



[BEESS Weekly Memo](#)



Events Coming Soon

Florida Instructional Materials Center for the Visually Impaired (FIMC-VI): Virtual Meeting for Local Educational Agency (LEA) Vision Contacts and In-Person Contacts Meeting

FIMC-VI is holding the final virtual meeting for LEA Vision Contacts on **February 19, 2026**. The meeting will include content selected by LEA contacts during or before the meeting and will not be recorded. This will be time to discuss topics that are both related to this very unique population and important to those individuals running programs for students with visual impairments. The group will meet from 9 to 11 a.m. EST. To view the tentative agenda and register, visit [FIMC-VI Virtual Vision Contacts](#). For questions, contact Tiffany Conrad at tconrad@fimcvi.org.

Reminder: There will also be an in-person contacts meeting in Tampa on **April 14, 2026**. For information and to register, go to [In-Person Vision Contacts](#). For questions, contact Tiffany Conrad at tconrad@fimcvi.org.

FIMC-VI's Working With the Experts: Visually Impaired – Spring into Accessible Math Instruction

Join us for a no-cost, dynamic two-day workshop on **April 15 and 16, 2026**, which will be led by Sara Larkin, the statewide math consultant for the Iowa Educational Services for the Blind and Visually Impaired. Sara is also known for being involved in the work of Project INSPIRE. She will guide participants through innovative strategies for teaching math to students with visual impairments. Attendees will explore effective instructional approaches for accessible math, hands-on techniques for teaching and learning with tactile graphics, and tools and tips for integrating technology and digital math across all grade levels. Whether you are a seasoned educator or just getting started, this workshop promises to be both informative and inspiring. To learn more and to register, go to [FIMC-VI Working with the Experts Spring 2026](#). For questions, contact Tiffany Conrad at tconrad@fimcvi.org.

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](#).

Action Items

Registration for the 2026 Standards and Instructional Support Summer Professional Learning Events

The Florida Department of Education (FDOE) has issued a memorandum regarding [registration for the 2026 Standards and Instructional Support Summer Professional Learning Events](#); attachment A, [2026 Standards and Instructional Support Professional Learning Events Information and Agenda](#); and attachment B, [Allocation Charts | 2026 Standards and Instructional Support Professional Learning Events](#). See the memo for event dates and registration information.

2026 Great Florida Teach-In

FDOE has issued a memorandum regarding the [2026 Great Florida Teach-In](#). Candidates must register by **March 27, 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

Procedural Safeguards Notice for Florida is Now Available in 18 Languages

The Procedural Safeguards Notice for Florida has been translated into 18 languages. To find a specific language, go to [BEESS Resource and Information, Publications and Presentations](#).

Learning Ally Reading Olympians and Great Reading Games

As the 2026 Winter Olympics are in full swing, here at Learning Ally, we want to celebrate the Reading Olympics. Learning Ally is tracking how many days your students have been reading and have already sent out certificates to celebrate the following achievements:

- Bronze (over 100 days),
- Silver (over 150 days) and
- Gold (over 200 days).

Encourage your kids to “GO FOR THE GOLD” in the Learning Ally Audiobook System.

The Learning Ally Great Reading Games Competition continues through **February 27, 2026**. To see if Florida schools are on the Leaderboard, check out the [Learning Ally Florida Newsletter February](#) edition and see which 11 schools are listed.

Need help getting started? Contact Dr. Martaluz Pozo, Learning Ally State Program Manager, at mpozyo@learningally.org.

Florida School for the Deaf and the Blind (FSDB) Summer Quest

FSDB is hosting Summer Quest, an overnight camp that takes place each summer. Visit [FSDB Summer Quest](#) to learn more and download the registration form. Applications are due by **April 24, 2026**. The camp dates are as follows:

- **June 7-12, 2026**, for children ages 8 through 12 and
- **June 14-19, 2026**, for children ages 13-17.

Questions can be directed to Sue Hill, Summer Quest Camp Director, at hills@fsdbk12.org or 904-827-2601.

Approval of Rule 6A-4.0013, Florida Administrative Code (F.A.C.), Mental Health Assessment Program Functional Assessment Instruments

FDOE has issued a memorandum regarding the [approval of Rule 6A-4.0013, F.A.C.](#)

Tip of the Week

Use Data to Improve Transition Planning Services

Analyze data from post-graduation surveys to inform meaningful changes to transition programs. If you notice a decline in former special education students using vocational rehabilitation services, work with your state vocational rehabilitation agency to help students access its offices in your LEA's high schools. ([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