



[BEESS Weekly Memo](#)



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 will 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 the Florida Department of Education (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

Professional Learning

FIN Statewide Family Series

FIN, an IDEA-funded state project, is facilitating a series of statewide professional learning and technical assistance sessions for families. Note that the registration link to the session on **March 4, 2026**, has changed. The correct link is in the attached flyer. Individuals who have already registered will need to re-register using the new link. For more information regarding these sessions, contact FIN at lsi-finadmin@fsu.edu or a local FIN facilitator at <https://fin-network.org/directory/>.

- Filename: Statewide Family Series Revised

Action Items

Elementary and Secondary Literacy Micro-Credential Opportunities

Applications are now open for both the Elementary Literacy Micro-Credential and the Secondary Literacy Micro-Credential for the spring 2026 term. To secure a seat in the program, apply as soon as possible as the application window may close earlier if capacity is reached. The application deadline is **February 14, 2026**. Please note that instructional personnel may enroll in and earn only one of the three Literacy Micro-Credentials during the lifetime of the program. Participants will receive the following:

- \$1,000 completion stipend for eligible instructional personnel (stipends are limited to one per person, for full eligibility and stipend distribution details, visit the Stipends Hub);
- 60 professional learning hours per 6.0 continuing educational units; and
- 40 hours to satisfy the Reading Requirement for certificate renewal.

To learn more about either micro-credential program, including eligibility requirements, see the attached flyers or visit the [Lastinger Learning website](#). If you have any questions, email lastinger@coe.ufl.edu.

- Filename: Digital Elementary Literacy Micro-Credential Recruitment
- Filename: Digital Secondary Literacy Micro-Credential Recruitment

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](#) 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

FDOE-Sponsored Medicaid Tracking and School District Administrative Claiming System information.

Medicaid Tracking System (MTS) 3.0—The MTS 3.0 is a web-based application provided by the FDOE to districts at no cost (does not support enrolled charter or private schools), allowing service providers to document and request reimbursement for services provided to students with disabilities through the Medicaid Certified School Match Program.

MTS 3.0 Features—MTS 3.0 application will be migrating to FDOE’s new Single Sign-On and include the following features:

- Service documentation: Providers can document and bill for various services, including speech therapy, physical therapy, occupational therapy, nursing, and now behavioral services.
- Report generation: Both providers and administrators can generate detailed reports of documented services.
- Medicaid eligibility: MTS 3.0 can produce and process Medicaid eligibility requests (270) and response (271) files.
- Billing batches: Administrators can generate billing batches (837) for eligible services for reimbursement.

For more information, contact MTSSupport@fldoe.org.

Medicaid Tracking System (MTS) 2.0 is a Windows Desktop-based software application (not web-based). It is designed to facilitate a school district’s student Medicaid eligibility checks and student Medicaid billing, as performed under the Medicaid Certified School Match Program. (Note: It does not support enrolled charter or private schools.) The primary method of using MTS 2.0 is to manually enter your billable service data into its database from paper service documents, or from electronic service documents (Microsoft Word, Excel, PDF, etc.). MTS 2.0 is provided at no cost to school districts by FDOE.

The Electronic Medicaid Activities Claiming System (EMACS) is a random moment sample (RMS) web application that supports Florida public school districts in meeting the requirements of the Florida Medicaid School District Administrative Claiming (SDAC) program. The EMACS is utilized by the EMACS Group, which is composed of very-large, large, medium and small Florida public school districts. The Group’s member districts work cooperatively to complete the quarterly SDAC RMS. By working together on the RMS, the EMACS Group spreads the RMS workload proportionately among its member districts. The EMACS Group and the EMACS web application are managed and supported by the EMACS Data Manager. FDOE provides the EMACS web application, and the services of the EMACS Data Manager, at no cost to member districts in the EMACS Group. No contract is necessary for a district to become a member of the EMACS Group.

For more information, contact Nanci.English@fldoe.org.

Resiliency Florida Characteristic of the Month—Grit

Starting in the 2019-20 school year, every Florida public school was required to annually provide children in grades 6-12 at least five hours of mental health instruction. This mental health instruction is now referred to as Resiliency Education, Civic and Character Education and Life Skills Education. The Resiliency Florida initiative for Florida schools was launched in February 2021 to emphasize 11 Resiliency characteristics to empower students to persevere and overcome life’s inevitable challenges. Visit the [Resiliency Florida](#) website for more information and additional resources.

February’s featured characteristic is Grit, which working consistently toward long-term goals. Visit the following web pages for grade-specific parent and teacher resources pertaining to Grit:

- [K-2 Parent Resource](#)
- [3-5 Parent Resource](#)
- [6-8 Parent Resource](#)
- [9-12 Parent Resource](#)

- [K-2 Teacher Guide](#)
- [3-5 Teacher Guide](#)
- [6-8 Teacher Guide](#)
- [9-12 Teacher Guide](#)

Tip of the Week

Document the Individual Educational Plan (IEP) Team's Review of a Private Evaluation

Parents often bring a private evaluation to an IEP meeting or submit it beforehand. To avoid disputes, the IEP team should carefully document its review of the evaluation report and its reasoning if it chooses not to adopt a recommendation. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



For more information, contact
850-245-0475



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

Statewide Family Series 2025-2026

Join FIN for a series of statewide family sessions to learn about ways to support students with disabilities at home and in the least restrictive environment (LRE) at school.

Session 1 – Getting Started

Tuesday, September 16, 2025 - 12:00 p.m. - 1:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/ZB3hc5-TR6iQIHhZWJF2Mw>

Session 2 – Tips to Support Executive Functioning

Tuesday, October 21, 2025 - 12:00 p.m. - 1:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/ukUINP7TSDuuKFFWMIq85w>

Session 3 – Using Social Skills and Making Friends

Tuesday, February 17, 2026 - 12:00 p.m. - 1:00 p.m. (EST)

Register: <https://fsu.zoom.us/meeting/register/ihCVJN6TRK6h00dbWjFIhQ>

Session 4 - Student Engagement Strategies for Families

Wednesday, March 4, 2026 - 12:00 p.m. - 1:00 p.m. (EST)

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

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.



Elementary Literacy Micro-Credential

Program Overview

The Elementary Literacy Micro-Credential is a three-part, navigator-supported online course designed to deepen understanding of effective reading instruction. The full micro-credential can be completed in 11 weeks or fewer.

Parts 1 & 2: High-quality content based on the Science of Reading and evidence-based practices in assessment, instruction and intervention.

Part 3: A series of three practicum assignments that build on one another, promoting immediate and practical classroom application.

Who is eligible?

Public and public charter pre-kindergarten through fifth-grade instructional personnel, including:

- Teachers
- School counselors
- Paraprofessionals
- Interventionists
- Media specialists
- School administrators

Why participate?

- \$1,000 completion stipend for eligible personnel
- 60 in-service hours / 6.0 CEUs
- Satisfies the 40-hour reading requirement for renewal for certified Florida educators
- Learn to analyze grade-level FAST progress monitoring data and plan standards-aligned instruction to meet student needs
- Allows instructional personnel to teach intensive reading intervention, if supervised by an individual who is certified or endorsed in reading



LEARN MORE:



<https://lastingerlearning.com/elementary-micro/>

Secondary Literacy Micro-Credential



Program Overview

The Secondary Literacy Micro-Credential is a three-part, navigator-supported online course designed to deepen understanding of effective reading instruction. The full micro-credential can be completed in 11 weeks or fewer.

Parts 1 & 2: High-quality content based on the Science of Reading and evidence-based practices in assessment, instruction and intervention.

Part 3: A series of three practicum assignments that build on one another, promoting immediate and practical classroom application.

Who is eligible?

Public and public charter sixth through twelfth-grade instructional personnel, including:

- Teachers
- School counselors
- Paraprofessionals
- Interventionists
- Media specialists
- School administrators

Why participate?

- \$1,000 completion stipend for eligible personnel
- 60 in-service hours / 6.0 CEUs
- Satisfies the 40-hour reading requirement for renewal for certified Florida educators
- Learn to analyze grade-level FAST progress monitoring data and plan standards-aligned instruction to meet student needs
- Allows instructional personnel to teach intensive reading intervention, if supervised by an individual who is certified or endorsed in reading

LEARN MORE:



<https://lastingerlearning.com/secondary-micro/>



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