



[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 rules and submit comments, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

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

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

Professional Learning

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.

Action Items

Identifying 2025-26 Exceptional Student Education (ESE) Center Schools for School Accountability

The FDOE has issued a memorandum regarding [identifying 2025-26 ESE center schools for school accountability](#); and attachment A, [2025-26 Preliminary ESE Center Schools for School Accountability](#). Confirmations and requested changes should be submitted no later than **February 13, 2026**, per the instructions in the memo.

Call for Workgroup Members for the Initial Review and Continued Approval Standards of Clinical Educator and Mentor Training Programs

FDOE has issued a memorandum regarding a [call for workgroup members for the initial review and continued approval standards of clinical educator and mentor training programs](#). Individuals seeking to participate in this workgroup must submit their interest by **February 20, 2026**, per the instructions in the memo.

Call for Workgroup Members for Implementation of the Coaching for Educator Readiness Teaching Certification (CERT) Program

FDOE has issued a memorandum regarding a [call for workgroup members for implementation of the CERT Program](#). Individuals seeking to participate in this workgroup must submit their interest by **February 20, 2026**, per the instructions in the memo.

Florida Missing Children's Day Essay Contest

FDOE has issued a memorandum regarding the [Florida Missing Children's Day Essay Contest](#). Schools are asked to submit entries for state-level judging by **March 18, 2026**, per the instructions in the memo.

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

Tips for Building Stronger Programs for Students with Visual Impairment (VI); Time to Update Your VI Professional Workload Profiles for 2026-27

Did you know that when you are assigning students to instructional staff you should be considering the following: IEP minutes, consultation time, number of students, drive time between schools, evaluation time, activity adaptations, time to produce accessible materials (braille, tactile graphics, digital), contractual lunch and planning, etc. View the following no-cost online resources to learn more:

- [Caseload Analysis for Visual Impairment Programs - Teaching Students with Visual Impairments](#);
- [Guidelines for Determining Workload](#); and
- [VISSPA | Texas School for the Blind and Visually Impaired](#).

If you have previously participated in Quality Programs for Students with a Visual Impairment (QPVI) and need assistance compiling your data, please do not hesitate to reach out. If you have not yet joined QPVI, now is a great time to consider it—this powerful tool can provide valuable insights and support for your planning process.

If you have any questions or need assistance, contact the Florida Instructional Materials Center for the Visually Impaired at information@fimcvi.org.

Restraint Data for December 2025 is Now Available

December 2025 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 FDOE’s website.

Hope Florida

Hope Florida Testimonial

On February 25, 2025, Ms. Corrin C. in Polk County connected with FDOE Hope Florida through the Bureau of Exceptional Education and Student Services. Ms. C. was seeking assistance for her four-year-old son, who had a medical diagnosis of autism spectrum disorder, and requested support with obtaining an evaluation for an IEP. At the time of contact, her son was not yet enrolled in school but was eligible for voluntary prekindergarten (VPK). During the needs assessment, the Hope Navigator identified several barriers, including the need for educational evaluations, access to autism-specific resources and additional family support, as Ms. C. was also serving as a caregiver for a disabled family member. Ms. C. shared that her family was receiving assistance through Step Up For Students, but she needed guidance navigating school-based services and community support.

Following the needs assessment and completion of a care plan, the Hope Navigator assisted Ms. C. with connections to several resources. First, the Hope Navigator submitted a referral to the Florida Diagnostic and Learning Resources System (FDLRS) Sunrise for Ms. C’s son to be

screened for potential eligibility for exceptional student education. Next, the Hope Navigator supported Ms. C. with registering her son with the University of South Florida Center for Autism and Related Disabilities (USF-CARD) to connect the family with community support. Additionally, the Hope Navigator assisted the family in signing up for updates from Resiliency Florida.

As a result of the referrals, Ms. C.'s son completed an educational screening through FDLRS Sunrise on March 4, 2025, which supported the next steps toward IEP eligibility with the school district. On March 28, 2025, Ms. C. successfully registered her son with USF-CARD, allowing her to begin accessing autism-specific training and community resources. These efforts led to her son being accepted into a part-time VPK program on August 22, 2025, providing him with early learning opportunities tailored to his needs. Through her participation in FDOE Hope Florida, Ms. C. gained valuable skills in advocacy, navigating educational systems, and connecting with community support. Reflecting on her experience, Ms. C. shared, "The Hope Navigator made everything feel manageable. I finally understood what steps to take and felt supported every step of the way. I would absolutely recommend Hope Florida to any family who feels overwhelmed and unsure where to start."

Tip of the Week

Keep Track of Questions About Individuals with Disabilities Education Act Safeguards

Repeated questions from parents such as, "Where can I find this?" or "What does this mean?" can be a sign that a district's notice of procedural safeguards is confusing. Provide administrators with a list of the most common questions so they can review the notice and ensure it is written in understandable language. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



For more information, contact
850-245-0475



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!*



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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