



[BEESS Weekly Memo](#)



Rule Activity

Notices of Rule Development

The following rule will have a rule development workshop on **June 2, 2026, at 10 a.m. EDT**:

- Rule [6A-1.09401](#), Florida Administrative Code (F.A.C.), Student Performance Standards

The following rule will have a rule development workshop on **June 5, 2026, at 11 a.m. EDT**:

- Rule [6A-1.0955](#), F.A.C., Education Records

Participants may join via the virtual link listed in the respective notice. To view the drafts, if available, and submit comments for these rules, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#).

Events Coming Soon

The Florida Council of Administrators of Special Education (CASE) 2026 Summer Leadership Institute

This year's conference theme is "It Starts With Us: The Challenge of Change." The conference will be in Bonita Springs on **June 8-11, 2026**. CASE is honored to announce the stellar lineup of keynote speakers and experts in the field. To view the draft agenda and the keynote speakers, see the attached documents. For questions, contact Dr. Rosalind Hall, Past President, at drrosalind1@gmail.com.

- Filename: 2026 Summer CASE Agenda
- Filename: 2026 Summer CASE Meet the Speakers

Action Items

Position Available in the Institute for Small and Rural Districts (ISRD) Northeast Florida Education Consortium (NEFEC)

ISRD, an Individuals with Disabilities Education Act (IDEA)-funded state project, is seeking a Project Coordinator, exceptional student education (ESE) special projects, for the Putnam County School District. The position vacancy is advertised until filled. To view the full job description and apply, go to [Putnam County School District Employment Listing](#). For more information, see the attached documents.

- File Name: Vacancy Notice for Coordinator, ESE Special Projects, ISRD - Live Oak
- File Name: Coordinator, ESE Special Projects - ISRD

Informational Items

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 [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)

Tip of the Week

Aim for Least Restrictive Prompts

If you decide that a student requires prompting, make sure you try the least restrictive ones, such as visual prompts, before you try the most restrictive ones, such as physical prompts. This may help you avoid teaching the student learned helplessness. Also, plan to fade prompts from the beginning. ([Special Ed Connection®](#))

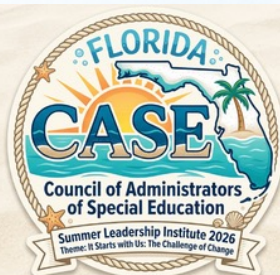
Patricia Bodiford
Bureau Chief

FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE

***"It Starts With Us: The Challenge of
Change"***

June 8-11, 2026

**Hyatt Regency Coconut Point
Resort & Spa
Bonita Springs, Florida**



Florida CASE 2026 Summer Leadership Institute
“It Starts With Us: The Challenge of Change”

Monday June 8, 2026

Registration

7:00 AM-4:00 PM

7:00-8:00 AM

Breakfast Buffet- (Pre-function)

8:00-8:30 AM

Welcome- (Estero Ballroom)

8:30- 9:30 AM

Keynote Speaker, “Respectful Leadership” (Estero Ballroom)

9:30-10:10 AM

Networking, Refreshment Break- (Pre-function)

10:00-10:15 AM

Membership (Estero Ballroom)

10:15-11:15 AM

Keynote Speaker, (Estero Ballroom)

11:15-11:45 AM

Reflection and Discussion (Pre-function)

11:45-1:00 PM

Luncheon- (Tarpon Bay)

1:15-2:30 PM

Speaker- (Estero Ballroom)

2:30-2:45 PM

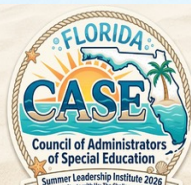
Refreshment Break- (Pre-function)

2:45-4:00 PM

Speaker Part 2- (Estero Ballroom)

4:00 PM

Adjourn



Florida CASE 2026 Summer Leadership Institute
“It Starts With Us: The Challenge of Change”

Tuesday June 9, 2026

Registration 7:00 AM-4:00 PM

7:00-8:00 AM

Breakfast Buffet- (Pre-function)

8:00-8:15 AM

Welcome- (Estero Ballroom)

8:15-9:15 AM

Legislative Updates- (Estero Ballroom)

9:15-10:15 AM

Speaker- (Estero Ballroom)

10:15-10:00 AM

Networking, Refreshment Break- (Pre-function)

11:00-11:45 AM

Speaker- Part 2 (Estero Ballroom)

11:45-1:00 PM

Luncheon- (Tarpon Bay)

1:20-2:45 PM

Speaker- (Estero Ballroom)

2:45-3:00 PM

Refreshment Break- (Pre-function)

3:00-4:00 PM

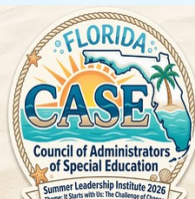
Speaker- (Estero Ballroom)

4:00 PM

Adjourn

5:00-7:00 PM

President Reception- (Belvedere/ Belvedere Terrace)



Florida CASE 2026 Summer Leadership Institute
“It Starts With Us: The Challenge of Change”

Wednesday June 10, 2026

7:00-8:00 AM

Breakfast Buffet- (Tanglewood Restaurant)

8:00-8:05 AM

Welcome- (Estero Ballroom)

8:05-10:00 AM

ESE Law updates (Estero Ballroom)

10:00-10:30 AM

Break/Check-Out

10:30-11:30 AM

ESE Law updates continued. - (Estero Ballroom)

11:30-12:00 Noon

Florida CASE Awards- (Estero Ballroom)

12:00-1:15 PM

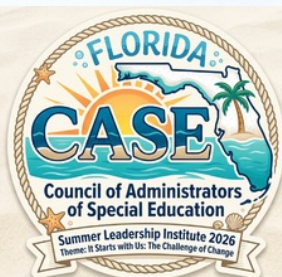
Luncheon- (Driftwood)

1:15-4:00 PM

**Bureau of Exceptional Education and Student Services
(BEESS)- (Estero Ballroom)**

4:00 PM

Adjourn



Florida CASE 2026 Summer Leadership Institute
“It Starts With Us: The Challenge of Change”

Thursday June 11, 2026

7:30-8:30 AM
Breakfast – (Pre-function)

8:30-12:00 Noon
Bureau of Exceptional Education and Student Services
(BEESS)- (Estero Ballroom)

12:00 Noon
Adjourn

Save the Date

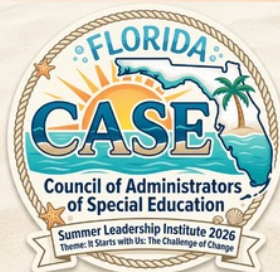
January 12-14, 2027

Florida CASE Winter Leadership Institute
Hilton Orlando/Altamonte

June 7-10, 2027

Florida CASE Summer Leadership Institute
Hyatt Regency Coconut Point Resort and Spa,
Bonita Springs

Thank You



FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



Tasha Schuh is an inspirational speaker who equips youth and educators with practical tools to build resilience and strengthen mental and emotional health. After a life-changing theater accident at age 16 left her paralyzed from the chest down, Tasha rebuilt her life using the principles that would later become her PATH framework — Purpose, Attitude, Team, and Hope. Since 2017, Tasha and her husband, Doug, have spoken to more than 120,000 students and educators nationwide. Her work has been recognized with numerous honors, including the National Rehabilitation Champion Award and induction into the Ellsworth School District Hall of Fame. Through powerful storytelling and tangible strategies, Tasha equips audiences with tools they can immediately apply in their own lives, classrooms, and school communities.



Sandra Y. G. Jones is a respected leadership strategist, Leadership Civility practitioner, and keynote speaker with more than 20 years of experience working across higher education, consulting, and community leadership. As a higher education Sr. Administrator, licensed social worker, community service leader, and spiritual leader, Sandra blends academic expertise with real-world leadership to inspire audiences toward courageous and human-centered change. Rooted in a trauma-informed, equity-based approach, Sandra is known for her ability to connect with diverse audiences through compelling stories, cultural wisdom, and breakthrough strategies. Her work sits at the intersection of civility, culture, and leadership transformation, empowering individuals and organizations to lead well and leaves a lasting impact.

FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



Sarah Benz, Ph.D. is a principal researcher at American Institutes for Research. Dr. Benz provides technical assistance and professional development to states through the National Center on Systemic Improvement and the National Center on Intensive Intervention. She is also the quality assurance provider for the Texas Statewide Integration liaisons project and a senior advisor for the Texas Special Populations Diagnostic project. Dr. Benz taught middle school special education for over six years and was a former district special education director. She received her doctoral degree from the University of Texas at Austin in Special Education and her master's degree in Special Education from Vanderbilt University.



Kyle Allen, MA, is a technical assistance consultant at the American Institutes for Research (AIR). Mr. Allen provides technical assistance to states, districts, and schools on the implementation of multi-tiered system of supports (MTSS) and data-based individualization (DBI). For over 15 years, Kyle has worked with educators to implement MTSS in rural, suburban, and inner-city school districts. As a former school psychologist, Mr. Allen found his passion for coaching individuals, teams, and schools to generate systems that allow all students to succeed. This led him to serve in various administration roles where his impact on student outcomes would have a greater reach. Prior to working at AIR, Kyle served as the Director of Tiered Supports for Oklahoma City Public Schools.

FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



Bob Cerra is the Chairman and CEO of Cerra Consulting Group, Inc., a governmental consulting firm specializing in representing the interests of public education. He currently represents Flagler Schools and the North East Florida Educational Consortium. In addition, the firm represents the Florida Association of School Psychologists. Bob is an expert on the Florida Educational Finance Program, which is the formula by which Florida distributes state funds to school districts and authorizes them to raise local funds for their operations. He is a policy wonk who has worked for 34 regular sessions on public education policy.

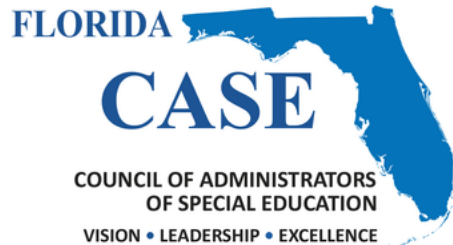
Bob is a frequent speaker at Florida educational conferences including Florida School Boards Association, Florida Educational Negotiators, Council of Administrators of Special Education, and the Greater Florida Consortium of School Boards in just the past year.



Danielle Liso, Ph.D., BCBA-D, graduated from Johns Hopkins University in 2000, earning her Masters degree in severe and profound disabilities. She received her Doctorate in early childhood special education with a focus on autism in 2005, graduating from Vanderbilt University. She has been a board-certified behavior analyst since 2005.

Dr. Liso has been working the field of autism since 1996 and has been an invited speaker at numerous national and international conferences and events. Some of her previous roles have included special educator, researcher for the U.S. Department of Education, owner of a private practice specializing in parent training, and assistant professor of special education.

Dr. Liso serves as the Associate Director for the UF Center for Autism and Related Disabilities (CARD). Her special interests include peer awareness and acceptance of differences, dual diagnosis in ASD, and how to support the mental health and resilience of professionals in the field.



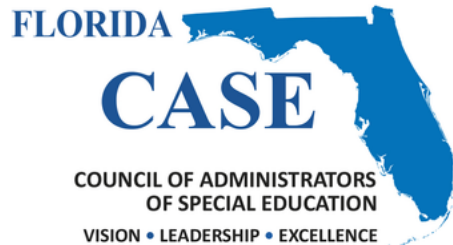
FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



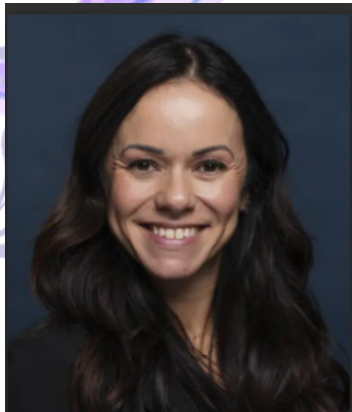
Angie Balsley is the Founder and CEO of Unified Leadership. She also serves as a Senior Consultant for the national Center for Appropriate Dispute Resolution in Special Education (CADRE). Angie is a licensed special education teacher, principal, special education director, and superintendent with twenty-seven years of experience working in schools. She earned her doctorate in Education Leadership & Policy Studies from Indiana University and a masters degree in Strategic Management from the Kelley School of Business. She is the Past President of the Indiana Council of Administrators of Special Education (ICASE) and served as the Policy & Legislative Chairperson for national CASE.



Julie J. Weatherly, Esq. is the Founder of RISE, Inc. located in Mobile, Alabama and has been working with school agencies in the area of special education law since 1986. RISE is a full-service legal and consulting business designed to assist educational agencies in the avoidance and resolution of special education legal disputes arising under the IDEA, Section 504 of the Rehabilitation Act of 1973, the ADA and other applicable laws. Julie is a graduate of Presbyterian College and the University of Georgia School of Law. She is a member of the State Bars of Alabama and Georgia and provides consultative and/or legal services to school agencies primarily in Alabama, Florida, and Georgia, as well as on a national basis.



FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



Cathy Lolley-Leaver has been a district partner with Amergis as a Special Education Director since 2021 and Sunburst since 2023. In January 2025, she officially joined Amergis, bringing over two decades of experience in public education. Her career spans roles as a classroom teacher, building principal, and central office administrator within both early learning and special education departments. Cathy's extensive background in school- and district-level leadership provides a strong foundation for her work at Amergis. During her time in special education, she supported not only IEP programming and resources, but also the School Psychology and Behavioral Teams. She leverages her deep understanding of educational systems to foster strategic partnerships and lead professional development initiatives that effectively address staffing needs and support student success. In her spare time, you can find her spending time with her children, traveling, and learning how to garden.



Tatiana Carroll is a passionate leader in educational staffing with nearly five years at Amergis Education. She has worked side by side with school districts within Florida and now serves as Director of District Support. Her work is deeply personal, shaped by her own experience with how a caring and dedicated school staff member can impact a child's confidence, growth, and future. This perspective is what drives her to help districts build strong, supportive teams that truly make a difference. Outside of work, Tatiana enjoys cooking, spending time at the beach, and playing with her goldendoodle.

FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



Ian Gesundheit, Ed.D., has over 33 years of experience in public education, focused on supporting students with exceptionalities. His career spans roles from direct student support to district level leadership, giving him a well-rounded understanding of both student needs and school operations, particularly in behavior and special education. He has served eight years as a Director of Special Education and currently works as a Principal Leader, guiding school administrators to build more inclusive and effective environments. His 21 years in school-based leadership include 16 years as a Principal and five as an Assistant Principal. Earlier roles as a Behavior Analyst, Specialist, Staffing Specialist, and Paraprofessional shaped his practical, student-centered approach. Ian holds a Doctorate in Education in Special Education, along with a Master's in Educational Leadership and a Biology degree. He remains committed to ensuring every student has the support needed to succeed.



David Elliot has spent the past 14 years in Educational Staffing, partnering with school districts to help fill some of their most challenging vacancies. Over the last two years, his focus has shifted toward making staffing simpler and more efficient so districts can spend less time managing agencies and more time supporting students. While David can no longer claim full Floridian status, he proudly spent his early school years in Hillsborough County Schools, wrapping up his elementary career by graduating from Clark Elementary in the Tampa Bay area. Both professionally and personally, David is a strong advocate for mental health and believes that taking care of your mind and body is key to showing up at your best for others. A self-proclaimed foodie and traveler, and proudly the best friend of his wife and their second grader, you will most often find him outdoors, trying a new restaurant, or exploring a new town with his wife Sherry and their 8 year old son, Owen.

FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



Christina McCray currently serves as the Director of Exceptional Student Education for the School District of DeSoto County, a role she has held since the 2019-2020 academic year. With nearly a decade of experience at a residential Department of Juvenile Justice facility for boys with significant mental health challenges, Christina's career in education has been deeply shaped by her commitment to supporting students with disabilities. Her journey in education includes roles as a general education teacher, support facilitator, staffing specialist, and assistant director within DeSoto County. Christina takes great pride in leading a team of dedicated professionals, all of whom work collaboratively to enhance ESE services, ensuring the most effective and supportive outcomes for students across the district.



We are pleased to introduce **Patricia Bodiford** as the Bureau Chief for the Bureau of Exceptional Education and Student Services (BEESS), celebrating her one-year anniversary in this role. Patricia has dedicated her career to improving outcomes for Florida's students with disabilities. She began as a paraprofessional and later served 13 years as a high school exceptional student education (ESE) teacher in Wakulla County Schools. Since joining BEESS, she has held roles as program specialist, educational program director, and senior educational program director. Patricia is committed to building capacity within BEESS and ensuring timely, high-quality support to local educational agencies across the state. BEESS is proud to have her leadership.

FLORIDA

CASE

COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION

VISION • LEADERSHIP • EXCELLENCE

FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE FEATURED SPEAKERS



Karla Bass, BSN, RN, is a School Nurse Consultant for the Florida Department of Education. She provides guidance, support and technical assistance to school districts, school health programs, school nurses, community partners, and families specific to: Florida Statutes and Rules related to school health, provision and planning of school health services, immunization compliance and reporting requirements, school-entry health examination requirements, school nursing scope and standards of practice, clinical practice guidelines, resources, and training recommendations to promote evidence-based best practices in nursing and school health services. She will conduct analyses of proposed legislation and assist in the development and implementation of State Board of Education rules. She also serves as a liaison to state and community departments and agencies, and professional discipline associations to promote student health and academic success.

APPLICATION OF POSITION VACANCY

Putnam County Public Schools

200 Reid Street Palatka, Florida 32177

APPLICATION DEADLINE: Until Position is Filled

POSITION TITLE: Coordinator, ESE Special Projects, ISRD

JOB LOCATION: NEFEC *(This position is with the statewide Institute for Small and Rural Districts (ISRD) Project located at the North East Florida Educational Consortium. **The position will be housed in Live Oak, FL**)*

DATE OF VACANCY: July 1, 2026

JOB DESCRIPTION: See Attached

MINIMUM QUALIFICATIONS: Master's Degree from an accredited college or university; Valid Florida teaching certificate or Professional License/Certification; Minimum of five (5) years' experience working with students with disabilities; Knowledge of professional learning facilitation and delivery; Able to travel extensively, sometimes overnight; Valid Florida Driver's License; Satisfactory criminal background check and drug screening. Pay Grade 7 – anticipated salary placement range \$61,425 - \$74,196

*****ONLY SELECTED APPLICANTS WILL BE INTERVIEWED**
INTERVIEW TO BE SCHEDULED WITH THE DEPARTMENT HEAD:***

Alissa Hingson

VETERANS PREFERENCE AVAILABLE UPON REQUEST

HOW TO APPLY: Complete a Putnam County District School Board online application.

NOTE TO APPLICANT: Applications will not be accepted after the application deadline.

AFFIRMATIVE ACTION – EMPLOYMENT: Discrimination on the basis of religion, race, national origin, color, handicap, sex, age, marital status, or parental status is prohibited in the recruitment, hiring, assigning, promotion, paying, demoting, or dismissal of employees of the District School Board of Putnam County.

DISTRIBUTION: Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Madison, Marion, Nassau, Putnam, St. Johns, Suwannee, Union, P.K. Yonge School, FSDB 05/18/26

FOR CURRENT POSITIONS VISIT

<http://www.putnamschools.org>

EQUAL OPPORTUNITY EMPLOYER

NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM

COORDINATOR, ESE SPECIAL PROJECTS - ISRD

JOB DESCRIPTION

QUALIFICATIONS:

- * (1) Masters Degree from an accredited college or university.
- * (2) Valid Florida teaching certificate or Professional License/Certification
- * (3) Minimum of five (5) years experience working with students with disabilities
- * (4) Knowledge of professional learning facilitation and delivery
- * (5) Able to travel extensively, sometimes overnight
- * (6) Valid Florida Driver's License.
- * (7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to work cooperatively with individuals and groups. Ability to develop concepts and ideas and relate them in both written and oral form. Ability to initiate and maintain rapport with state department officials, statewide networks, community agencies, and universities. Ability to organize and conduct meetings and workshops and to communicate, plan, and disseminate precise information and interpretation of technical issues related to exceptional student education. Knowledge of current trends and research in all areas of exceptional student education, issues related to exceptional education curriculum, instructional techniques, regulations, statutes, policies, special programs and procedures affecting individuals with disabilities. Knowledge of federal, state, and local exemplary practices in exceptional student education. Familiarity with statewide implementation of programs related to exceptional student education, databases, and national, state, and local resources. Knowledge and skills related to online instruction.

REPORTS TO:

Program Administrator, ISRD/NEFEC

JOB GOAL

To facilitate the implementation of ISRD project activities and priorities related to exceptional student education at the state, regional, and local levels.

SUPERVISES:

None

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Provide overall planning, coordination, and implementation of established project activities, under the direction of the ISRD program administrator with an emphasis on professional learning offerings, professional learning communities, and building district and consortium capacity for supporting exceptional students.
- * (2) Coordinate programs and services with the Bureau of Exceptional Education and Student Services (BEESS), ISRD program administrator, ISRD Advisory Board, Florida's educational consortia, and established councils to meet identified project goals.

COORDINATOR, ESE SPECIAL PROJECTS – ISRD (Continued)

- * (3) Develop, conduct, facilitate, and evaluate professional learning activities related to exceptional student education programs, services, and project goals.
- * (4) Provide technical assistance in leadership, management, and programming related to ESE activities and services.
- * (5) Coordinate planning to involve FLDOE staff, agencies, districts, universities, and other agency personnel.
- * (6) Plan, initiate, conduct, and evaluate project activities related to exceptional student education.
- * (7) Collaborate with the program administrator and the ISRD administrative support staff to maintain all financial and budgetary matters.
- * (8) Facilitate the updating, maintaining, and use of online resources through the ISRD website and other virtual tools.
- * (9) Use technology to facilitate meetings and perform job responsibilities.

Inter/Intra-Agency Communication and Delivery

- * (10) Review and coordinate activities with other state and exceptional student education initiatives.
- * (11) Work effectively through collaboration and coordination with stakeholders and partners served by ISRD with an emphasis on the Heartland Educational Consortium (HEC) region.
- * (12) Represent exceptional student education interests on various statewide advisory committees as relevant and appropriate.
- * (13) Use effective communication strategies to interact with a variety of audiences face-to-face and virtually.

Professional Growth and Improvement

- * (14) Attend state and national conferences, training sessions, and workshops relevant to exceptional student education and related to project goals to remain current in exceptional student education programs and services.
- * (15) Keep well informed about trends and best practices in ESE.
- * (16) Maintain a network of peer contacts in related fields.
- * (17) Promote and support the professional growth of self and others.
- * (18) Develop annual goals related to project implementation.

Systemic Functions

- * (19) Complete all required reports in a timely manner.
- * (20) Maintain and monitor all required records, websites, virtual resources, and files related to the ISRD project.
- * (21) Plan, implement, and analyze the development of project activities through collaboration with targeted state, regional, and local personnel.
- * (22) Develop products related to project goals and activities.
- * (23) Adequately plan all program and organizational functions within reasonable timeframes.
- * (24) Assist in maintaining appropriate coordination and communication among all agencies that work collaboratively providing services related to project goals.
- * (25) Promote a culture of service by exhibiting proactive interaction, assistance and support to district staff.

Leadership and Strategic Orientation

- * (26) Use appropriate strategies and problem-solving tools to make decisions concerning planning, use of funds, delivery of services, and evaluation of activities.
- * (27) Provide leadership, direction and coordination of initiatives that support the specified project goals and objectives.

COORDINATOR, ESE SPECIAL PROJECTS – ISRD (Continued)

- *(28) Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.
- *(29) Provide oversight and direction for cooperative planning with other agencies to ensure the achievement of project goals.
- *(30) Perform other tasks consistent with the goals and objectives of this position.

Worksite Service Standards

- *(31) Exhibit a positive and flexible attitude.
- *(32) Foster and develop a professional image.
- *(33) Demonstrate effective communication and collaboration with external stakeholders as well as co-workers.
- *(34) Exhibit compassion and humility.
- *(35) Promote a passion for learning and growing.
- *(36) Demonstrate initiative.
- *(37) Exhibit the ability to multitask and problem solve.
- *(38) Translate organizational purpose into observable behavior.

Assessment and Other Services

- *(39) Participate in the NEFEC performance appraisal systems for employees.
- *(40) The accurate and timely filing of all applicable reports.
- *(41) The completion of professional development activities as appropriate

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. (Must be able to do extensive driving and overnight travel.)

Job Description Supplement 11

TERMS OF EMPLOYMENT:

Twelve months. Eight hours per day.
Compensation based on Pay Grade 7.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the NEFEC policy on evaluation of personnel.

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

BEESSsupport@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



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*¡Utilice su cámara
para escanear
aquí!*



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¡Se solicita su participación!

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*¡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

*Itilize kamera w
pou eskane la al!*



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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



*Itilize kamera w
pou eskane la al*



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