



[BEESS Weekly Memo](#)



Rule Activity

Notice of Rule Development

To view the draft, if available, and submit comments for the following rule, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

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

Informational Items

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

FLVI, an Individuals with Disabilities Education Act (IDEA)-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 individual educational plan (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.

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 [ESE Parent Survey](#).

The survey is open to parents of children with an IEP receiving ESE services from preschool to grade 12 (excluding gifted services). Students with disabilities ages 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

Special Ed Connection[®]

BEES provides all local educational agencies (LEAs) with access to [Special Ed Connection[®]](#) at no cost. Special Ed Connection[®] is your one-stop-shop for:

- Best practices to meet legal and regulatory mandates;
- Helping you tackle everyday compliance issues;
- Ready-to-use charts, checklists and professional development tools to guide and train staff;
- Case-based insights to help staff avoid missteps that lead to litigation; and
- Insights from special education, Section 504 and response-to-intervention experts.

Each school district has its own username and password for Special Ed Connections, which is used by all staff. If you are a **new** ESE director and need your district information or have questions, contact Kelly Whiting at kwhiting@lrp.com. If you are not a new ESE director and need your district login information, want to update your user list, or would like to schedule an orientation for your staff, contact the Special Ed Connection Help Desk/Training Team at specialconnection@lrp.com

LRP Direct Specialized Training for Education Professionals (Direct Step) Courses

BEES is pleased to offer districts access to a variety of LRP Direct Specialized Training for Education Professionals (Direct Step) Courses regarding ESE compliance requirements. These courses are provided to further strengthen the quality and understanding of services available to eligible students with disabilities in the state of Florida. Please plan to utilize this resource throughout your district by integrating these offerings into your professional learning options. You are encouraged to forward the attached documents to district staff. For questions or concerns, contact beesscomplaints@fldoe.org or Joy Dunlavy at Joy.Dunlavy@fldoe.org.

- Direct Steps LRP Courses Available
- FDOE LRP Instructions

LRP Education Webinars

BEES also provides all LEAs with the opportunity to attend [LRP's Monthly Education Webinars](#). The webinars are hosted by expert presenters and cover timely topics related to special education. Contact Abby Emerson at Abigail.Emerson@fldoe.org or Joy Dunlavy at Joy.Dunlavy@fldoe.org for more information about the webinars and how to register.

2026 Summer Regional Civics Literacy Professional Learning Events

FDOE has issued a memorandum regarding the [2026 Summer Regional Civics Literacy Professional Learning Events](#). See the memo for more information.

New BEESS Team Members

Dispute Resolution and Monitoring (DRM) Unit

BEESS is pleased to welcome Ms. Isabella Rabin to the DRM Unit as an administrative secretary. Ms. Rabin graduated from Florida State University (FSU) and carries years of hands-on experience working with children in different parts of Florida. Ms. Rabin's work experience involves lesson planning and organizing activities and documentation for full classes of students. Ms. Rabin's strong history with teamwork and collaboration, as well as regular communication with parents, have prepared her for this role. Ms. Rabin is looking forward to working with BEESS in her new role.

BEESS is also pleased to welcome Ms. Mallory McGinnis to the DRM Unit as an investigator. Ms. McGinnis graduated from FSU and has nine years of teaching experience, specifically working with students that have extensive support needs. Ms. McGinnis was able to step out of the classroom and move into the private sector, where she supported school districts across the county by providing professional development and support with assistive technology and strategies for creating more accessible classrooms. Ms. McGinnis is looking forward to working with BEESS in her new capacity.

Tip of the Week

Use Prior Written Notice to Describe Parent's Participation

Offering parents the opportunity to meaningfully participate in IEP meetings is key to showing IDEA compliance. Highlight your efforts to engage parents by describing their input, and how the district responded, in prior written notice. ([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

DIRECT STEPS LRP COURSES:

- 330000 - Identifying Disabilities to Determine IDEA Eligibility**
- 330001 - Child Find: Understanding IDEA Provisions and Responsibilities**
- 330003 - Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation**
- 330006 - Least Restrictive Environment: What Teachers Need to Know**
- 330007 - Independent Educational Evaluations: Responsibilities and Procedures**
- 330008 - A Teacher's Role in the Manifestation Determination Review Process Based on IDEA**
- 330012 - Conducting Compliant IEP Team Meetings**
- 330013 - Evaluations and Reevaluations – Purposes, Standards and Procedures**
- 330016 - Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals**
- 330018 - Legal Requirements and Best Practices for Prior Written Notice**
- 330020 - Practical Strategies and IDEA Requirements for Developing IEPs**
- 330023 - When to Review and How to Revise IEPs to Stay Compliant**
- 330026 - IEP Implementation Strategies to Be IDEA Compliant**
- 330030 - Requirements and Strategies to Facilitate Parental Participation in IEPs**
- 330036 - Discipline and Placement Changes for Students With Disabilities Who Exhibit Violent Behavior**
- 330038 - Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans**
- 330046 - Eligibility and Development of a Student's Extended School Year Services**
- 330047 - Early Intervention Services: Facilitating Transition From IDEA Part C to Part B**
- 330062 - Evaluation, Eligibility, and IEP Development for Students with Autism**
- 330063 - Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies**
- 330065 - Collecting and Using Data to Improve IEPs, BIPs, and Section 504 Plans**
- 330069 - Dispute Resolution and Available Remedies Under the IDEA**
- 330074 - Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent**
- 330078 - IEP, 504 and MDR Meetings: Guidance for Staff Who Are New to Special Education**
- 330080 - Communicating with Parents: Tips and Strategies for Teachers**
- 330082 - Strategies to Identify and Prevent Low-Level Aggression From Escalating in Your School**
- 330088 - Predetermination in the IEP Process: What it is and How to Avoid it**
- 330090 - Serving Parentally Placed Private School Students with Disabilities: Understanding Your District's IDEA Obligations**
- 330091- Addressing Chronic Absenteeism and Truancy to Provide FAPE Under the IDEA and Section 504**

Instructions for accessing LRP trainings

Instructions for self-registration on the FDOE DirectSTEP® eLearning platform:

1. Go to [HTTP://FLDOE2022-DS.LRP.COM](http://FLDOE2022-DS.LRP.COM).
2. Read the “Is This Your First Time Here?” section located on the right side of the screen.
3. Click the “Create new account” button.
4. Create a username (Recommended format: John Sample = jsample).
5. Create a password (Recommended format : J#sample1). **Please write down your username and password and keep it somewhere secure for future reference. This information will NOT be emailed to you after you register.**
6. Enter your email address, first and last name.
7. Enter the letters/numbers pictured in the reCAPTCHA image. **If your web browser does not display a reCAPTCHA image, try a different web browser or contact your IT department.*
8. Click the “Create my new account” button.
9. You will receive a confirmation e-mail with a link to the website.

Instructions for taking a DirectSTEP® eLearning course:

1. Log in to [HTTP://FLDOE2022-DS.LRP.COM](http://FLDOE2022-DS.LRP.COM) using the username and password you created.
2. Select the course you have been assigned to complete.
3. Click the course link again (next to the icon of a gold box.)
4. Click the “Enter” button to begin taking the course.
5. You can use the arrow icons to move through the slides in the lower left hand corner of the slide player.
6. When you reach the Final Assessment, you will need to click the “submit” button after you select an answer. You will be directed to a new window which will inform you whether or not you answered each question correctly. You will need to score an 80% or higher to pass.
7. When you have completed the assessment, it is important that you click the **“Exit Activity”** link in the upper right hand corner of your screen to get credit for completing the course and to record your grade.
8. Your “Course Completion Certificate” link will now be active. If you are required to print a Completion Certificate, you may do so from this page.