



[BEESS Weekly Memo](#)



Events Coming Soon

Prekindergarten Exceptional Student Education (Pre-K ESE) Regional Data Sessions

Prekindergarten Exceptional Student Education Technical Assistance and Training System (PESE), an Individuals with Disabilities Education Act (IDEA)-funded state project, is excited to host Regional Data Sessions pertaining to the State Performance Plan/Annual Performance Report Federal Part B Indicator 7. Sessions will focus on Child Outcome Measurement System data submitted for the 2024-25 school year. All sessions are being offered from 10 a.m. to 2 p.m. ET, and the locations and dates are as follows:

- Putnam County, Northeast Florida Educational Consortium, **March 3, 2026**;
- St. Lucie County, School District Office, Port St. Lucie, **March 4, 2026**;
- Hardee County, School Board Office, Wauchula, **March 5, 2026**; and
- Collier County, Naples Botanical Garden, Naples, **March 6, 2026**.

District Pre-K ESE contacts can register at [2026 Indicator 7 Regional Data Meetings](#). For questions, contact your PESE Regional Facilitator at [PESE Regions and Regional Facilitators](#).

Action Items

District Certification for 2024-25 School Environmental Safety Incident Reporting (SESIR), Discipline Referral Action Data and Verification of Compliance with Policy Prohibiting Bullying and Harassment Required by Section (s.) 1006.147, Florida Statutes (F.S.) – Due March 20, 2026

The Florida Department of Education (FDOE) has issued a memorandum regarding the [2024-25 SESIR Discipline Referral Action Data and Verification of Compliance with Policy Prohibiting Bullying and Harassment Required by s. 1006.147, F.S.](#); and attachment A, [District Certification](#). The completed and signed two-page form must be submitted by **March 20, 2026**, per the instructions in the memo.

Rule 6A-1.0455, Florida Administrative Code (F.A.C.), Middle School and High School Start Times

FDOE has issued a memorandum regarding [Rule 6A-1.0455, F.A.C.](#) District school board reports must be submitted by **June 1, 2026**, per the instructions in the memo.

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

Tips for Building Stronger Programs for Students with Visual Impairment

There are nine key areas that research has shown to be significantly impacted by vision loss. In the field of visual impairment, these are known as the Expanded Core Curriculum (ECC). The ECC includes the following:

- Assistive technology
- Career education
- Compensatory skills
- Independent living skills
- Orientation and mobility
- Recreation and leisure
- Self-determination
- Sensory efficiency
- Social interaction skills

These areas are essential for students with visual impairments to succeed both in school and life. That is why teachers of students with visual impairments and orientation and mobility specialists must systematically and explicitly teach each of these areas. [Understanding the Expanded Core Curriculum – Perkins School for the Blind](#) is a good resource.

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

FIMC-VI's New Canvas Course—Accessibility Considerations and Implementation for Students with Visual Impairments

This Canvas course is designed for educators who create classroom materials and want to build them with accessibility in mind. This content primarily focuses on strategies and tips for creating accessible documents for people with visual impairments, but the techniques can be used to benefit everyone. By the end of this course, participants will learn how to create born accessible materials through Google Workspace and Microsoft 365, how to utilize built-in accessibility checkers for popular platforms, and strategies to ensure content is readable to a screen reader

user. Participants may earn 2.5 inservice credit hours if approved by their local educational agency. Learn more and sign up for this or other Canvas courses on the [FIMC-VI website](#). For questions, contact Tiffany Conrad at tconrad@fimcvi.org.

Tip of the Week

Keep Documentation of Staff Training Handy

Evidence that a district trained relevant staff members on a student's emergency medical needs can strengthen its claim that it can implement the student's IEP in its own schools. Require all staff to sign documentation confirming the training they received and store that documentation in a secure, easily accessible location. ([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