



[BEESS Weekly Memo](#)



Rule Activity

Approved Rules

The following rules were approved at the February State Board of Education meeting and will be effective on **March 26, 2026**:

- Rule [6A-1.09401](#), Florida Administrative Code (F.A.C.), Student Performance Standards
- Rule [6A-4.0292](#), F.A.C., Specialization Requirements for the Reading Endorsement
- Rule [6A-10.0401](#), F.A.C., Gold Standard Career Pathways Articulation Agreements

Notice of Proposed Rule

This rule revision is scheduled for the State Board of Education meeting on **April 17, 2026**.

To view the following final proposed rules and submit comments, go to the Florida Department of Education (FDOE) [State Board Rules Under Review](#):

- Rule [6A-1.0451](#), F.A.C., Florida Education Finance Program Student Membership Surveys

Notice of Rule Development

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

- Rule [6A-6.0571](#), F.A.C., Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks

Events Coming Soon

2026 Individuals with Disabilities Education Act (IDEA) Part B, 619 Prekindergarten (Pre-K) Professional Summer Learning Conference

The Bureau of Exceptional Education and Student Services and Prekindergarten Exceptional Student Education Technical Assistance and Training System (PESE), an IDEA-funded state project, is pleased to announce the Part B, 619 Prekindergarten Professional Summer Learning Conference, which will be in Lutz on **June 16 and 17, 2026**. This conference will focus on individualized supports for Pre-K students with disabilities and is in support of the State Performance Plan/Annual Performance Report Federal Part B Indicator 7; Child Outcome

Measurement. The intended audience for the summer conference is up to six exceptional student education (ESE) Pre-K teachers per district. To register, go to [2026 Pre-K ESE Summer Learning Conference registration](#). For questions, contact your [PESE Regional Facilitator](#).

Informational Items

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

FLVI, an 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 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](#), which is available in 10 languages, 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](#) (Spanish and Haitian Creole are coming soon).

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 flyers (including Spanish and Haitian Creole) and share them in your schools, with teachers and during IEP team meetings.

- Filename: 2025-26 Paper-Based ESE Parent Survey
- Filename: 2025-26 ESE Parent Survey Flyer 1
- Filename: 2025-26 ESE Parent Survey Flyer 2
- Filename: 2025-26 ESE Parent Survey Flyer 1 (Spanish)
- Filename: 2025-26 ESE Parent Survey Flyer 2 (Spanish)

- Filename: 2025-26 ESE Parent Survey Flyer 1 (HC)
- Filename: 2025-26 ESE Parent Survey Flyer 2 (HC)

Resiliency Florida Characteristic of the Month—Critical Thinking and Problem Solving

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.

March's featured characteristic is Critical Thinking and Problem Solving, which means gathering information to think through and determine the best solution. Visit the following web pages for grade-specific parent and teacher resources pertaining to Critical Thinking and Problem Solving:

- [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

Set Time Frame for Responding to Parent Emails

A local educational agency's delay in responding to parents' concerns about their child's services or placement can give the impression that it does not care — even if it is already addressing the underlying issue. Follow up within one or two business days to let the parents know the district received their email and will reach out as needed. ([Special Ed Connection](#)[®])

Patricia Bodiford
Bureau Chief



For more information, contact
850-245-0475

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



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!*



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2025-26

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2025-26

Educación para estudiantes excepcionales
ENCUESTA PARA PADRES

¡Se solicita su participación!

Para completar la encuesta, escanee el
código QR o visite

bit.ly/ESEParentSurvey

*¡Utilice su cámara
para escanear
aquí!*





2025-26

Educación para estudiantes excepcionales

ENCUESTA PARA PADRES

¡Se solicita su participación!

Para enviar sus comentarios, escanee el código QR o visite

bit.ly/ESEParentSurvey



*¡Utilice su cámara
para escanear
aquí!*



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2025-26

Edikasyon Pou Elèv Esepsyonèl

SONDAJ POU PARAN

Nou mande pou ou patisipe!

Pou ranpli sondaj la eskane kòdQR la
oswa ale sou

bit.ly/ESEParentSurvey

*Itilize kamera w
pou eskane la!*





2025-26

Edikasyon Pou Elèv Esepsyonèl

SONDAJ POU PARAN

Nou mande pou ou patisipe!

Pou bay reyaksyon, eskane kòd QR la oswa ale sou

bit.ly/ESEParentSurvey



*Itilize kamera w
pou eskane la a!*



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