



[BEESS Weekly Memo](#)



Rule Activity

Notice of Proposed Rule

This rule revision is scheduled for the State Board of Education meeting on **February 20, 2026**. To view the following final proposed rule and submit comments, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

- Rule [6A-4.0292](#), Florida Administrative Code (F.A.C.), Specialization Requirements for the Reading Endorsement

Events Coming Soon

40th Annual Florida Professional Association of Staffing Specialist (FL-PASS) Conference

The 40th Annual FL-PASS Conference will be in Jacksonville on **February 25-27, 2026**. This year's theme is "Bridging Possibilities: Innovation and Access in Special Education." As a participant, you'll have the opportunity to:

- Engage in a wide variety of professional development workshops designed to enhance your knowledge and keep you aligned with compliance;
- Network with professionals from across the state and
- Gain insights from experts on topics that matter most in ESE.

We are working to secure speakers from FDOE, Project 10: Transition Education Network, Center for Autism and Related Disabilities, Center for Students with Unique Abilities, and representatives from Individuals with Disabilities Education Act (IDEA)-funded state projects. This interactive conference will include certificates of attendance for all participants. To register for the conference, view the agenda, and book your stay using the Group Rate link, visit [2026 FL-PASS Conference](#).

To become a member of FL-PASS visit [FL-PASS Membership Details](#)! A membership flyer is attached. For more information, visit our website at [FL-PASS](#).

- Filename: FL-PASS Membership Flyer

2026 Prekindergarten (Pre-K) Exceptional Student Education (ESE) Contacts' Conference

Pre-K ESE Technical Assistance and Training System (PESE), an IDEA-funded state project, is pleased to announce the 2026 Pre-K ESE Contacts' Conference on **February 26 and 27, 2026**, in Wesley Chapel. Visit the [2026 Pre-K ESE Contacts' Conference registration page](#) to register. For questions, contact your [PESE regional facilitator](#).

Professional Learning

FIN 2025-26 Statewide Session

FIN, an IDEA-funded state project, is offering statewide professional learning sessions on *Scheduling Supports for Students with Disabilities in the Least Restrictive Environment*, for teachers, district leaders and school administrators. See the attached flyer for dates, registration links and additional details. For more information, contact lsi-finadmin@fsu.edu.

- Filename: Scheduling Supports for Students with Disabilities in the Least Restrictive Environment Flyer

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

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

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

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

Informational Items

The 2025-26 ESE Parent Survey is Open

The 2025-26 ESE Parent Survey is active and will remain open throughout the 2025-26 school year. Submissions are processed in real time and results can be viewed through the [FDOE Parent Survey](#) dashboard. We invite all parents and guardians to share their feedback and help shape the future of the ESE program. Parents should complete the [electronic ESE Parent Survey](#) or the paper-based ESE Parent Survey attached, whichever is most convenient for them. Note that the paper-based version of the 2025-26 ESE Parent Survey can also be found at [Exceptional Student Education Parent Survey](#).

The survey is open to parents of children with an individual educational plan (IEP) receiving ESE services from preschool to grade 12 (excluding gifted services). Students with disabilities aged 18 and up are also encouraged to participate. Quick and easy to complete, the ESE Parent Survey helps ensure districts meet their 2025-26 target response rates. See the attached ESE Parent Survey flyer and share it in your schools, with teachers and during IEP team meetings.

- Filename: 2025-26 ESE Parent Survey Flyer
- Filename: 2025-26 Paper-Based ESE Parent Survey

Amendments to Rule 6A-1.09401, F.A.C., Student Performance Standards and Rule 6A-1.09414, F.A.C., Course Requirements - Grades PK-12 Exceptional Student Education

FDOE has issued a memorandum regarding the [amendments to Rules 6A-1.09401 and 6A-1.09414, F.A.C.](#)

Amendments to Rule 6A-6.0252, F.A.C., Use of Prescribed Enzyme Supplements

FDOE has issued a memorandum regarding the [amendments to Rule 6A-6.0252, F.A.C.](#)

2026 Youth Mental Health Awareness Training (YMHAT) District Certification Updates

FDOE has issued a memorandum regarding the [2026 YMHAT District Certification Updates](#).

New Human Trafficking Awareness Training for Florida Educators

FDOE has issued a memorandum regarding the [new Human Trafficking Awareness Training for Florida Educators](#).

Hope Florida

Hope Florida Testimonial

On February 24, 2025, Ms. Chantal J. in Orange County, connected with FDOE Hope Florida through the Bureau of Exceptional Education and Student Services. Ms. J. was seeking support for her 3-year-old daughter and requested assistance with having her screened for a potential disability. Due to Ms. J.'s full-time work schedule, her daughter had been unable to attend speech therapy sessions for several months. During the needs assessment, the Hope Navigator discovered that Ms. J. was also seeking assistance with finding childcare that could accommodate both her work hours and her daughter's developmental needs.

Following the needs assessment and completion of a care plan, the Hope Navigator assisted Ms. J. with several connections. Referrals were made to the Florida Diagnostic and Learning Resources System for an educational screening, the Orange County Early Learning Coalition for childcare resources through Child Care Resource and Referral, and local speech therapy providers offering flexible scheduling. The Hope Navigator also assisted Ms. J. in signing up for updates from Resiliency Florida.

As a result of the referrals, Ms. J.'s daughter was successfully evaluated and received an individual educational plan on September 19, 2025. Ms. J. also reported that her daughter was enrolled in preschool, and she is now feeling confident in her daughter's educational journey. Reflecting on her experience, Ms. J. shared, "I am deeply appreciative of your assistance."

Be Precise When Documenting Door-to-Door Transportation

Because there is no universal definition of "door-to-door" or "curb-to-curb" transportation, this service may not be the same for all students. Be sure to discuss issues such as where the vehicle will stop and whether the student requires adult assistance and include those details in the student's IEP. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



FL-PASS

FLORIDA PROFESSIONAL ASSOCIATION OF STAFFING SPECIALISTS

Applications Now Open for 25-26 Membership

BENEFITS OF MEMBERSHIP

- NETWORKING OPPORTUNITIES
- INDUSTRY INSIGHTS & RESOURCES
- PROFESSIONAL DEVELOPMENT
- ADVOCACY & SUPPORT

JOIN US!



WWW.FLPASS.ORG/MEMBERSHIP_DETAILS



Scheduling Supports for SWD in the Least Restrictive Environment (2025-2026)

Audience: District and School Administrators and Leaders

Join FIN for a statewide overview for leaders and scheduling teams to learn how to support the scheduling process in the least restrictive environment for students with disabilities. Schedule students with disabilities first, with a focus on providing specially designed instruction as specified in their Individual Educational Plans.

December 2, 2025 | 10:30 a.m. – 12:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/UEEwg3XjR4-y5gu2lFY-ig>

January 27, 2026 | 10:30 a.m. – 12:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/EBRwOmoSRi68TPko7MZQvQ>

March 3, 2026 | 10:30 a.m. – 12:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/jll8C1QnSeSxCNU1o7CQ-w>



Contact FIN at LSI-FINAdmin@fsu.edu or call 850-645-7593 with questions.

FIN is an Individuals with Disabilities Education Act (IDEA)-funded state project by Florida Department of Education, Division of K-12 Public Schools, Bureau of Exceptional Education and Student Services.



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

*Use your camera
to scan here!*



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

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:

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