



BEESS Weekly Memo



Rule Activity

Notices of Proposed Rule

The following rule revisions are scheduled for the State Board of Education meeting on **July 22, 2026**:

- Rule [6A-1.09422](#), Florida Administrative Code (F.A.C.), Coordinated Screening and Progress Monitoring System and Statewide, Standardized Assessment Program Requirements
- Rule [6A-1.0955](#), F.A.C., Education Records

To view the above-mentioned final proposed rules and submit comments, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#).

Notice of Rule Development

To view the draft, if available, and submit comments for the following rule, go to the FDOE [State Board Rules Under Review](#):

- Rule [6A-1.09441](#), F.A.C., Requirements for Programs and Courses that are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation

Action Items

The 2025-26 Exceptional Student Education (ESE) Parent Survey Will Close on June 30, 2026

The 2025-26 ESE Parent Survey is active and will close on **June 30, 2026**, for 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

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

ISRD, an Individuals with Disabilities Education Act-funded state project, is seeking a Project Coordinator, ESE special projects, for the Putnam County School District. The position vacancy will be advertised until it is 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

Final Determination Letter in the Annual Performance Report Tool

BEESS is thrilled to announce that for the Federal Fiscal Year (FFY) 2024 State Education Agency Determinations, Florida's Results-Driven Accountability Percentage and Determination meets requirements with an overall score of 97.73%. Specifically, Florida received a score of 100% for Results and 95.45% for compliance. This is the highest score Florida has received over the past three years. To view the updated document, go to [State Performance Plan/Annual Performance Report: Part B for FFY 2024](#).

Special Ed Connection®

BEESS provides all local educational agencies (LEAs) with access to [Special Ed Connection®](#) at no cost. Special Ed Connection® is your one-stop-shop for:

- Best practices to meet legal and regulatory mandates;
- Helping you tackle everyday compliance issues;
- Ready-to-use charts, checklists and professional development tools to guide and train staff;
- Case-based insights to help staff avoid missteps that lead to litigation; and
- Insights from special education, Section 504 and response-to-intervention experts.

Each school district has its own username and password for Special Ed Connections, which is used by all staff. If you are a **new** ESE director and need your district information or have questions, contact Kelly Whiting at kwhiting@lrp.com. If you are not a new ESE director and need your district login information, want to update your user list, or would like to schedule an orientation for your staff, contact the Special Ed Connection Help Desk/Training Team at specialconnection@lrp.com

2026-27 Chancellor's Leadership Academy

The FDOE issued a memorandum regarding [2026-27 Chancellor's Leadership Academy](#). Nomination must be submitted by **July 17, 2026**, per the instructions in the memo. See the memo for more information.

Make Walk-Throughs Part of Bus Procedures

Drivers and aides who quickly scan for lingering passengers before stepping off the school bus may inadvertently overlook children with disabilities who are sleeping, or strapped into harnesses or car seats. Encourage staff to walk through the bus at the end of each trip to ensure no child with a disability gets left behind. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief

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

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.