



## [BEESS Weekly Memo](#)



### Rule Activity

#### 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 rule and submit comments, 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

#### Notices of Rule Development

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

- Rule [6A-1.094120](#), F.A.C., Youth Mental Health Awareness Training and Reporting
- Rule [6A-1.09514](#), F.A.C., Excused Absences for Religious Instruction or Holiday

### Job Vacancies

#### Position Available in the Florida Diagnostic and Learning Resources System (FDLRS) Northeast Florida Education Consortium (NEFEC)

FDLRS NEFEC, an Individuals with Disabilities Education Act (IDEA)-funded state project, is seeking an administrator, exceptional student education (ESE) special projects, for the Putnam County School District. The position vacancy is advertised until filled. To view the full job description and apply, go to the [Putnam County School District Employment Listing](#) web page. See the attached files for more information.

- Filename: Vacancy Notice for Administrator ESE Special Projects
- Filename: Job Description for Administrator ESE Special Projects

## Events Coming Soon

### **2026 Spring Intellectual Disabilities (InD) Contact Virtual Meetings**

The Access Project has scheduled meeting dates for InD Contact Spring Meetings for district coordinators. These meetings will be held virtually for size-alike districts. Small districts will meet on **April 7, 2026**; medium districts on **April 8, 2026**; and large/very large districts on **April 9, 2026**. For more information and to register, see the attached flyer.

- Filename: Spring InD Contact Virtual Meeting 2026

### **Para-to-Teacher Program Information Session: Funding Still Available**

The Para-to-Teacher Support Program will host a virtual Q&A session with Dr. Beth Wilt on **April 9, 2026**, at 6:30 p.m. The program continues to operate and still has funding available for eligible participants. Paraprofessionals interested in earning a degree to become a special education teacher are encouraged to attend to learn more about the program and available support. Visit the [Para-to-Teacher Support for Exceptional Student Educators](#) web page for more information. Email [paratoteach@uwf.edu](mailto:paratoteach@uwf.edu) to request a session link to participate.

## Action Items

### **21st Century Community Learning Centers 2026-27 Request for Proposals**

FDOE has issued a memorandum regarding the [21st Century Community Learning Centers 2026-27 Request for Proposals](#). Schools in need of intervention and support must submit the name, location and rationale for selection for each school by **April 2, 2026**, the Notice of Intent to Apply by **April 3, 2026**, and proposals by **April 27, 2026**, per the instructions in the memo.

### **Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) Annual Survey**

FIMC-VI is seeking feedback on all services provided, including webinars, the loan library, the annual census, braille and large print textbooks, American Printing House ordering and more. All stakeholders are invited to participate. Visit the [FIMC-VI 2025-26 Annual Survey](#) web page to participate. The survey will close at 11:59 p.m., on **April 17, 2026**. Contact Liza Anderson at [eanderson@fimcsvi.org](mailto:eanderson@fimcsvi.org) for questions.

## Informational Items

### **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, whichever is most convenient for them. Note that the paper-based version of the 2025-26 ESE Parent Survey is attached and the Spanish and Haitian Creole versions can be found at [ESE 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 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)

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

February 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.

### **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 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).

### **FIMC-VI Tips for Building Stronger Programs for Students with Visual Impairments; Large Print is Not Always Better**

When it comes to accommodations for vision loss, larger print is not always the best solution. Research shows that students who rely on large print often read 1.5-to-2 times slower than their peers. Large print materials are also not always readily available and may not be a viable option

after graduation. Providing students with a variety of accessibility tools, such as screen readers, magnification devices and braille, empowers students to become more independent and successful both in school and in life. Services and instructional support provided by FLVI may also assist when making these decisions. Visit the [FLVI LiveBinders Resource Platform](#) web page for more information. For questions or further assistance, contact FIMC-VI at [information@fimcvi.org](mailto:information@fimcvi.org).

## Tip of the Week

### Handle Outside Evaluation Expectations

When parents arrive with an outside report, validate their effort and concern. Carefully explain any mismatch between the report and school criteria, and emphasize collaboration, not resistance. These steps can protect the long-term relationship with parents. ([Special Ed Connection®](#))

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



For more information, contact  
850-245-0475

# ***APPLICATION OF POSITION VACANCY***

**Putnam County Public Schools**

200 Reid Street Palatka, Florida 32177

**APPLICATION DEADLINE: Until Filled**

**POSITION TITLE: Administrator, ESE Special Projects**

**JOB LOCATION: NEFEC** *(This position is with the statewide FDLRS Administration Project located at the North East Florida Educational Consortium.)*

**DATE OF VACANCY: Immediately**

**JOB DESCRIPTION: See Attached**

**MINIMUM QUALIFICATIONS:** Master's Degree from an accredited college or university; Valid Florida teaching certificate in Exceptional Student Education; Minimum of five (5) years experience in ESE Administration; Minimum of five (5) years teaching experience in ESE; Valid Florida Driver's License; Satisfactory criminal background check and drug screening.

**Pay Grade 3** – salary placement range \$72,450 - \$101,312.

***\*\*ONLY SELECTED APPLICANTS WILL BE INTERVIEWED\*\*  
INTERVIEW TO BE SCHEDULED WITH THE DEPARTMENT HEAD:***

**Dr. Patrick Wnek**

**VETERANS PREFERENCE AVAILABLE UPON REQUEST**

**HOW TO APPLY:** Complete a Putnam County District School Board online application.

**NOTE TO APPLICANT:** Applications will not be accepted after the application deadline.

**AFFIRMATIVE ACTION – EMPLOYMENT:** Discrimination on the basis of religion, race, national origin, color, handicap, sex, age, marital status, or parental status is prohibited in the recruitment, hiring, assigning, promotion, paying, demoting, or dismissal of employees of the District school Board of Putnam County.

**DISTRIBUTION:** Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Madison, Marion, Nassau, Putnam, St. Johns, Suwannee, Union, P.K. Yonge School, FSDB 03/17/26

**FOR CURRENT POSITIONS VISIT**

**<https://www.putnamschools.org/page/job-vacancies>**

**EQUAL OPPORTUNITY EMPLOYER**



## NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM

### ADMINISTRATOR, ESE SPECIAL PROJECTS

#### JOB DESCRIPTION

#### QUALIFICATIONS:

- \* (1) Master's Degree from an accredited college or university.
- \* (2) Valid Florida teaching certificate in Exceptional Student Education.
- \* (3) Minimum of five (5) years experience in ESE Administration.
- \* (4) Minimum of five (5) years teaching experience in ESE.
- \* (5) Valid Florida Driver's License.
- \* (6) Satisfactory criminal background check and drug screening.

#### KNOWLEDGE, SKILLS AND ABILITIES:

Ability to work cooperatively with individuals and groups. Ability to develop concepts and ideas and relate them in both written and oral form. Ability to initiate and maintain rapport with state department officials, statewide networks, community agencies and universities. Ability to organize and conduct meetings and workshops, to communicate, plan and disseminate precise information and interpretation of technical issues related to exceptional student education. Knowledge of current trends and research in all areas of exceptional student education, issues related to exceptional education curriculum, instructional techniques, regulations, statutes, policies, special programs and procedures affecting individuals with disabilities. Knowledge of federal state and local exemplary practices in exceptional student education. Familiarity with statewide implementation of programs related to exceptional student education, databases and national, state and local resources.

#### REPORTS TO:

Associate Executive Director

#### JOB GOAL

To supervise and facilitate the implementation of special projects related to exceptional student education at the state, regional and local levels.

#### SUPERVISES:

Project Staff  
Administrative Assistant

#### PERFORMANCE RESPONSIBILITIES:

##### Service Delivery

- \* (1) Provide overall coordination of established project activities, including grant development and management of 18 FDLRS Associate Centers' activities, statewide professional learning initiatives and online learning programs.
- \* (2) Coordinate programs and services with Advisory Boards and established councils to meet identified project goals.
- \* (3) Develop, conduct and/or facilitate staff development activities related to exceptional student education programs, services and project goals throughout the state and for Florida DOE.

**ADMINISTRATOR, ESE SPECIAL PROJECTS (Continued)**

- \* (4) Provide technical assistance in leadership, programming and related to ESE activities and services.
- \* (5) Direct and coordinate planning to involve Florida DOE, staff, agencies, districts, university and other agency personnel.
- \* (6) Plan, initiate, conduct and evaluate project activities related to exceptional student education for FDLRS Administration Project, additional statewide professional learning initiatives, and locally delivered activities provided by the FDLRS Associate Centers.
- \* (7) Facilitate the delivery of project related services and activities throughout Florida.
- \* (8) Establish and manage all financial and budgetary matters.
- \* (9) Assist state and district personnel in identifying efforts in recruitment and retention of exceptional student education teachers.
- \* (10) Facilitate conversion of project staff development activities to online delivery.

**Inter/Intra-Agency Communication and Delivery**

- \* (11) Review and coordinate activities with other state and exceptional student education initiatives.
- \* (12) Work effectively through collaboration and coordination with Advisory Committees, oversight committees, Florida DOE personnel and state, regional and local contacts.
- \* (13) Represent exceptional student education interests on various advisory Committees.
- \* (14) Establish and maintain lines of communication with appropriate Florida DOE personnel, district and community personnel relative to the established project goals and activities to ensure information exchange, coordination and support.
- \* (15) Use effective communication strategies to interact with a variety of audiences.
- \* (16) Supervise and coordinate all aspects of designated special projects.

**Professional Growth and Improvement**

- \* (17) Facilitate, present, plan and attend state and national conferences and meetings relevant to exceptional student education.
- \* (18) Coordinate and collaborate with Florida DOE, statewide networks and University personnel to assist in professional learning preparation in the area of exceptional student education.
- \* (19) Facilitate the development, implementation and evaluation of staff development activities.
- \* (20) Keep well-informed about trends and best practices in ESE.
- \* (21) Maintain a network of peer contacts in related fields.
- \* (22) Promote and support the professional growth of self and others.
- \* (23) Attend training sessions, conferences and workshops related to project goals and to remain current in exceptional student education programs and services.
- \* (24) Develop annual goals related to project implementation.

**Systemic Functions**

- \* (25) Complete all required reports in a timely manner.
- \* (26) Maintain and monitor all required records and files related to project activities, including grant development and management and management of 18 FDLRS Associate Centers' activities, statewide professional learning initiatives and online learning programs.
- \* (27) Plan, implement and analyze the development of project activities through the collaboration with targeted state, regional and local personnel.
- \* (28) Develop products related to project goals and activities.
- \* (29) Assist in maintaining appropriate coordination and communication among all agencies that work collaboratively providing services related to project goals.

**ADMINISTRATOR, ESE SPECIAL PROJECTS (Continued)**

- \* (30) Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.
- \* (31) Adequately plan all program and organizational functions within reasonable timeframes.
- \* (32) Promote a culture of service by exhibiting proactive interaction, assistance and support to district staff.

**Leadership and Strategic Orientation**

- \* (33) Assist in the development of activities designed to achieve priority goals identified in the FDLRS Administration Project and 18 FDLRS Associate Centers, the Professional Learning Alternatives Statewide online learning initiative, and other targeted Florida DOE activities.
- \* (34) Use appropriate strategies and problem-solving tools to make decisions concerning planning, utilization of funds, delivering of services and evaluation of activities.
- \* (35) Provide leadership, direction and coordination of initiatives which support the specified project goals and objectives and the FDLRS Administration Project and 18 FDLRS Associate Centers, the Professional Learning Alternatives Statewide online learning initiative, and other targeted Bureau of Education for Exceptional Students activities.
- \* (36) Coordinate oversight committee and support teams to ensure the achievement of project goals.
- \* (37) Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.
- \* (38) Assist in the development of NEFEC's goals and Areas of Focus.
- \* (39) Demonstrate initiative in the performance of assigned responsibilities.
- \* (40) Provide oversight and direction for cooperative planning with other agencies.
- \* (41) Perform other tasks consistent with the goals and objectives of this position.

**Worksite Service Standards**

- \* (42) Exhibit a positive and flexible attitude.
- \* (43) Foster and develop a professional image.
- \* (44) Demonstrate effective communication and collaboration with external stakeholders as well as co-workers.
- \* (45) Exhibit compassion and humility.
- \* (46) Promote a passion for learning and growing.
- \* (47) Demonstrate initiative.
- \* (48) Exhibit the ability to multitask and problem solve.
- \* (49) Translate organizational purpose into observable behavior.

**Assessment and Other Services**

- \* (50) The use of the adopted performance appraisal system to improve practice.
- \* (51) The accurate and timely filing of all applicable reports.  
The completion of professional learning activities as appropriate.

\*Essential Performance Responsibilities

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. (Must be able to do extensive driving.)

Job Description Supplement 03

**ADMINISTRATOR, ESE SPECIAL PROJECTS (Continued)**

**TERMS OF EMPLOYMENT:**

Twelve months. Eight hours per day.  
Compensation based on Pay Grade 3.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the NEFEC policy on evaluation of personnel.



Access Project is pleased to announce Intellectual Disabilities (InD) contact Spring meetings for district coordinators. These meetings are intended to support district level staff through collaborative discussions between size alike districts. Meetings are being held virtually through Zoom.

This spring there will be three meeting opportunities.

Group	Date	Registration Link
Small	April 7, 2026	<a href="#">Small District Link</a>
Medium	April 8, 2026	<a href="#">Medium District Link</a>
Large/Very Large	April 9, 2026	<a href="#">Large/Very Large District Link</a>

Please register each participant using the provided links.

Here is the [Florida DOE Size Alike Map](#).

We look forward to seeing you!

Jeff Pruitt, Project Manager:

[Jeff@accessstofls.org](mailto:Jeff@accessstofls.org)

Brandi Lefevre, Project Coordinator:

[Brandi@accessstofls.org](mailto:Brandi@accessstofls.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?**

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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



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



2025-26

Exceptional Student Education  
**PARENT SURVEY**

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*Use your camera  
to scan here!*



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org





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](https://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](https://bit.ly/ESEParentSurvey)



*¡Utilice su cámara  
para escanear  
aquí!*



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org





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](https://bit.ly/ESEParentSurvey)

*Itilize kamera w  
pou eskane la!*



FLORIDA DEPARTMENT OF  
EDUCATION  
fldoe.org



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](https://bit.ly/ESEParentSurvey)



*Itilize kamera w  
pou eskane la a!*



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