



Weekly Memo



Job Vacancies

Positions Available for FIN Facilitators through Florida State University (FSU)

FIN, an Individuals with Disabilities Education Act (IDEA)-funded state project, is seeking facilitators to assist schools and districts in analyzing State Performance Plan Indicator 5 data, student performance data and best practice indicators to identify needs and guide both short- and long-term improvement efforts aimed at increasing outcomes for students with disabilities. There are currently two positions available: a full-time position, job number 61381, and a part-time position, job number 61383. To apply, visit the [FSU Careers](#) web page, search “FIN” and select the posting “FIN Facilitator/Assistant in Research, 12-Month Salaried.” For questions, contact JaSheena Ekhatior or Kelly Claude at LSI-FinAdmin@fsu.edu.

Events Coming Soon

Rule 6A-6.03022, Florida Administrative Code (F.A.C.): 2025 Revision and Updates with the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) and the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-DHH)

Join State Lead DHH, VIs and Dual-Sensory Impaired (DSI), Gwen Black, as she reviews the revision to Rule 6A-6.03022, F.A.C., Exceptional Student Education Eligibility and Assessments for Students Who Have Dual Sensory Impairments. The virtual meeting will take place on **November 18, 2025**, at 2:30 p.m. Visit the [DSI Rule 6A-6.03022, F.A.C.: 2025 Revision and Updates with FIMC-VI and RMTC-DHH](#) web page to register. For questions, contact Tiffany Conrad at tconrad@fimcvi.org.

Opportunity for Paraprofessionals: Become a Special Education Teacher

The Para-to-Teacher Support Program will host a virtual Q&A session with Dr. Beth Wilt on **November 18, 2025**, at 6:00 p.m. Paraprofessionals interested in earning a degree to become a special education teacher are encouraged to attend. Visit the [Para-to-Teacher Support for Exceptional Student Educators](#) web page for more information, and email paratoteach@uwf.edu to request a session link to participate.

FIMC-VI Annual Census Information and Updates Part Two Webinar

The [FIMC-VI Information and Updates Part Two Webinar](#) will be held on **November 20, 2025**, at 9:00 a.m., to address steps for completing the Annual Census. Visit the [FIMC-VI Information and Updates Series Parts 1-3](#) web page to register.

The Annual Census will begin on November 21, 2025, and exceptional student education (ESE) directors will receive an email with instructions for accessing the FIMC-VI portal to manage the approval of users within their local educational agency (LEA). The first step of the process must be completed by December 31, 2025. From January 1 to 31, 2026, the Annual Census will be open for authorized LEA staff to register new students and update student records. No students may be registered from February 1 to 7, 2026. If unable to attend, the webinar will be recorded and posted on [FIMC-VI's Past Events](#) web page. For more information, contact Liz Anderson at eanderson@fimcvi.org, Tiffany Conrad at tconrad@fimcvi.org or visit the [FIMC-VI website](#).

Multi-Tiered System of Supports (MTSS) Contacts Meeting — Tiered Instruction After the Individual Educational Plan (IEP)

The Florida Problem Solving/Response to Intervention (PS/RtI) Project is hosting the second quarterly virtual MTSS Contacts Meeting for the 2025-26 school year on **November 20, 2025**, at 10:00 a.m. Invitations were emailed on October 16, 2025, to designated MTSS coordinators and ESE directors, serving in LEA-level roles. Be sure to register using the link provided in the invite to confirm your attendance. For more information, contact the Florida PS/RtI Project at rti@usf.edu.

The Center for Autism and Related Disabilities (CARD) Annual Statewide Conference

CARD invites you to the 33rd Annual CARD Statewide Conference in Orlando, **January 16 through 18, 2026**, and on **January 15, 2026**, the state lead for autism spectrum disorder from the Florida Department of Education (FDOE) will present the latest statewide data at the annual district contacts' meeting. This is Florida's largest autism-related conference featuring 55 sessions and more than 73 professional presenters, connecting autism research with practical strategies for 900 to 1,200 professionals and families. Visit the [CARD Conference](#) web page for more information and to register.

Action Items

Florida Safe Schools Canine Programs

FDOE has issued a memorandum regarding the [Florida Safe Schools Canine Programs](#); and attachment A, [Request for Application](#). Applications are due **December 15, 2025**, per the instructions in the memo.

Celebrate Literacy Week, Florida! 2026

FDOE has issued a memorandum regarding the [18th annual Celebrate Literacy Week, Florida! 2026](#); and attachment A, [Celebrate Literacy Week, Florida! District Plan Submission Instructions](#). Districts are encouraged to submit activities and events happening locally by **January 9, 2026**, per the instructions in the memo.

Florida Teacher Excellence Examination (FTEE)

FDOE has issued a memorandum regarding [FTEE](#). See the memo for more information.

Voluntary Prekindergarten (VPK) Program Professional Learning Update

FDOE has issued a memorandum regarding the [VPK Program Professional Learning update](#). See the memo for more information.

Reenrollment in the VPK Education Program

FDOE has issued a memorandum regarding [reenrollment in the VPK Education Program](#). See the memo for more information.

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 below.

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 can also 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

The Florida Low Vision Initiative (FLVI) Newsletter

FLVI, an IDEA-funded state project, through Florida Supportive Services for Students with VIs, is accepting referrals for the 2025-26 school year. Low vision services are also available to students with low vision, prekindergarten four-year olds through eighth grade, who receive direct instruction from a teacher of students with VIs, as documented in the student's IEP.

FLVI participants:

- Receive a no-cost, comprehensive low vision evaluation;
- Are eligible to receive glasses and a wide variety of portable optical aids, when prescribed for specific low vision needs; and
- Receive training in the use of glasses and portable optical aids.

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

Special Ed Connection®

BEESS provides all 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

BEESS 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

BEESS 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.

Hope Florida

Hope Florida Testimonial

On May 8, 2025, a parent from Hillsborough County connected with FDOE Hope Florida through BEESS, seeking support for her four-year-old son and requested assistance with having her son screened for a potential disability. During the needs assessment, the Hope Navigator discovered that the son had recently been diagnosed with autism spectrum disorder and the parent's primary concerns included finding resources to identify appropriate education and community support.

Following the needs assessment and completion of a care plan, the Hope Navigator assisted the parent with connections to several resources. First, a referral was sent to the Florida Diagnostic and Learning Resource Center (FDLRS) Hillsborough so that her son could be screened for potential ESE eligibility. A referral was also sent to CARD so that the parent could access resources for support in her community.

As a result of the referrals, the parent's son received a screening through FDLRS, which led to the Hillsborough County School District meeting with the parent to develop an IEP. The parent was also advised to provide the necessary paperwork to the school she wished her son to attend, after receiving a list of nearby schools from child find. Additionally, the parent successfully registered her son with CARD and expressed satisfaction with all services provided.

Tip of the Week

Create Inclusive Recess Centers

Use centers to boost peer engagement and reinforce social skills. Set up tables where students can choose to read, play games or make crafts. This helps bring students together, presenting opportunities for students with disabilities to engage with their peers. ([Special Ed Connection®](#))

Patricia Bodiford
Bureau Chief



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.

*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 2024-2025 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

BEESSsupport@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**
- 330005 - Required Components For Compliant IEPs**
- 330006 - Least Restrictive Environment: What Teachers Need to Know**
- 330007 - Independent Educational Evaluations: Responsibilities and Procedures**
- 330009 - Guidelines for IEP Team Composition**
- 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**
- 330058 - Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities**
- 330060 - Using a Trauma-Informed Approach to Develop More Effective IEPs**
- 330061 - Legal Requirements & Practical Considerations for Identifying & Evaluating Specific Learning Disabilities**
- 330062 - Evaluation, Eligibility, and IEP Development for Students with Autism**
- 330065 - Collecting and Using Data to Improve IEPs, BIPs, and Section 504 Plans**
- 330066 - Students with Autism and One-to-One Aides; Best Practices for Educators**
- 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**
- 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**

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.