



## [BEESS Weekly Memo](#)



### Events Coming Soon

#### **Coming Soon: Learning Ally's New Dashboard Data**

In the next couple of weeks, look for changes to the dashboard to track how many of your students are reading 10, 20 or 30 days.

The Great Reading Games event is **March 6, 2026**, from 2 to 3 p.m. Meet Megan Nicolas, an occupational therapist and author. Her book, titled *Discovering My Dyslexia Superpower*, is a graphic novel written to help her son find his gifts instead of just focusing on his dyslexia challenges. It is a story of strength and empowerment. For more information and to register, go to the [2026 Great Reading Games Celebration](#).

Need help getting started? Contact your Learning Ally State Program Manager, Dr. Martaluz Pozo, at [mpoz@learningally.org](mailto:mpoz@learningally.org).

#### **Working with the Experts Deaf/Hard of Hearing (WWE-DHH): Explicit Contextualized Vocabulary Instruction for the Deaf/Hard of Hearing (ECVI-DHH)**

Please join the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTCDHH) and Dr. Catalano from Flagler College and the Center on Literacy and Deafness on **April 10, 2026**, for WWE-DHH: ECVI-DHH. ECVI-DHH is an evidence-based literacy intervention specifically designed for students who are deaf or hard of hearing. This is an all-day face-to-face event hosted by The School District of Palm Beach County. For more information and to view the agenda and register, go to [WWE-DHH: ECVI-DHH](#). For questions, contact Gwen Black at [Gwen.Black@fldoe.org](mailto:Gwen.Black@fldoe.org) or Carmelina Hollingsworth at [c.hollingsworth@rmtcdhh.org](mailto:c.hollingsworth@rmtcdhh.org).

#### **Florida Division on Career Development and Transition (FLDCDT) Visions Statewide Conference 2026**

The FLDCDT Visions 2026 Conference will be held in Gainesville on **April 20-22, 2026**. For more information and to register, see the attached flyer and go to [FDCDT Visions Conference](#).

- Filename: Visions 2026 Invitation Flyer

#### **Florida Council of Administrators of Special Education (CASE)**

The CASE Summer Leadership Institute will be held in Bonita Springs on **June 8-11, 2026**. Specifically, the institute will take place **June 8-10, 2026**, from 8 a.m. to 4 p.m.; and **June 11, 2026**, from 8 a.m. to noon. The deadline to make your hotel reservation is **May 15, 2026**. Due to

limited room availability, reservations should be made expeditiously. For more information and to view the draft agenda and register, see the attached documents.

- Filename: CASE Summer Leadership 2026 Flyer
- Filename: CASE Summer Leadership 2026 Draft Agenda

## Action Items

### 2026 Elementary Summer Literacy Institute

The Florida Department of Education (FDOE) has issued a memorandum regarding the [2026 Elementary Summer Literacy Institute](#); attachment A, [District, Consortium and Early Learning Coalition Allocations and Registration Link](#); and attachment B, [School Allocations and Registration Link](#). The guaranteed slots will be available through **April 24, 2026**.

### 2026 Secondary Summer Literacy Institute

FDOE has issued a memorandum regarding the [2026 Secondary Summer Literacy Institute](#); and attachment A, [District and Consortium Allocations and Registration Link](#). The guaranteed slots will be available through **April 24, 2026**.

## Professional Learning

### No-Cost Series from Council of Administrators of Special Education (CASE) on Low Incidence Disabilities

This targeted professional learning series equips special education leaders with practical strategies to support students with low-incidence disabilities. Explore specialized instructional practices, programming, assistive technology and compliance considerations to strengthen systems of support and improve student outcomes. Ideal for LEA and school teams committed to meaningful access and student-centered planning. This no-cost four-part virtual series is offered from 1 to 2 p.m. ET on the following dates: **March 20 and 27, and April 3 and 10, 2026**. For more information and to register, go to [Low-Incidence Disabilities Series](#).

### National Center on Accessible Digital Educational Materials and Instruction (NCADEMI) Professional Learning Groups

Are you looking to strengthen systems for accessible digital educational materials in 2026, especially in response to the new Americans with Disabilities Act Title II requirements? NCADEMI has launched a virtual Professional Learning Group (PLG) for local educational agency teams to support implementation of the Quality Indicators for the Provision and Use of Accessible Materials in PreK-12 Systems. With rolling enrollment, it is never too late for new teams to join the PLG. Participants receive one year of targeted technical assistance, followed by the option to join a Community of Practice. Note that prerequisites are required. To learn more about the PLG, go to NCADEMI's [State and Local Educational Agencies \(SEAs and LEAs\)](#).

### **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

### **Florida Low Vision Initiative (FLVI) Referrals for the 2025-26 School Year**

FLVI, an Individuals with Disabilities Education Act-funded state project through Florida Supportive Services for Students with Visual Impairments, is accepting referrals for the 2025-26 school year. Low vision services are available to students with low vision, prekindergarten (age four) through eighth grade, who are receiving direct instruction from a teacher of students with visual impairments (TSVI), as documented in the IEP. Benefits of this program include the following:

- Participants receive a no-cost, comprehensive low vision evaluation;
- Participants are eligible to receive glasses and a wide variety of portable optical aids, when prescribed for their specific low vision needs;
- TSVIs receive support with developing skill-specific IEP goals for the prescribed devices and implementing a plan to support the student's specific low vision needs;
- TSVIs benefit from ongoing support from the FLVI Team and FLVI Low Vision Specialist to address the student's changing visual demands in- and outside the classroom; and
- Families are provided with valuable medical resources to learn more about their child's visual impairment and specific low vision needs.

To request services, go to [FLVI Request for Services 2025-26](#). To learn more about the services and instructional support provided by the FLVI, visit the [LiveBinders resource platform](#). For questions, contact Kim Roberts at [kmroberts@fsu.edu](mailto:kmroberts@fsu.edu).

### **Restraint Data for January 2026 is Now Available**

January 2026 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.

### **Approved Courses for School District Online Course Providers**

FDOE has issued a memorandum regarding the [Approved Courses for School District Online Course Providers](#).

### **FDOE Ed-Flex Waiver Application to the United States Department of Education (USED)**

FDOE has issued a memorandum regarding the [Ed-Flex Waiver Application to the USED](#).

## Tip of the Week

### **Give Parents Fact Sheet Ahead of a Manifestation Determination Review (MDR)**

Parents often do not understand the purpose or scope of an MDR, leading to unnecessary friction. To limit disputes and enhance parent participation, give parents a one-page fact sheet explaining what the MDR team will, and will not, do. ([Special Ed Connection®](#))

**Patricia Bodiford**  
**Bureau Chief**



For more information, contact  
850-245-0475

# YOU'RE INVITED TO FLDCDT VISIONS 2026

LIVING, LEARNING, AND WORKING.



MONDAY-WEDNESDAY  
APRIL 20-22, 2026



HILTON UNIVERSITY OF  
FLORIDA CONFERENCE CENTER  
GAINESVILLE  
1714 SW 34TH ST,  
GAINESVILLE, FL 32607

REGISTRATION &  
MORE INFORMATION:



[WWW.FLORIDADCDT.ORG/EVENTS](http://WWW.FLORIDADCDT.ORG/EVENTS)



UNIQUELY  
YOU



PLEASE JOIN US FOR THE 27<sup>TH</sup>  
ANNUAL LEADERSHIP INSTITUTE

★ FLORIDA CASE 2026 SUMMER  
LEADERSHIP INSTITUTE

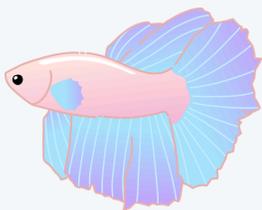
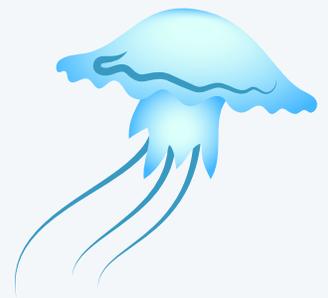
**YOU'RE  
MER-MAZING** ★

*JUNE 8-11, 2026*  
*HYATT REGENCY COCONUT POINT RESORT AND SPA*  
*5001 COCONUT RD, BONITA SPRINGS, FL 34134*

**REGISTRATION &  
HOTEL RESERVATIONS**



[CLICK HERE](#)

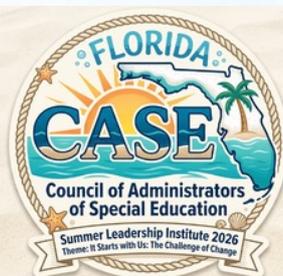


# ***FLORIDA CASE 2026 SUMMER LEADERSHIP INSTITUTE***

***"It Starts With Us. the Challenge of Change"***

**June 8-11, 2026**

**Hyatt Regency Coconut Point  
Resort & Spa  
Bonita Springs, Florida**



**Florida CASE 2026 Summer Leadership  
Institute  
“It Starts With Us: The Challenge of Change”  
*Monday June 8, 2026***

**7:00-8:00 AM  
Breakfast Buffet- (Pre-function)**

**8:00-8:30 AM  
Welcome- (Estero Ballroom)**

**8:30- 9:30 AM  
Keynote Speaker, “Respectful Leadership” (Estero Ballroom)**

**9:30-10:10 AM  
Networking, Refreshment Break- (Pre-function)**

**10:00-10:15 AM  
Membership (Estero Ballroom)**

**10:15-11:15 AM  
Keynote Speaker, (Estero Ballroom)**

**11:15-11:45 AM  
Reflection and Discussion (Pre-function)**

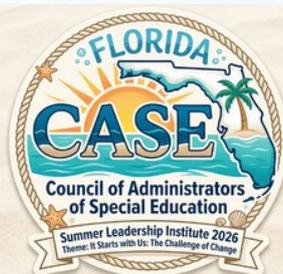
**11:45-1:00 PM  
Luncheon- (Tarpon Bay)**

**1:15-2:30 PM  
Speaker- (Estero Ballroom)**

**2:30-2:45 PM  
Refreshment Break- (Pre-function)**

**2:45-4:00 PM  
Speaker Part 2- (Estero Ballroom)**

**4:00 PM  
Adjourn**



**Florida CASE 2026 Summer Leadership  
Institute**  
**“It Starts With Us: The Challenge of Change”**  
***Tuesday June 9, 2026***

**7:00-8:00 AM**  
**Breakfast Buffet- (Pre-function)**

**8:00-8:15 AM**  
**Welcome- (Estero Ballroom)**

**8:15-9:15 AM**  
**Legislative Updates- (Estero Ballroom)**

**9:15-10:15 AM**  
**Speaker- (Estero Ballroom)**

**10:15-11:00 AM**  
**Networking, Refreshment Break- (Pre-function)**

**11:00-11:45 AM**  
**Speaker- Part 2 (Estero Ballroom)**

**11:45-1:00 PM**  
**Luncheon- (Tarpon Bay)**

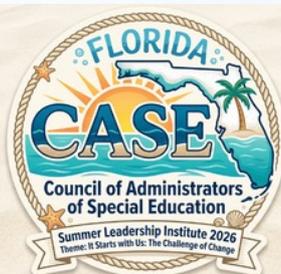
**1:20-2:45 PM**  
**Speaker- (Estero Ballroom)**

**2:45-3:00 PM**  
**Refreshment Break- (Pre-function)**

**3:00-4:00 or 4:30 PM**  
**Speaker- (Estero Ballroom)**

**4:00 or 4:30 PM**  
**Adjourn**

**5:30-7:00 PM**  
**President Reception- (Belvedere/ Belvedere Terrace)**



**Florida CASE 2026 Summer Leadership  
Institute**  
**“It Starts With Us: The Challenge of Change”**  
***Wednesday June 10, 2026***

**7:00-8:00 AM**

**Breakfast Buffet- (Tanglewood Restaurant)**

**8:00-8:05 AM**

**Welcome- (Estero Ballroom)**

**8:05-10:00 AM**

**ESE Law updates (Estero Ballroom)**

**10:00-10:30 AM**

**Break Check-Out**

**10:30-11:30 AM**

**ESE Law updates continued. - (Estero Ballroom)**

**11:30-12:00 Noon**

**Florida CASE Awards- (Estero Ballroom)**

**12:00-1:15 PM**

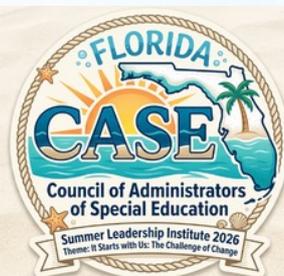
**Luncheon- (Driftwood)**

**1:15-4:00 PM**

**Bureau of Exceptional Education and Student Services (BEESS)- (Estero Ballroom)**

**4:00 PM**

**Adjourn**



**Florida CASE 2026 Summer Leadership  
Institute**

**“It Starts With Us: The Challenge of Change”  
Thursday June 11, 2026**

**7:30-8:30 AM  
Breakfast – (Pre-function)**

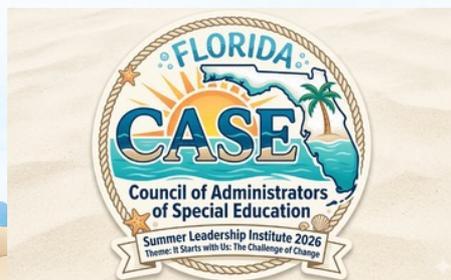
**8:30-12:00 Noon  
Bureau of Exceptional Education and Student Services (BEES)- (Estero Ballroom)**

**12:00 Noon  
Adjourn**

**Save the  
Date**

**June 7-10, 2027**

**Florida CASE Summer Institute  
Hyatt Regency Coconut Point Resort and Spa,  
Bonita Springs**





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](https://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?**

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**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](mailto: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:**

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## 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