

Florida Department of Education

Local Educational Agency (LEA) Justification for Exceeding the 1% Cap Participation Action Plan (AP)

LEA: Collier

Please select one:

- My LEA **does not expect to exceed** one percent of the number of assessed students participating in the Florida Alternate Assessment (FAA) in the 2025-26 school year (SY).
- My LEA **expects to exceed** one percent of the number of assessed students participating in the FAA in the 2025-26 SY.

Please check the LEA size.

- Small Medium Large Very Large

1.	<p>How has your LEA reviewed the data for assessment participation to make informed decisions for implementation?</p> <p>Collier County Public Schools has established a comprehensive and systematic process for reviewing assessment participation data to guide informed decision-making regarding student eligibility for the Florida Alternate Assessment (FAA). Each school is supported by at least one Exceptional Student Education (ESE) Program Specialist, who serves as a key facilitator in this process.</p> <p>Throughout the academic year, ESE Program Specialists engage in ongoing professional development focused on the eligibility criteria for Access Points instruction and FAA participation, as outlined in Rule 6A-1.0943(5)(c)1. These specialists are responsible for collecting and analyzing a wide range of data, including input from Individualized Education Program (IEP) teams, historical assessment performance, academic progress, and instructional access.</p> <p>To determine whether a student qualifies as having a most significant cognitive disability, specialists compile evidence that is then presented to a district-level multidisciplinary review committee. This committee evaluates the documentation to ensure alignment with the criteria specified in Rule 6A-1.0943(5)(c)1. The final determination regarding Access Points instruction and FAA participation is made by the IEP team, based on this comprehensive review.</p> <p>In addition to individual student evaluations, the district conducts regular analyses of participation trends across schools. This allows for the identification of patterns, ensures compliance with state guidelines, and promotes consistency in the application of eligibility criteria. This data-driven approach ensures that assessment decisions are</p>
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	individualized, equitable, and aligned with the educational needs and best interests of each student.
2.	<p>What are your LEA's percentages of students that participated in the FAA in the 2024-25 SY in each of the following subjects?</p> <p>ELA: 1.7% Math: 1.8% Science: 1.7%</p>
3.	<p>What is your LEA's projection for the percentage of students participating in the FAA in the 2025-26 SY in each of the following subjects?</p> <p>ELA: 1.7% Math: 1.7% Science: 1.8%</p>
4.	<p>What are your LEA's percentages of students participating in the Florida Assessment for Student Thinking (FAST) 3-10 Progress Monitoring and End-of-Course (EOC) assessments in the 2024-25 SY in each of the following subjects?</p> <p>ELA: 99.1% Math: 98.6% Science: 98.3%</p>
5.	<p>What is your LEA's projection for the percentage of students participating in the FAST 3-10 Progress Monitoring and EOC assessments in the 2025-26 SY in each of the following subjects?</p> <p>ELA: 100% Math: 100% Science: 100%</p>
6.	<p>Are there unique circumstances in the LEA that might draw large numbers of students with the most significant cognitive disabilities to live in the LEA, which in turn might result in more than one percent of students participating in the FAA? If so, describe those unique circumstances (i.e., migrant families, military bases, hospitals, rehabilitation centers or student enrollment).</p> <p>Collier County Public Schools (CCPS) experiences several unique and compelling circumstances that contribute to a higher concentration of students with the most significant cognitive disabilities, resulting in a participation rate in the Florida Alternate Assessment (FAA) that exceeds the 1% threshold.</p> <ul style="list-style-type: none"> <p>Specialized Program Migration: The district has observed a consistent trend of families relocating to Collier County specifically to access its specialized educational programs. During the 2023–2024 school year, nine students transferred into CCPS to enroll in specialized classrooms designed for instruction via Access Points–Alternate Academic Achievement Standards (AA-AAAS). These students had already been identified and deemed eligible prior to</p>

	<p>enrollment, indicating that families are actively seeking out the district’s services.</p> <ul style="list-style-type: none"> • Immigration from High-Risk Regions: Collier County has experienced an increase in immigration from economically disadvantaged countries where children are statistically more likely to be born with or develop cognitive impairments during early childhood. Contributing factors include limited access to prenatal care, exposure to infectious diseases, and environmental risks, which elevate the likelihood of significant cognitive disabilities. • Medical Partnerships and Homebound Services: CCPS serves students enrolled in the Golisano Children’s Hospital Prescribed Pediatric Extended Care (PPEC) Center. This facility provides comprehensive medical and therapeutic services to children with complex needs. Many of these students are dually enrolled in district schools and receive homebound instruction. Their significant cognitive and physical disabilities necessitate alternate assessment and highly individualized educational support. • Referrals from ABA Clinics: The district receives frequent referrals from local Applied Behavior Analysis (ABA) clinics due to its robust behavioral support infrastructure. CCPS offers specialized programs featuring board-certified behavior analysts (BCBAs), discrete trial instruction (DTI), and low student-to-staff ratios (3:1). These supports attract families from surrounding districts whose children require intensive behavioral and academic interventions aligned to Access Points. • Autism-Focused Charter School: A specialized charter school within the district exclusively serves students with a documented medical or educational diagnosis of autism spectrum disorder (ASD). This school provides a highly structured environment with behavior analysts and low student-to-staff ratios, drawing students from private placements and neighboring counties. Many of these students present with significant cognitive and adaptive needs, qualifying them for FAA participation under Rule 6A-1.0943(5)(c)1. <p>These distinctive educational and medical resources position Collier County as a destination for families seeking specialized services for children with significant cognitive disabilities. As a result, the district experiences a higher-than-average FAA participation rate, reflective of its commitment to serving this unique population with fidelity and equity.</p>
7.	<p>List the percentages of the following primary/secondary exceptionality categories in your LEA for students participating in the FAA in the 2025-26 SY for each of the following:</p> <p>Intellectual Disability (InD): 45.6% (primary) 40.6% (secondary) Autism Spectrum Disorder (ASD): 42.4% (primary) 19.2% (secondary) Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 9.6% (primary) 12.4 % (secondary)</p>
8.	<p>After reviewing your data on students with the most significant cognitive disabilities, were there any patterns that emerged? For example, were students who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p>

	<p>Upon thorough analysis of assessment participation data, Collier County Public Schools identified several consistent patterns among students with the most significant cognitive disabilities who participate in the Florida Alternate Assessment (FAA).</p> <p>The district operates two distinct types of specialized class programs specifically designed for students receiving instruction via Access Points. These programs serve as the primary educational setting for the majority of students identified with the most significant cognitive disabilities. Placement into these programs is guided by a structured feeder pattern model, which ensures that students are assigned to specialized classrooms located as close as possible to their zoned home schools. This approach supports both equitable access and alignment with the Least Restrictive Environment (LRE) requirements.</p> <p>These specialized classrooms are staffed with highly trained educators and support personnel, including board-certified behavior analysts (BCBAs), speech-language pathologists, and instructional assistants, and are equipped to deliver intensive, individualized instruction. The instructional design emphasizes small-group, explicit teaching strategies, access to assistive technology, and curriculum modifications aligned to Access Points.</p> <p>Participation rates in the FAA are notably higher within these specialized programs, which is expected given the nature of the student population served. However, the district also monitors participation trends across schools and programs to ensure consistency in eligibility determinations. For example, schools with higher concentrations of students referred from ABA clinics or those serving students dually enrolled in medical facilities (e.g., PPEC centers) tend to have elevated FAA participation rates.</p> <p>Additionally, the presence of the autism-focused charter school has introduced a new pattern in enrollment and assessment participation. Students attending this school are more likely to be assessed via the FAA due to their intensive support needs and documented cognitive impairments. The district continues to monitor this trend to ensure that eligibility decisions remain data-driven and compliant with Rule 6A-1.0943(5)(c)1.</p> <p>Overall, the district’s review process confirms that FAA participation is concentrated within specific instructional settings designed to meet the needs of students with the most significant cognitive disabilities. These patterns reflect intentional program design and placement practices that prioritize individualized support, compliance with state guidelines, and alignment with each student’s educational needs.</p>
<p>9.</p>	<p>Regarding the participation of students in alternate assessments, is the LEA aware of any disproportionate representation of students in the following subgroups: English Language Learners, African American students, Hispanic/Latino students, male/female students or low-income students? If so, please describe the steps the LEA will take in the coming year (or the steps already taken) to find the root cause and reduce the impact of any disproportionate representation of students in the above-referenced subgroups among those taking the FAA.</p>

For the 2023–2024 school year, Collier County Public Schools (CCPS) did not identify any disproportionate representation among students participating in the Florida Alternate Assessment (FAA) across the referenced subgroups, including English Language Learners (ELLs), African American students, Hispanic/Latino students, male/female students, and students from economically disadvantaged backgrounds.

To maintain this equitable participation and ensure ongoing compliance with federal and state guidelines, the district has implemented a proactive and multi-tiered approach to monitoring and addressing potential disproportionality:

- **Annual Disaggregated Data Reviews:** The district conducts annual reviews of FAA participation data disaggregated by race, ethnicity, gender, language proficiency, and socioeconomic status. These reviews are used to identify any emerging trends or anomalies that may indicate disproportionate representation.
- **Targeted Professional Development:** ESE Program Specialists and school-based teams receive ongoing training on the eligibility criteria outlined in Rule 6A-1.0943(5)(c)1. This includes guidance on culturally responsive practices, implicit bias awareness, and equitable decision-making to ensure that eligibility determinations are based solely on documented evidence of a most significant cognitive disability.
- **IEP Team Decision-Making Protocols:** All assessment decisions are made by IEP teams using a standardized, data-driven process. Teams are trained to consider multiple sources of evidence and to avoid assumptions based on subgroup membership. The district emphasizes individualized decision-making that reflects each student’s unique educational profile.
- **Root Cause Analysis Procedures:** Should any disproportionality be identified in future reviews, the district is prepared to initiate a formal root cause analysis. This process includes examining referral patterns, evaluation practices, instructional access, and environmental factors that may contribute to overrepresentation. Findings will inform corrective actions and targeted interventions.
- **Collaboration with Equity and Accountability Teams:** The ESE department collaborates with district-level equity and accountability teams to align efforts and ensure that assessment participation reflects fair and appropriate access for all students. This includes joint data reviews, shared training initiatives, and coordinated support for schools.
- **Community and Family Engagement:** CCPS actively engages families and community stakeholders in discussions about assessment participation and eligibility. Materials are provided in families’ native languages, and interpreters are available to ensure full understanding of the implications of FAA participation. This transparency helps prevent misidentification and promotes informed consent.

Through these ongoing efforts, CCPS remains committed to ensuring that all students—regardless of background—are assessed appropriately and equitably. The district will continue to monitor participation data closely and take swift action if any

	<p>disproportionality arises, reinforcing its dedication to inclusive and compliant educational practices.</p>
<p>10.</p>	<p>How will the LEA seek to assess 95% participation in all assessments, including students with disabilities in all grades and subjects? Review your individual educational plan (IEP) data and identification practices to identify the root cause of why the LEA is under the 95% participation rate and over the 1% threshold for students participating in the FAA.</p> <p>For the 2024–2025 school year, Collier County Public Schools (CCPS) successfully met and exceeded the federal requirement of 95% participation in statewide assessments across all content areas. Participation rates were as follows: English Language Arts (ELA): 99.1%, Mathematics: 98.6%, and Science: 98.3%. These high rates reflect the district’s unwavering commitment to inclusive assessment practices and its proactive efforts to ensure that all students, including those with disabilities, are meaningfully included in the statewide accountability system.</p> <p>To achieve and maintain these participation levels, CCPS has implemented a series of strategic protocols, including:</p> <ul style="list-style-type: none"> • Real-time monitoring of participation data at the school and district levels. • Targeted support for test administration, including accommodations and scheduling flexibility. • Family outreach and engagement to address barriers to participation and ensure informed consent. • Collaboration with school-based teams to ensure readiness and compliance with testing procedures. <p>Despite meeting participation goals, the district exceeded the 1% threshold for students participating in the Florida Alternate Assessment (FAA). In response, CCPS initiated a comprehensive review of Individual Educational Plans (IEPs) and identification practices to determine the underlying causes of elevated FAA participation. Initial findings indicate that the over-identification is not the result of disproportionality among student subgroups, but rather stems from unique structural and demographic factors within the district:</p> <ul style="list-style-type: none"> • Specialized Autism-Focused Charter School: This school requires a formal medical or educational diagnosis of autism spectrum disorder (ASD) for enrollment and serves students with significant cognitive and behavioral needs. The curriculum is exclusively modified, and the school draws students from both within and outside the district, contributing to increased FAA participation. • Referrals from ABA Clinics: Students referred from Applied Behavior Analysis (ABA) clinics often present with intensive behavioral and cognitive needs. These students are placed in district programs that offer specialized supports such as discrete trial instruction (DTI), low student-to-staff ratios, and curriculum aligned to Access Points. • Homebound Instruction at PPEC Centers: Students receiving services through the Golisano Children’s Hospital Prescribed Pediatric Extended Care (PPEC) Center often have complex medical and cognitive profiles. These students are

	<p>dually enrolled and require alternate assessment due to the severity of their disabilities.</p> <p>To ensure that FAA participation remains appropriate and compliant, the district has strengthened its internal review processes:</p> <ul style="list-style-type: none"> • All IEP teams adhere strictly to the eligibility criteria outlined in Rule 6A-1.0943(5)(c)1, ensuring that decisions are evidence-based and individualized. • Alternate assessment placements are reviewed by a multidisciplinary data committee, which includes ESE Program Specialists, psychologists, and other relevant professionals. • Professional development is ongoing, with targeted training for ESE staff and IEP teams on FAA eligibility, data interpretation, and equitable decision-making. • FAA participation rates are monitored by school and program type, allowing the district to identify trends and provide additional guidance to schools with elevated percentages. <p>Moving forward, CCPS will continue to refine its practices by:</p> <ul style="list-style-type: none"> • Conducting deeper reviews of IEP data to ensure consistent application of eligibility criteria. • Providing targeted support and oversight to schools with high FAA participation rates. • Enhancing communication with families to ensure transparency and informed decision-making. • Implementing corrective action protocols when misalignment is identified. <p>These efforts are designed to maintain high participation rates across all assessments, ensure accurate and compliant assessment placements, and work toward alignment with the 1% threshold—while continuing to meet the diverse educational needs of all students.</p>
11.	<p>How are IEP decisions in all schools within your LEA consistently implementing the state’s guidelines and criteria regarding which students should take the FAA? (Please consider using the “Checklist for Course and Assessment Participation” for IEP team meetings within your LEA.)</p> <p>Collier County Public Schools (CCPS) has developed and implemented a rigorous, multi-step process to ensure that all Individualized Education Program (IEP) teams across the district consistently apply the Florida Department of Education’s guidelines and criteria for determining student participation in the Florida Alternate Assessment (FAA). This process is anchored in the Checklist for Course and Assessment Participation (CCAP) and embedded within the district’s Collier IEP 2.0 documentation system to promote fidelity, equity, and compliance.</p> <p>Pre-Eligibility Review and Evidence Collection</p> <p>Before an IEP team considers a student for instruction via Access Points and participation in the FAA, the school-based team must collect and submit</p>

comprehensive evidence aligned to each component of the eligibility criteria outlined in Rule 6A-1.0943(5)(c)1. This includes:

- Psychological evaluations demonstrating a global cognitive impairment within the 1st percentile (e.g., full-scale IQ score of 67 or below).
- Documentation of specially designed instruction and lack of progress in the general education curriculum despite intensive interventions.
- Records of instructional access, attendance, and certified teacher involvement.
- Evidence of systematic, explicit, and interactive small-group instruction focused on foundational skills.

This documentation is uploaded and reviewed by a district-level multidisciplinary case review committee, which includes psychologists, ESE Program Specialists, speech-language pathologists, assistive technology specialists, and administrators. The committee conducts at least one direct student observation prior to making a recommendation. Only students who meet all components of the eligibility criteria are approved to proceed to the IEP meeting for final determination.

IEP Team Decision-Making

At the IEP meeting, the team revisits the eligibility criteria and reviews all collected evidence. The decision to instruct a student on Access Points and administer the FAA is made collaboratively, ensuring that it is:

- Individualized based on the student's unique educational profile.
- Data-driven and supported by documented evidence.
- Compliant with state regulations and district procedures.

The IEP team confirms that the student:

- Has a most significant cognitive disability that adversely affects multiple areas of functioning.
- Requires extensive modifications to access the general education curriculum.
- Has not demonstrated sufficient progress on grade-level standards despite direct instruction.
- Is not eligible solely due to other exceptionalities (e.g., speech/language impairment, emotional/behavioral disability, giftedness).
- Has not previously scored Level 2 or higher on a statewide general education assessment unless a qualifying medical event occurred afterward.

Parental Consent and Documentation

In accordance with Rule 6A-6.0331(10)(b), F.A.C., parental consent is required for initial instruction in Access Points and participation in the FAA. This is documented using the Parental Consent Form: Instruction in Access Points—Alternate Academic

	<p>Achievement Standards (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment. Consent is:</p> <ul style="list-style-type: none"> • Requested at every IEP meeting and at the beginning of each school year. • Provided in the parent’s native language, with interpreters available as needed. • Required annually, with three documented attempts made if parents do not respond. <p>If consent is not obtained after three documented attempts, the LEA may proceed with instruction and assessment under AP-AAAS for subsequent years.</p> <p>Ongoing Monitoring and Training</p> <p>To ensure consistency across all schools:</p> <ul style="list-style-type: none"> • ESE Program Specialists receive annual training on FAA eligibility and our Collier County Action plan components. • The district conducts random IEP audits to verify compliance and documentation. • Participation data is reviewed quarterly to identify trends and provide targeted support. • Schools with elevated FAA percentages receive additional guidance and oversight. <p>This structured approach ensures that FAA participation decisions are equitable, evidence-based, and aligned with both state expectations and the educational needs of each student.</p>
12.	<p>Describe the process and required evidence of finding a student eligible to participate in the FAA using all the criteria in Rule 6A-1.0943, Florida Administrative Code.</p> <p>Collier County Public Schools (CCPS) has established a comprehensive, multi-tiered process to ensure that all decisions regarding student eligibility for the Florida Alternate Assessment (FAA) are consistent with the criteria outlined in Rule 6A-1.0943, Florida Administrative Code. This process is designed to promote fidelity, equity, and compliance across all schools and programs.</p> <p>Annual Training and Capacity Building</p> <p>All Exceptional Student Education (ESE) Program Specialists receive annual training focused on guiding IEP teams through the eligibility determination process. Training includes:</p> <ul style="list-style-type: none"> • Use of guiding questions embedded in the Participation in State and District-Wide Assessments section of the Collier IEP Event 2.0 system. • Review of the FAA eligibility criteria and documentation requirements. • Strategies for supporting culturally and linguistically diverse learners during the eligibility process. <p>This ensures that school-based teams are equipped to make informed, data-driven decisions aligned with state guidelines.</p>

Data Sharing and Problem Solving

School- and district-level data regarding FAA participation rates are regularly shared with ESE Program Specialists. This transparency allows for:

- Identification of patterns or anomalies in FAA participation.
- Collaborative problem-solving at both the school and district levels.
- Targeted support for schools with elevated participation rates.

Annual Performance Review

An ESE Coordinator conducts an annual review of FAA assessment results to identify students who score at the highest levels of proficiency across tested content areas. These students are flagged for further review and referred to their school-based IEP teams for:

- Re-evaluation of eligibility.
- Consideration of transition to general education standards and assessments.
- Development of a transition plan if appropriate.

Initial Eligibility Review – Case Review Committee

For students being considered for initial instruction via Access Points and FAA participation, CCPS convenes an Initial Consideration for Access Points Case Review Committee. This multidisciplinary team includes:

- School psychologists
- Speech-language pathologists
- ESE Program Specialists
- Assistive technology specialists
- School principals
- District-level ESE Coordinators

The committee reviews a comprehensive set of documentation, including:

- Recent psychological evaluations confirming a global cognitive impairment within the 1st percentile (e.g., full-scale IQ \leq 67).
- Multi-Tiered System of Supports (MTSS) data showing limited or no progress despite intensive interventions.
- IEP progress reports demonstrating the need for significant curriculum modifications.
- Attendance records for both students and teachers to verify instructional access.
- Teacher certification to ensure instruction was delivered by qualified personnel.
- Implementation and effectiveness of assistive technology and supplemental aids/services.

The committee also conducts at least one direct student observation to validate the evidence and ensure alignment with eligibility criteria.

Final Determination by IEP Team

Following the case review, the IEP team makes the final decision regarding FAA participation. The team ensures that:

- All components of Rule 6A-1.0943(5) are met.

	<ul style="list-style-type: none"> • The decision is individualized and based on documented evidence. • The student’s instructional needs cannot be met through the general education curriculum, even with accommodations. <p>This rigorous process ensures that only students who truly meet the definition of having a most significant cognitive disability are assessed via the FAA, maintaining both the integrity of the assessment system and the educational rights of each student.</p>
13.	<p>Has your LEA removed students from participating in the FAA using state guidelines? If so, please provide more information, such as how many, what process was followed and any other feedback.</p> <p>Yes, Collier County Public Schools (CCPS) has removed students from participation in the Florida Alternate Assessment (FAA) in accordance with the eligibility criteria and procedures outlined in Rule 6A-6.0331(10)(b), Florida Administrative Code. These removals are part of the district’s ongoing commitment to ensuring that assessment decisions remain accurate, individualized, and compliant with state guidelines.</p> <p>Student Removal Data</p> <ul style="list-style-type: none"> • 2023–2024 School Year: 7 students were removed from FAA participation. • 2024–2025 School Year: 2 students were removed. • 2025–2026 School Year (to date): 1 student has been removed. <p>Process for Removal</p> <p>Each removal followed a structured and evidence-based process:</p> <p>Comprehensive Re-evaluation: Students identified for review underwent updated psychological and educational evaluations to determine whether they continued to meet the criteria for having a most significant cognitive disability. These evaluations included:</p> <ul style="list-style-type: none"> • Updated cognitive assessments. • Review of academic performance and progress monitoring data. • Analysis of instructional access and response to specially designed instruction. <p>IEP Team Review: Following the re-evaluation, the student’s IEP team convened to review the updated data. If the student no longer met the eligibility criteria for instruction via Access Points and FAA participation, the team developed a transition plan to shift the student to instruction aligned with general education standards and participation in statewide assessments with appropriate accommodations.</p> <p>Documentation and Parent Communication: All decisions were documented in the student’s IEP, and families were informed of the change in assessment participation.</p>

	<p>The district ensured that parents received clear explanations and had opportunities to ask questions and provide input.</p> <p>Monitoring of High-Performing Students</p> <p>In addition to scheduled re-evaluations, CCPS monitors FAA performance data annually. Students who demonstrate Level 4 proficiency in one or more content areas are flagged for further review. These students may be considered for transition to general education assessments if their performance suggests they no longer meet FAA eligibility criteria.</p> <p>Feedback and Continuous Improvement</p> <p>This process has proven effective in maintaining the integrity of FAA participation decisions. It ensures that students are not unnecessarily assessed via alternate standards and that those who demonstrate readiness for more rigorous instruction are appropriately transitioned. The district continues to refine its procedures by:</p> <ul style="list-style-type: none"> • Enhancing training for ESE Program Specialists and IEP teams on re-evaluation protocols. • Strengthening collaboration between school psychologists and instructional teams. • Increasing the frequency of data reviews to identify students for early intervention and reassessment. <p>These efforts support the district’s goal of aligning assessment participation with each student’s current abilities and instructional needs, while maintaining compliance with state regulations.</p>
14.	<p>Describe how the LEA informs parents, families and students of the instruction in Access Points – Alternate Academic Achievement Standards and participation in the FAA, as well as the possible implications of this instruction and participation. How is it provided in the parent or student’s native language? How often is this information provided?</p> <p>Collier County Public Schools (CCPS) is committed to ensuring that parents, families, and students are fully informed about instruction in Access Points – Alternate Academic Achievement Standards (AP-AAAS) and participation in the Florida Alternate Assessment (FAA). The district follows a structured, transparent, and multilingual communication process that aligns with Florida Department of Education guidelines and prioritizes informed decision-making.</p> <p>Communication During IEP Meetings</p> <p>At every Individualized Education Program (IEP) meeting where instructional decisions and assessment participation are discussed, families are provided with:</p> <ul style="list-style-type: none"> • A clear explanation of Access Points instruction and how it differs from general education standards.

- An overview of the FAA, including its purpose, eligibility criteria, and how it aligns with AP-AAAS.
- A discussion of the implications of instruction and assessment based on alternate standards, including potential impacts on postsecondary opportunities such as employment, military service, and further education or training.

These conversations are designed to be collaborative and informative, ensuring that families understand both the rationale and long-term considerations associated with alternate assessment participation.

Multilingual Support and Accessibility

To ensure equitable access to information:

- All paper-based materials related to FAA and AP-AAAS are provided in the parent’s native language.
- The district’s IEP system includes built-in translation capabilities for Spanish and Haitian Creole.
- For other languages, CCPS utilizes resources from the Florida Department of Education’s website and provides interpreters during IEP meetings to facilitate real-time communication.

This multilingual approach ensures that families from diverse linguistic backgrounds can fully engage in the decision-making process.

Frequency and Documentation

Information about AP-AAAS and FAA participation is provided:

- Upon initial eligibility consideration for Access Points instruction.
- At every annual IEP review, or any time the IEP team revisits assessment participation.
- At the beginning of each school year, when parental consent is requested.

Parental Consent and Ongoing Engagement

In accordance with Rule 6A-6.0331(10)(b), F.A.C., CCPS requires signed parental consent for initial instruction in Access Points and participation in the FAA. This consent:

- Must be renewed annually.
- Is documented using the Parental Consent Form: Instruction in Access Points—Alternate Academic Achievement Standards and Administration of the Statewide, Standardized Alternate Assessment.
- Is requested proactively, with three documented attempts made if parents do not respond.

If consent is not obtained after these attempts, the district may proceed with instruction and assessment under AP-AAAS for subsequent years, as permitted by state guidelines.

Family-Centered Approach

	<p>CCPS emphasizes a family-centered approach to special education decision-making. Staff are trained to engage families respectfully, answer questions thoroughly, and provide ongoing support throughout the eligibility and assessment process. This ensures that parents and guardians are not only informed but empowered to advocate for their child’s educational needs.</p>
15.	<p>Describe how IEP teams will review the assessment data of students with advanced proficiency or perfect scores in one or more content area, and consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p> <p>Collier County Public Schools (CCPS) has implemented a systematic and proactive process to ensure that students participating in the Florida Alternate Assessment (FAA) who demonstrate advanced proficiency or perfect scores are thoroughly reviewed to determine whether continued participation in the FAA remains appropriate.</p> <p>Annual Data Review and Identification</p> <p>Each year, the ESE Coordinator conducts a comprehensive review of FAA assessment results for all participating students. Special attention is given to those who:</p> <ul style="list-style-type: none">• Score at the highest achievement levels.• Receive perfect scores in one or more content areas (e.g., English Language Arts, Mathematics, Science). <p>This review is designed to identify students whose performance may indicate that they no longer meet the definition of a student with a most significant cognitive disability, and who may be ready for instruction and assessment aligned with Florida’s B.E.S.T. Standards.</p> <p>Referral to IEP Teams for Problem Solving</p> <p>Students flagged during the data review are referred to their school-based IEP teams for collaborative problem-solving. The IEP team conducts a holistic review that includes:</p> <ul style="list-style-type: none">• Classroom performance and work samples.• Progress monitoring data and instructional response.• Historical assessment results and trends.• Eligibility criteria outlined in Rule 6A-1.0943(5)(c)1, revisited using the Collier IEP Event 2.0 – Participation in State and District-Wide Assessments section. <p>The team evaluates whether the student continues to meet the criteria for FAA participation or if a transition to general education standards and assessments is warranted.</p> <p>Transition Planning and Supports</p>

	<p>If the IEP team determines that the student no longer meets FAA eligibility:</p> <ul style="list-style-type: none"> • A transition plan is developed to shift the student to instruction aligned with general education standards. • The team identifies and implements appropriate accommodations and supports to facilitate participation in FAST progress monitoring or End-of-Course (EOC) assessments. • The team may request parental consent for a re-evaluation to update the student’s eligibility profile and ensure accurate placement. <p>Training and Oversight</p> <p>To support consistent implementation:</p> <ul style="list-style-type: none"> • Annual training is provided to all ESE Program Specialists on how to guide IEP teams in interpreting FAA data, applying eligibility criteria, and initiating transitions when appropriate. • Specialists are trained to lead school-based data discussions using both school- and district-level FAA participation trends. • These discussions promote equity, fidelity, and compliance across all schools and ensure that students are not unnecessarily retained in alternate assessment pathways. <p>Commitment to Continuous Review</p> <p>CCPS remains committed to ensuring that all assessment decisions are individualized, evidence-based, and responsive to student growth. The district’s review process ensures that students demonstrating readiness for more rigorous instruction are given the opportunity to transition to general education assessments, thereby supporting their long-term academic and postsecondary success.</p>
16.	<p>Describe your LEA’s AP to assist schools in verifying the validity of the number of students taking the alternate assessment. The plan should include actionable steps and how the LEA will monitor progress or address challenges (it should not be the state’s guidelines reiterated).</p> <p>Collier County Public Schools (CCPS) has developed a comprehensive, multi-layered Action Plan (AP) to ensure that only students who meet the eligibility criteria for the Access Points–Alternate Academic Achievement Standards (AP-AAAS) are administered the Florida Alternate Assessment (FAA). This plan includes specific, actionable steps and a robust monitoring system to verify the validity of student participation and address any emerging challenges.</p> <p>Initial Identification and Placement Protocols</p> <ul style="list-style-type: none"> • General Education Assessment First: Students continue to participate in grade-level assessments (e.g., STAR, FAST) until eligibility for AP-AAAS is confirmed through a formal review process.

- **Parental Consent:** Prior to placement on the alternate assessment, parents are provided with clear, accessible information about assessment options. Signed consent is obtained and documented annually.
- **Eligibility Verification:** School teams must submit comprehensive documentation aligned with Rule 6A-1.0943(5)(c)1 before a student is considered for AP-AAAS instruction. This includes cognitive assessments, instructional data, and evidence of limited progress despite intensive interventions.

Professional Development and Capacity Building

- **Leadership Training:** School leadership teams receive targeted professional development on the distinctions between general education standards and Access Points, the purpose of the FAA, and the implications of alternate assessment participation.
- **Cultural and Linguistic Equity:** Ongoing training is provided to ensure eligibility determinations are equitable and culturally responsive, particularly for students from diverse backgrounds.

Ongoing Monitoring and Re-Evaluation

- **Re-Evaluation Protocols:** At the first re-evaluation following initial placement on AP-AAAS, the IEP team conducts a comprehensive review to reconfirm eligibility. Additional re-evaluations are triggered when students demonstrate Level 4 performance on the FAA.
- **Performance Monitoring:** The ESE Coordinator conducts regular reviews of FAA scores to identify students with high achievement. These students are flagged for further review and referred to their IEP teams for reassessment.
- **IEP Team Review:** School-based IEP teams revisit assessment decisions using updated data, classroom performance, and instructional response to determine continued appropriateness of FAA participation.

Data-Driven Oversight and Accountability

- **Centralized Tracking System:** A district-level tracking tool is maintained to monitor FAA participation, re-evaluation timelines, and student performance trends.
- **Quarterly Data Reviews:** The ESE department conducts quarterly reviews of FAA participation rates by school and grade level. Discrepancies or rising trends trigger targeted support plans and follow-up with school administrators.
- **Corrective Action Protocols:** When over-identification or misalignment is identified, the ESE Coordinator works directly with school teams to initiate corrective actions, including convening IEP meetings, updating evaluations, and adjusting instructional placements.

Family Engagement and Transparency

- **Multilingual Communication:** All materials related to FAA and AP-AAAS are provided in families' native languages, with interpreters available during IEP meetings.

	<ul style="list-style-type: none"> • Annual Consent Renewal: Families are re-engaged annually to review assessment decisions and provide updated consent, ensuring transparency and informed participation. <p>This action plan ensures that FAA participation is accurate, compliant, and reflective of each student’s individual needs, while also promoting continuous improvement, equity, and accountability across the district.</p>
17.	<p>Describe any improvement activities implemented by your LEA in the 2024-25 SY. Were they effective? If not, please describe why your LEA feels that they were not effective and what your next steps are.</p> <p>During the 2024–2025 school year, Collier County Public Schools (CCPS) implemented several targeted improvement activities aimed at strengthening the accuracy, consistency, and equity of eligibility determinations for the Florida Alternate Assessment (FAA). These initiatives were designed to enhance procedural fidelity, support data-informed decision-making, and promote cross-functional collaboration. The following activities were implemented and evaluated for effectiveness:</p> <p>Refinement of Case Review Procedures The district enhanced its Initial Consideration for Access Points Case Review process by requiring a comprehensive document review prior to a student being presented to the committee. This included verification of all eligibility criteria outlined in Rule 6A-1.0943(5), ensuring that only students with complete and aligned documentation proceeded to review. Effectiveness: This refinement led to more accurate eligibility determinations and allowed some students to be redirected to school-based problem-solving teams for additional interventions and instructional support prior to formal consideration. It reduced premature referrals and strengthened the integrity of the review process.</p> <p>Expansion of Assessment Tools CCPS provided evaluators with a broader array of assessment instruments tailored to diverse student profiles. These tools were selected to ensure cultural, linguistic, and disability-specific sensitivity, allowing for more accurate and equitable evaluations. Effectiveness: Evaluators reported increased confidence in selecting appropriate measures, particularly for students from culturally and linguistically diverse backgrounds. This contributed to more nuanced eligibility decisions and reduced the risk of misidentification.</p> <p>Cross-Departmental Professional Development The district facilitated collaborative training sessions between school-based ESE Program Specialists and School Psychologists. These sessions focused on eligibility criteria, evaluation practices, and communication protocols to ensure alignment across departments. Effectiveness: This initiative fostered stronger collaboration and led to refined procedures and clearer communication throughout the evaluation and identification process. Teams reported improved consistency in documentation and decision-making.</p>

	<p>Instructional Collaboration Across Departments</p> <p>CCPS strengthened its partnership between the Special Education Department and Teaching and Learning content areas to support the implementation of specially designed instruction for struggling learners. This included joint coaching, resource sharing, and instructional modeling.</p> <p>Effectiveness: Teachers and instructional coaches reported increased capacity to deliver targeted interventions aligned with Access Points and general education standards. This collaboration helped ensure that students received appropriate instructional support prior to being considered for alternate assessment.</p> <p>Next Steps</p> <p>Building on the success of these initiatives, CCPS plans to:</p> <ul style="list-style-type: none"> • Expand training modules to include real-world scenarios and case studies for eligibility determination. • Develop a centralized dashboard to track referral outcomes, re-evaluation timelines, and FAA participation trends. • Increase school-level coaching to support fidelity in the implementation of specially designed instruction. • Conduct focus groups with evaluators and families to gather feedback on the assessment and eligibility process. <p>These next steps are designed to further enhance the district’s capacity to make accurate, equitable, and student-centered decisions regarding FAA participation.</p>
18.	<p>Describe your LEA’s AP. List your progress monitoring activity and data source that will assist in determining the effectiveness of the AP. Identify the persons responsible for monitoring the progress of the AP.</p> <p>Collier County Public Schools (CCPS) has developed a robust and data-driven Action Plan (AP) to ensure the validity of student participation in the Florida Alternate Assessment (FAA) and to monitor the effectiveness of eligibility practices across the district. The plan includes multiple layers of oversight, progress monitoring, and accountability measures designed to promote fidelity and continuous improvement.</p> <p>Actionable Steps and Monitoring Activities</p> <ul style="list-style-type: none"> • Quarterly Review Meetings The ESE Coordinator facilitates quarterly meetings with ESE Program Specialists to review: <ul style="list-style-type: none"> • The number of students participating in the FAA. • Documentation supporting eligibility decisions. • Re-evaluation outcomes and timelines. <p>Data is collected and analyzed using quarterly meeting spreadsheets, which serve as a central record for tracking trends and identifying areas for follow-up.</p>

- **Bi-Weekly ESE Leadership Team Meetings**

The ESE Leadership Team meets bi-weekly to:

- Review district-level data.
- Analyze trends across schools and grade levels.
- Identify shifts in FAA participation and respond to emerging patterns.

- **Annual Multidisciplinary FAA Data Review**

Led by the Director of ESE and the Executive Director of Accountability, this review examines:

- FAA performance data.
- Implications for student re-evaluations.
- Training needs for school teams based on data findings.

- **Pre-Review Assessment Tool Selection**

The Psychological Services Team conducts a pre-review of assessment tools used in evaluations to ensure:

- Appropriateness for the student's profile.
- Cultural and linguistic sensitivity.
- Alignment with FAA eligibility criteria prior to Access Points Case Review.

- **Monthly IEP Audit Process**

The ESE Leadership Team conducts random monthly audits of IEPs to verify:

- That assessment decisions align with Rule 6A-1.0943(5)(c)1.
- That re-evaluations are timely and complete.
- That parental consent was obtained or at least three documented attempts were made.

- **Centralized Tracking Tool**

A district-maintained spreadsheet linked to the student information system is used to:

- Monitor FAA participation by student, school, and grade level.
- Track performance levels and re-evaluation dates.
- Flag students for review based on performance or time since last evaluation.

- **Corrective Action Protocols**

If discrepancies or over-identification are identified:

- The ESE Coordinator works directly with school teams to initiate immediate corrective actions.
- This includes convening IEP meetings, updating evaluations, and adjusting assessment placements.

Responsible Personnel

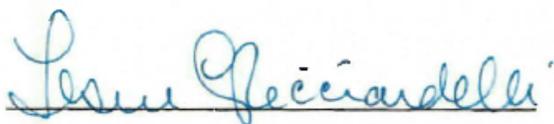
- **ESE Coordinator:** Oversees quarterly reviews, tracking system updates, and corrective actions.
- **ESE Program Specialists:** Support school teams, participate in reviews, and lead eligibility discussions.
- **ESE Leadership Team:** Conducts audits and monitors district-wide trends.

	<ul style="list-style-type: none"> • Director of ESE and Executive Director of Accountability: Lead strategic data reviews and guide district-level planning. • Psychological Services Team: Ensures appropriate assessment tool selection and supports evaluation fidelity. <p>This multi-tiered approach ensures that FAA participation is continuously monitored, accurately documented, and aligned with both student needs and state requirements. The district remains committed to refining this plan based on data insights and stakeholder feedback.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Collier County Public Schools (CCPS) has developed a targeted professional learning plan for the 2025–2026 school year to ensure that staff are equipped with the knowledge, tools, and protocols necessary to support accurate eligibility determinations and appropriate participation in the Florida Alternate Assessment (FAA). The plan emphasizes compliance, data integrity, and responsive decision-making.</p> <p>IEP Audit and Compliance Procedures Audience: ESE Leadership Team Focus: Staff will be trained to conduct random audits of Individualized Education Programs (IEPs) to verify:</p> <ul style="list-style-type: none"> • Documentation of parental consent or three documented attempts. • Alignment of assessment decisions with Rule 6A-1.0943(5)(c)1. • Timely re-evaluations and accurate eligibility documentation. <p>Format: In-person training with sign-in sheets and audit checklists. Outcome: Increased fidelity in documentation and improved oversight of FAA participation.</p> <p>Corrective Action and Decision-Making Protocols Audience: ESE Program Specialists Focus: Staff will learn how to:</p> <ul style="list-style-type: none"> • Identify and respond to over-identification of students on the FAA. • Convene IEP meetings to reassess eligibility. • Communicate effectively with families regarding assessment changes. <p>Format: Scenario-based training during fall ESE Specialist meetings, with sign-in sheets and documentation of corrective actions in quarterly review spreadsheets. Outcome: Timely and appropriate adjustments to assessment participation based on student data.</p> <p>Eligibility & Decision-Making for Alternate Assessment (AP-AAAS) Audience: ESE Program Specialists and School Administrators Focus: Annual review of eligibility criteria outlined in Rule 6A-1.0943(5), including:</p> <ul style="list-style-type: none"> • Cognitive and instructional criteria. • Documentation requirements. • Use of the Checklist for Course and Assessment Participation (CCAP). <p>Format: In-person and/or virtual training at the beginning of the school year, with sign-in sheets. Outcome: Consistent application of eligibility criteria across all schools and programs.</p>

	<p>These professional learning activities are designed to build staff capacity, promote consistency in decision-making, and ensure that FAA participation is both appropriate and compliant. The district will continue to evaluate the effectiveness of these trainings through audit results, data reviews, and feedback from school teams.</p>
<p>20.</p>	<p>What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA?</p> <p>Quarterly FAA Participation Reports</p> <p>The ESE Coordinator will generate detailed quarterly reports that:</p> <ul style="list-style-type: none"> • Break down FAA participation rates by school, grade level, and program type. • Highlight trends, anomalies, and areas of concern. • Provide actionable insights for school-based teams and district leadership. <p>These reports will serve as a foundational tool for monitoring progress and guiding strategic interventions.</p> <p>Targeted Support Plans for Schools</p> <p>When discrepancies or rising FAA percentages are identified:</p> <ul style="list-style-type: none"> • The ESE Coordinator will collaborate with school principals and ESE Program Specialists to develop targeted support plans. • These plans may include additional training, data reviews, re-evaluation scheduling, and coaching on eligibility criteria. • Schools will receive individualized guidance to ensure consistent application of Rule 6A-1.0943(5)(c)1 and reduce over-identification. <p>Year-End Comparative Analysis</p> <p>At the conclusion of each school year:</p> <ul style="list-style-type: none"> • The district will conduct a year-over-year analysis of FAA participation rates. • This analysis will evaluate the impact of implemented strategies, identify persistent challenges, and inform next steps for the following year. • Findings will be shared with district leadership and used to refine professional development, case review procedures, and monitoring protocols. <p>Integration with Existing Monitoring Systems</p> <p>These actions will be integrated into the district’s broader progress monitoring framework, including:</p>

	<ul style="list-style-type: none"> • The centralized tracking system for FAA participation and re-evaluation timelines. • Monthly IEP audits to ensure documentation and consent compliance. • Quarterly and bi-weekly leadership meetings to maintain momentum and accountability. <p>Through these additional actions, CCPS aims to ensure that FAA participation is reserved for students who truly meet the eligibility criteria, while promoting equitable access to general education assessments for all other students. The district remains committed to continuous improvement, transparency, and alignment with both federal and state assessment requirements.</p>
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By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Signature of Superintendent



Date



Signature of ~~Exceptional Student Education~~
Director of Data



Date



Signature of ~~Director of Data~~
ESE Director



Date