



### BEESS Weekly Memo



#### Events Coming Soon

#### **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.

#### **Listening and Spoken Language Strategies: Thinking Outside the [Theme] Box**

Please join the Resource Materials and Technology Center for the Deaf/Hard of Hearing, the University of Central Florida Listening Center, and the University of Miami Debbie School for *Listening and Spoken Language Strategies: Thinking Outside the [Theme] Box* on **February 26 and 27, 2026**. This is a face-to-face event hosted by Miami-Dade County Public Schools. This day and a half collaborative event will include hands-on activities where the participants will leave with tools and resources that can be implemented in their instructional practice the following workday. For more information and to register and view the agenda, go to the [Listening and Spoken Language Strategies: Thinking Outside the \[Theme\] Box](#). For questions, contact Gwen Black at [Gwen.Black@fldoe.org](mailto:Gwen.Black@fldoe.org) or Carmelina Hollingsworth at [c.hollingsworth@rmtcdhh.org](mailto:c.hollingsworth@rmtcdhh.org).

#### **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](#).

## Action Items

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

The Florida Department of Education (FDOE) has issued a memorandum regarding the [2026 B.E.S.T. Mathematics Coaches Summit Professional Learning Events – Registration Details](#); and attachment A, [District Allotment](#). Registration will be **January 16-30, 2026**, per the instructions in the memo.

### House Bill (HB) 1105 – Workforce Credential Program for Students with Disabilities

FDOE has issued a memorandum regarding [HB 1105 – Workforce Credential Program for Students with Disabilities](#). Each exceptional student education (ESE) director must submit a Workforce Credential Program point of contact name, title and email address by **January 23, 2026**, per the instructions in the memo.

## Professional Learning

### Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) Webinar Series – Eligible for Visual Impairments: Now What?

Assessment - done! Eligibility meeting - done! What are the next steps for providing quality specially designed instruction for students with visual impairments? In this three-part webinar series, participants will learn about prioritizing students' assessed needs, writing effective individual educational plan (IEP) goals, the art of lesson planning, informal data collection and procedures for reviewing data at reevaluation. This is a three-part series being held over three dates as follows:

- Part 1 – **February 3, 2026**, from 9 to 10:30 am EST;
- Part 2 – **February 10, 2026**, from 9 to 10:30 am EST; and
- Part 3 – **February 17, 2026**, from 9 to 10:30 am EST.

To learn more and register, visit [FIMC-VI Eligible for Visual Impairments: Now What?](#) For questions, contact Tiffany Conrad at [tconrad@fimcv.org](mailto:tconrad@fimcv.org).

### Prekindergarten (Pre-K) ESE Regional Data Sessions

Prekindergarten Exceptional Student Education Technical Assistance and Training System (PESE), an Individuals with Disabilities Education Act-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

### Florida School for the Deaf and the Blind's (FSDB's) Mentors & Models for Blind/Visually Impaired Students

FSDB is hosting Mentors & Models activities for children who are blind/visually impaired and their families. From **January to June 2026**, participants will be able to learn from blind, visually impaired, and deafblind adults during in-person and online events. Families can register for one or more of these opportunities at [Mentors & Models registration](#). Travel reimbursement is available.

### Resiliency Florida Characteristic of the Month—Self-Awareness & Self-Management

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.

January's featured characteristic is Self-Awareness & Self-Management, which means understanding and governing our thoughts, actions and impact on others. Visit the following web pages for grade-specific parent and teacher resources pertaining to Self-Awareness & Self-Management:

- [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](#)

## 2026 Florida Teacher Certification Examinations Test Development

FDOE has issued a memorandum regarding the [2026 Florida Teacher Certification Examinations Test Development](#).

### Tip of the Week

#### Find Out Why Student Elopement Before Building Safety Plan

Not every student who elopes needs restrictive interventions and intensive supervision. Identifying the behavior's root causes can help teams develop safety plans that are not overly restrictive. A functional behavioral assessment may identify or target behaviors that are antecedents to elopement. ([Special Ed Connection®](#))

**Patricia Bodiford**  
**Bureau Chief**



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](https://bit.ly/ESEParentSurvey)

*Use your camera  
to scan here!*



FLORIDA DEPARTMENT OF  
EDUCATION

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# 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?**

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**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?**

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**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](mailto: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:**

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## 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