



## Weekly Memo



### Rule Activity

#### Notices of Rule Development

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

- Rule [6A-1.09401](#), Florida Administrative Code (F.A.C.), Student Performance Standards
- Rule [6A-1.09414](#), F.A.C., Course Requirements – Grades PK-12 Exceptional Student Education
- Rule [6A-4.0311](#), F.A.C., Specialized Requirements for Certification in School Psychology (Grades PK-12) – Specialty Class

### Events Coming Soon

#### 2026 Prekindergarten (Pre-K) Exceptional Student Education (ESE) Contacts' Conference

Pre-K ESE Technical Assistance and Training System (PESE), an Individuals with Disabilities Education Act (IDEA)-funded state project, is pleased to announce the 2026 Pre-K ESE Contacts' Conference on **February 26 and 27, 2026**, in Wesley Chapel. Visit the [2026 Pre-K ESE Contacts' Conference registration page](#) to register. For questions, contact your [PESE regional facilitator](#).

### Informational Items

#### 2026 Bureau of Standards and Instructional Support (BSIS) Summer Professional Learning Events

FDOE has issued a memorandum regarding the [2026 BSIS Summer Professional Learning Events](#); and attachment A, [2026 Standards and Instructional Support Professional Learning Events Information and Agenda](#). Please see the memo for more information.

## **2026 Spring Regional Civics Literacy Professional Learning Events and the 2026 Capitol Complex Professional Learning Event**

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

## **Differentiated Monitoring System (DMS) 2.0 Office Hours Update**

DMS Tier 3 office hours are scheduled on an as-needed basis. The monitoring activity lead will contact the local educational agency (LEA) to schedule any necessary calls. As such, the Tier 3 office hours call for November 25, 2025, is canceled.

## **Learning Ally Update**

Learning Ally is preparing for the annual Great Reading Games competition, starting on **January 5, 2026**. Prepare for the competition by earning Boost Up Points, which begin on December 1, 2025. Visit the [Learning Ally Newsletter](#) 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, see below.

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 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 Visual Impairments (VIs), is accepting referrals for the 2025-26 school year. Low vision services are also available to students with low vision, pre-k 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](mailto:kmroberts@fsu.edu).

## **Tips for Building Stronger Programs for Students with VIs**

The Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) is offering the following tips for determining IEP service times for students with VIs:

- Service time should only be guided by assessment data and individual student needs, not by the availability of staff;
- Consider instructional strategies across all areas of the expanded core curriculum;
- Published tools can support decision-making, but should not be the sole basis for determining service levels;
- Service time and intensity should evolve as students progress through their educational journey; and
- While staffing challenges can make it difficult, it is essential to keep student's best interests at the forefront.

For questions or assistance, contact FIMC-VI at [information@fimcvi.org](mailto:information@fimcvi.org).

### **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](mailto: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](mailto: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](mailto:beesscomplaints@fldoe.org) or Joy Dunlavy at [Joy.Dunlavy@fldoe.org](mailto: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](mailto:Abigail.Emerson@fldoe.org) or Joy Dunlavy at [Joy.Dunlavy@fldoe.org](mailto:Joy.Dunlavy@fldoe.org) for more information about the webinars and how to register.

### Hope Florida Testimonial

On January 28, 2025, a parent from Volusia County, reached out to the FDOE Hope Florida office through BEESS. The parent was seeking resources for the parent's young child, who had spent the first two years of life bedridden due to significant medical challenges. Despite these obstacles, the parent had been proactive in securing services ensuring the child received speech, physical and occupational therapy through Head Start.

During the Hope Florida needs assessment, the Hope Navigator identified an important next step: requesting a school district evaluation so the child could receive the educational accommodations needed to thrive. With guidance and support, the parent completed the necessary steps, signing consent for an evaluation in June 2025. In addition, the Hope Navigator began facilitating a connection to the Florida Positive Behavioral Interventions and Supports Project to provide further school-based assistance to the child.

These coordinated efforts led to a meaningful outcome. The child was successfully enrolled in school and now has an active IEP. The parent has expressed deep gratitude for the support received through Hope Florida, sharing that this experience has empowered the parent to continue seeking resources and guidance to help the child succeed both academically and personally. The parent's openness, advocacy and dedication serve as an inspiring example of how families and support systems can work together to build brighter futures.

## Tip of the Week

### Prepare the Student Before Their First IEP Team Meeting

To ensure a student is able to participate in their own IEP team meeting, consider holding a preliminary meeting with the parents in attendance to help the student prepare. Discuss the role of each member of the IEP team, common special education terms and acronyms, and what to expect during the IEP process. ([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](https://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](mailto: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.