



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-1.094124](#), Florida Administrative Code (F.A.C.), Required Instruction Planning and Reporting
- Rule [6A-4.004](#), F.A.C., Florida Educator's Certificates with Academic, Administrative, Degreed Career and Technical, and Specialty Class Coverages

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

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

Call for Workgroup Members for the Revision of the Florida Educational Leadership Standards (FELS)

The FDOE issued a memorandum regarding a [call for workgroup members for the revision of the FELS](#). Individuals seeking to participate must submit their interest by **July 24, 2026**, per the instructions in the memo.

Informational Items

Restraint Data for May 2026 is Now Available

May 2026 data for restraint incidents submitted to the Involuntary Examination, Restraint, and Seclusion (known as IERS) web application is now available. The data have been posted to the [Program Accountability, Assessments & Data Systems web page](#) and can be located by scrolling down to the section titled “SWD Restraint Data – SY 2025-26,” and selecting the appropriate month. Pursuant to section 1003.573(8), Florida Statutes, “The department shall maintain aggregate data of incidents of restraint and disaggregate the data for analysis by county, school, student exceptionality, and other variables, including the type and method of restraint used. This information shall be updated monthly, deidentified, and made available to the public through the department’s website.

High School Academic Advising – House Bills (HBs) 453, 753, 1279 and 1343

The FDOE issued a memorandum regarding [high school academic advising – HBs 453, 753, 1279 and 1343](#). See the memo for more information.

School Health Legislative Implications in HBs 1201 and 1279

The FDOE issued a memorandum regarding [school health legislative implications in HBs 1201 and 1279](#). See the memo for more information.

Senate Bill (SB) 182, School Teacher Training and Mentoring Program

The FDOE issued a memorandum regarding [SB 182, School Teacher Training and Mentoring Program](#). See the memo for more information.

Tip of the Week

Resist Making Opening Statement in IEP Meeting

Starting an IEP meeting with an opening statement may signal predetermination and should be avoided. By stating the predetermined purpose of the meeting in an opening statement, the team is defining and restricting the subjects of discussion and not keeping an open mind about other concerns. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



For more information, contact
850-245-0475

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