



## [BEESS Weekly Memo](#)



### Events Coming Soon

#### **Para-to-Teacher Program Information Session: Funding Still Available**

The Para-to-Teacher Support Program will host a virtual Q&A session with Dr. Beth Wilt on **April 9, 2026**, at 6:30 p.m. The program continues to operate and still has funding available for eligible participants. Paraprofessionals interested in earning a degree to become a special education teacher are encouraged to attend to learn more about the program and available support. Visit [Para-to-Teacher Support for Exceptional Student Educators](#) for more information. To request a session link to participate, send an email to [paratoteach@uwf.edu](mailto:paratoteach@uwf.edu).

### Action Items

#### **Florida Council of Administrators of Special Education (CASE) Awards**

On behalf of the Florida CASE Board, we are pleased to announce that nominations are open for the Annual CASE Awards. This is a wonderful opportunity to honor exemplary leaders in the field of special education. The deadline to submit nominations is **April 13, 2026**. See the attached nomination application.

- Filename: 2026 Florida CASE Award Nominee

### Informational Items

#### **April is Autism Spectrum Disorder (ASD) Awareness Month**

April is here, which means ASD Awareness month! This is a time to celebrate individuals on the autism spectrum and continue building understanding and support across our communities. This month, we encourage everyone to take small, meaningful steps to promote understanding in your daily life. Whether it is using encouraging language, being mindful of sensory needs or creating opportunities for participation, each effort helps create a more supportive environment for all.

Did you know?

- One in 31 children in the United States is identified with ASD.
- ASD is more than three times more common in boys than in girls.
- ASD occurs across all racial, ethnic and socioeconomic groups.
- Increased identification over time reflects improved awareness, screening and access to services.

If you or the families you work with are looking for support, there are several helpful resources available throughout Florida:

- [The Centers for Autism and Related Disabilities \(CARD\)](#): A network of state-funded, no-cost resource centers, that support individuals with ASD and related disabilities, their families and professionals across their lifespan. CARD centers provide consultation, education, training, technical assistance and resource referrals to help build skills, access services, and enhance community supports in homes, schools, workplaces, and other settings. Their goal is to help individuals reach their full potential and be an active, valued member of their communities.
- [Love Serving Autism](#): A nonprofit that empowers children and adults with autism and developmental abilities through specialized therapeutic racquet sports programs like tennis, pickleball and padel. Their Florida programs focus on enhancing communication, motor skills, confidence and overall well-being by combining sport with therapeutic support delivered by certified coaches and therapists. The organization also offers training for sports professionals and volunteers to expand adaptive programming in the community.
- [FIN](#): An Individuals with Disabilities Education Act (IDEA)-funded state project based at Florida State University's (FSU) Learning Systems Institute that works with school districts and IDEA-funded state projects to support students with disabilities across Florida. FIN provides data-driven planning, professional learning, technical assistance, coaching and resources that help schools implement best practices and improve outcomes for students with disabilities, ensuring they have the same educational, social, and future opportunities as their peers. FIN's services are free to Florida schools and designed to strengthen collaboration among families, educators and districts to support students in the least restrictive environment.
- [Tree of Knowledge](#): A state- and federally-funded provider offering a wide range of psycho-educational services to support students with various learning needs. Services include assessments, therapy, instruction and tutoring, all designed to help students succeed academically, socially, and behaviorally. Tree of Knowledge partners with schools and families across the state and supports access to scholarship programs that expand educational opportunities for students with unique abilities.

Keep an eye out in your area for events throughout the month to celebrate and embrace our differences by learning something new and celebrating the strengths that make each person unique. For Leon County residents, this includes the Leon County Public Library [Autism Acceptance Month Events](#) and the 9th Annual Kickin' It for Autism Soccer Clinic through [CARD FSU](#).

### **Florida Low Vision Initiative (FLVI) Referrals for the 2025-26 School Year**

FLVI, an IDEA-funded state project through Florida Supportive Services for Students with Visual Impairments, is accepting referrals for the 2025-26 school year. Low vision services are available to students with low vision, prekindergarten (age four) through eighth grade, who are receiving

direct instruction from a teacher of students with visual impairments (TSVI), as documented in the IEP. Benefits of this program include the following:

- Participants receive a no-cost, comprehensive low vision evaluation;
- Participants are eligible to receive glasses and a wide variety of portable optical aids, when prescribed for their specific low vision needs;
- TSVIs receive support with developing skill-specific IEP goals for the prescribed devices and implementing a plan to support the student's specific low vision needs;
- TSVIs benefit from ongoing support from the FLVI Team and FLVI Low Vision Specialist to address the student's changing visual demands in- and outside the classroom; and
- Families are provided with valuable medical resources to learn more about their child's visual impairment and specific low vision needs.

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

### **The 2025-26 Exceptional Student Education (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 [Florida Department of Education \(FDOE\) 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](#), which is available in 10 languages, or the paper-based ESE Parent Survey, whichever is most convenient for them. Note that the paper-based version of the 2025-26 ESE Parent Survey is attached and the Spanish and Haitian Creole versions can be found at [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 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 flyers (including Spanish and Haitian Creole) and share them in your schools, with teachers and during IEP team meetings.

- Filename: 2025-26 Paper-Based ESE Parent Survey
- Filename: 2025-26 ESE Parent Survey Flyer 1
- Filename: 2025-26 ESE Parent Survey Flyer 2
- Filename: 2025-26 ESE Parent Survey Flyer 1 (Spanish)
- Filename: 2025-26 ESE Parent Survey Flyer 2 (Spanish)
- Filename: 2025-26 ESE Parent Survey Flyer 1 (HC)
- Filename: 2025-26 ESE Parent Survey Flyer 2 (HC)

### **Resiliency Florida Characteristic of the Month—Mentorship**

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.

April's featured characteristic is Mentorship, which is giving or asking for support, guidance, training or expertise. Visit the following web pages for grade-specific parent and teacher resources pertaining to Mentorship:

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

### **Florida Advanced Courses and Tests (FACT): College Algebra**

The FDOE has issued a memorandum regarding [FACT: College Algebra](#); and attachment A, [2025-26 FACT: College Algebra Frequently Asked Questions](#). See the memo for more information.

## Tip of the Week

### **Create Automated Alerts to Issue Progress Reports**

Students' IEPs may require parents to receive progress reports at different times. To ensure proper implementation and avoid potential free appropriate public education violations, local educational agencies should create automated reminders for each student's IEP. ([Special Ed Connection](#)<sup>®</sup>)

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



For more information, contact  
850-245-0475



### **Rookie ESE Administrator of the year:**

This individual is an administrator of special education programs that has worked in this position for 4 years or less. This person should demonstrate vision and leadership skills that have supported children with disabilities and their families. The winner of this award will receive a monetary gift, plaque, paid registration for the 2027 Florida Summer Institute as well as the recognition of their peers at the Florida CASE Summer Leadership Institute. Individuals nominated for this award are not required to be a member of CASE but **must** be a member of CEC.



### **Outstanding ESE Administrator of the year:**

This individual is an administrator of special education programs that has worked in this position for 5 to 20 years. A person who demonstrates consistent, outstanding vision and leadership for children with disabilities and their families and be recognized for the contributions they have made not only to their district but to their community and state. Individuals nominated for this award must be a current member of National CASE. Winner of this award will also receive a monetary gift, plaque, paid registration for the 2027 Florida CASE Summer Leadership Institute. This individual may also be submitted as a nominee for the National CASE award.



### **Life Time Achievement Award:**

This individual is or has been an administrator of special education programs for a minimum of 20 years and has demonstrated consistent and outstanding vision and leadership for children with disabilities and their families and be recognized for the contributions they have made not only to their district but to their community and state. Winner of this award will receive a monetary gift, plaque, paid registration to the 2027 Florida CASE Summer Leadership Institute, National CASE or National CEC Conference and recognition at the Florida CASE Summer Leadership Institute. This individual may also be submitted as a nominee for the National CASE award. Selected by FLO-CASE Board of Directors.



Don't Miss the



All nomination forms must be completed in its entirety and submitted to Christina McCray via email @ [christina.mccray@desotoschools.com](mailto:christina.mccray@desotoschools.com) no later than Monday, **April 13, 2026**. Nomination form is attached.



## FLORIDA CASE 2026 AWARD NOMINATION FORM

Date of Submission: \_\_\_\_\_

**(PLEASE CHECK ONE)**

Rookie Special Education  
 Administrator (4) yrs. Or  
 less)

Outstanding Special  
 Education Administrator  
 (5-20 yrs. in the field)

Life Time Achievement  
 Award  
 (20 yrs. or more)

<b>NOMINEE's Name:</b>		<b>Nominated by:</b>	
<b>Email:</b>		<b>Email:</b>	
<b>Telephone/ Cell #:</b>		<b>Telephone #:</b>	
<b>Years of Experience:</b>		N/A	

Request a vita of the nominee which includes professional memberships. Please include two (2) letters of support from other individuals which support your nomination.

**RETURN FORM and accompanying documentation (2 letters of support) via email to  
 Christina McCray@ [christinamccray@desotoschools.com](mailto:christinamccray@desotoschools.com)**

**Deadline for submission April 13, 2026.**

**Recipients of the awards will be announced at the CASE Summer Leadership  
 Institute **Wednesday, June 10****

Thank you,

Ms. Barbara Johns, President

Dr. Rosalind Hall, CASE Past President



# 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?**

\_\_\_\_\_

**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

[BEESsupport@fldoe.org](mailto:BEESsupport@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



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**  
fldoe.org



2025-26

Exceptional Student Education  
**PARENT SURVEY**

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*Use your camera  
to scan here!*



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**EDUCATION**  
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2025-26

Educación para estudiantes excepcionales  
**ENCUESTA PARA PADRES**

*¡Se solicita su participación!*

Para completar la encuesta, escanee el  
código QR o visite

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

*¡Utilice su cámara  
para escanear  
aquí!*





2025-26

Educación para estudiantes excepcionales

# ENCUESTA PARA PADRES

*¡Se solicita su participación!*

Para enviar sus comentarios, escanee el código QR o visite

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



*¡Utilice su cámara  
para escanear  
aquí!*



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2025-26

Edikasyon Pou Elèv Esepsyonèl

# SONDAJ POU PARAN

*Nou mande pou ou patisipe!*

Pou ranpli sondaj la eskane kòdQR la  
oswa ale sou

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

*Itilize kamera w  
pou eskane la!*



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EDUCATION  
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2025-26

Edikasyon Pou Elèv Esepsyonèl

# SONDAJ POU PARAN

*Nou mande pou ou patisipe!*

Pou bay reyaksyon, eskane kòd QR la oswa ale sou

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



*Itilize kamera w  
pou eskane la a!*



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