preschool Section

- 1. I am considered a valued partner with personnel in the planning of my child's program.**
 - Very strongly agree
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Very strongly disagree

- 2. My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.**
 - Very strongly agree
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Very strongly disagree

- 3. I understand the information I receive from the school about my child's program.**
 - Very strongly agree
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Very strongly disagree

4. The school involves parents in assessments of whether preschool special education is effective.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

5. I am offered a variety of ways to communicate with staff.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

6. I am provided with the support I need to play an active role in my child's education.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

6(a). If you disagree, what additional resources would you like to receive from the school? (Check all that apply)

- Resources on how to navigate IEP meetings.
- Resources on how to interpret IEPs.
- Resources on how IEP decisions are made.
- Resources related to my legal rights.
- Resources related to outside support organizations.
- Information on my student's academic progress.
- Information on my student's behavior.
- Resources for contacting my child's teacher(s).

7. School personnel ensure that I have fully understood my rights related to preschool special education.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

8. I know what options I have if I disagree with the decision of the IEP team.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

9. The school provides me with information about organizations that offer support and connections for parents.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

10. I am considered a valued partner to personnel in the planning and support of my child's program.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

11. Overall, I am satisfied with the efforts to facilitate my involvement in my child's educational planning.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

- 12. On a scale from 0-10 (with 10 being very satisfied, and 0 being not at all satisfied), how satisfied are you with your child's special education program?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- 13. Please share any other comments you have below:**

K-12 Section

1. I understand the written information I receive from the school about my child's education.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

2. I am provided with the support I need to play an active role in my child's education.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

2(a). If you disagree, what additional resources would you like to receive from the school? (Check all that apply)

- Resources on how to navigate IEP meetings.
- Resources on how to interpret IEPs.
- Resources on how IEP decisions are made.
- Resources related to my legal rights.
- Resources related to outside support organizations.
- Information on my student's academic progress.
- Information on my student's behavior.
- Resources for contacting my child's teacher(s).

3. My child's Individual Educational Plan (IEP) addresses my child's development and describes progress towards goals.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

4. The school provides my child with all the services, accommodations and modifications documented on his/her IEP.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

5. I am offered a variety of ways to communicate with available staff.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

6. I know what options I have if I disagree with the decision of the IEP team.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

7. Overall, I am satisfied with the efforts to facilitate my involvement in my child's educational planning.

- Very strongly agree
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Very strongly disagree

8. On a scale from 0-10 (with 10 being very satisfied, and 0 being not at all satisfied), how satisfied are you with your child's special education program?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Transition Section

- 1. School personnel provide me with information on agencies and information that can assist my child in the transition from school.**
 - Very strongly agree
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Very strongly disagree

- 2. School personnel discuss options for work or continuing education after high school.**
 - Very strongly agree
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Very strongly disagree