

Florida Department of Education

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

LEA: Duval County Public Schools

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>The district’s Exceptional Education and Student Services leadership team examines the assessment data and monitors IEP decisions for alternate assessment to ensure that all students meet the requirements per Rule 6A-1.0943. Before an IEP team considers moving a student onto Access Points, a two-prong system must be met. 1) A checklist which requires documentation of required elements and review from the school principal and Instructional Program Support is required and 2) The school psychologist completes a checklist reviewing the most recent Intellectual Quotients. The district requires two full-scale measurements of 67 or lower, or at least one full-scale of 64 or below. District approval is required for any student that is being considered for extraordinary circumstances.</p>
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: 1.9% Math: 2.0% Science: 2.1%</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: 1.8% Science: 2.0%</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-</p>

	<p>Course (EOC) assessments in the 2024-25 SY in each of the following subjects?</p> <p>ELA: 98.1% Math: 98.0% Science: 97.9%</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: 98.3% Math: 98.2% Science: 98.0%</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>Jacksonville is designated as one of five (5) cities with Navy installations that meet the major medical needs for children of Naval staff: Norfolk, Jacksonville, San Diego, Bremerton, and Washington, DC. According to the <i>Exceptional Family Member Program (EFMP)</i> liaison, Jacksonville is designated because of its abundant community resources available to the military family. Continually, Jacksonville is home to three of the 20 installations in the region.</p> <p>Military families are specifically assigned to one of these five cities if a dependent child is identified as a high needs priority (formally known as Level IV and V). This designation allows homestead assignment for military families with children with multiple/severe disabilities or medical problems, or highly complex educational requirements, specifically, Multiple and/or severe disabilities, Autism, most forms of cancer, and extensive care needs.</p> <p>In addition to being designated as a location to support military families with students with high needs, it also has several medical facilities that attract families from all over the state including Brooks Rehabilitation, Nemours Specialty Clinic, Wolfson's Children's Hospital, and The Mayo Clinic. Wolfson Children's Hospital is North Florida's only children's hospital and provides comprehensive medical and surgical care for pediatrics. Duval County Public Schools receives many students annually associated with family relocation to be closer to the needed medical services provided through the two facilities.</p> <p>Duval County also has a multi-district agreement and serves students from surrounding, smaller districts who require a center school</p>

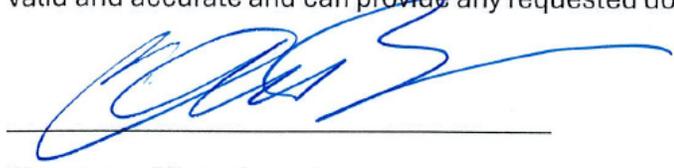
	<p>placement. All students enrolled under the multi-district agreement participate in the alternate assessment.</p> <p>Duval County also has a large number of residential group homes for students with significant disabilities. These are supported by Agencies for Persons with Disabilities (APD) of North Florida and ARC of Jacksonville.</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): 59.14% Autism Spectrum Disorder (ASD): 39.14% Traumatic Brain Injury (TBI): 0.46% Other Health Impairment (OHI): 1.04%</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>When students require self-contained settings, they may be placed at specific schools with the recommended programs. These comprehensive sites with special programs have a greater percentage of students participating in the alternate assessment than schools without comprehensive programs.</p>
9.	<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> <p>African American students represent 50% of the students participating in alternate assessments but only represent 40% of the students participating in the other state assessments.</p> <p>Males represent 70% of the students participating in alternate assessments but only represent 51% of the students participating in the other state assessments.</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>Duval County met the 95% target for participation in all assessments but did not meet the 1% cap for students participating in FAA. The district will continue to ensure that IEP teams identify students with significant disabilities by implementing current procedures and monitoring. The district is noting a small decline in students taking the FAA with current oversight and monitoring in place and is continuing to focus on assuring intentional decisions are made by IEP teams based on the criteria outlined in Rule 6A-1.0943 and the individual need of the child.</p> <table border="1" data-bbox="337 716 1404 1029"> <thead> <tr> <th>FAA Assessment Gr. 3-12</th> <th>2021-2022</th> <th>2022-2023</th> <th>2023-2024</th> <th>2024-2025</th> <th>Estimated 2025-2026</th> </tr> </thead> <tbody> <tr> <td>English Language Arts</td> <td>2.0%</td> <td>2.0%</td> <td>1.9%</td> <td>1.9%</td> <td>1.7%</td> </tr> <tr> <td>Mathematics</td> <td>2.2%</td> <td>2.1%</td> <td>2.0%</td> <td>2.0%</td> <td>1.8%</td> </tr> <tr> <td>Science</td> <td>2.1%</td> <td>2.2%</td> <td>2.1%</td> <td>2.1%</td> <td>2.0%</td> </tr> </tbody> </table> <p>Duval county will continue to work with Project Access and FDLRs to provide professional learning opportunities for teachers and staff.</p>	FAA Assessment Gr. 3-12	2021-2022	2022-2023	2023-2024	2024-2025	Estimated 2025-2026	English Language Arts	2.0%	2.0%	1.9%	1.9%	1.7%	Mathematics	2.2%	2.1%	2.0%	2.0%	1.8%	Science	2.1%	2.2%	2.1%	2.1%	2.0%
FAA Assessment Gr. 3-12	2021-2022	2022-2023	2023-2024	2024-2025	Estimated 2025-2026																				
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Science	2.1%	2.2%	2.1%	2.1%	2.0%																				
<p>11.</p>	<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>The checklist is included in our IEPs and documentation of required element must be identified before the team can determine the need for FAA. District procedures require schools to document the required elements and include review by school psychologists and district Instructional Program Support prior to moving students onto Access Points. The district monitors closely that the IEP teams do not move students onto the FAA until after meeting the two FTE requirements.</p>																								
<p>12.</p>	<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>Please see attached Appendix A</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>We have moved students from FAA to FAST based on IEP team recommendations. The process involves collecting pertinent data and, if appropriate, requesting additional evaluations.</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>Parents sign Parental Consent for participation on Access Points at each IEP meeting. The district also has information available for parents in multiple languages on the district website at Access Points Duval County Public Schools.</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>Assessment scores are noted on the present level of performance for students and are included in IEP team discussions. District staff also review FAA results annually.</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>Please see attached Appendix B</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>The district began reviewing scores of students participating in alternate assessments to identify students with consistently high or perfect scores. We did not identify any students with unusually high scores.</p> <p>The district plans to use an electronic signature option for IEP forms and documents. This will enable parents to sign consent electronically for instruction on Access Points standards if they are attending a virtual meeting.</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>Please see attached Appendix C</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Specialists will receive professional learning on Alternate Assessment participation at monthly Instructional Program Support Specialist meetings.</p> <p>ESE Leads, Fully Released VE teachers, and Site Coaches will also receive additional professional learning on the requirements for alternative assessment participation at monthly ESE Site Coach/Lead meetings.</p> <p>VE teachers and General education teachers are also able to participate in professional learning on instructional strategies and assessment for students with significant cognitive disabilities.</p>
20.	<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>Increase frequency of internal audit procedures and data monitoring. Request support from Project Access.</p>

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



Date



Signature of Director of Data



Date

Appendix A

FSAA and Access Points Participation: Guidance for IEP Teams

6A-1.0943 FAC outlines requirements for IEP teams to consider when recommending student participation in FSAA.

Your district Instructional Program Support (IPS) and School Psychologist must be contacted to assist with the procedures for initial consideration for Access Points prior to scheduling the IEP meeting. Adequate documentation must exist on the IEP Assessment page, the *Access Points IEP Team Analysis of Data and Determination* form, and the Curriculum and Learning PLOP page for all students participating in alternate assessment. The IEP team must obtain written parent consent for instruction on Access Points and participation on FSAA at every IEP meeting. Written consent must be uploaded to Focus Notes & Attachments. If you need assistance with these forms please reach out to your assigned IPS.

Per 6A-1.0943 FAC: These will apply to consideration of *Access Points* and *FSAA*, as indicated below.

1. Exclusionary Factors: If any of these are true for the individual student, s/he is not eligible to be on *Access Points and FSAAA*:
 - a. Student is SLD and/or Gifted
 - b. Student is **ONLY**:
 - i. DHH, VI, EBD, SI, LI, OI or DSI
 - ii. Any combination of the above exceptionalities
 - iii. Any combination of the above exceptionalities with only OT/PT and/or speech/language as a related service.
 - c. Student has scored a Level 2 or above on the FSA at any time unless the student has experienced a TBI or other health related complication subsequent to that assessment (would require documentation)
2. Student **MUST** have a **documented** significant cognitive impairment, as defined as: (*Access Points/FSAA*)
 - a. Full scale IQ (FSIQ) of 67 or below on two consecutive assessments or at least one full-scale score of 64 or below.
 - b. If an IQ is unattainable, the state approved procedure for extraordinary circumstances must be followed and the Supervisor of School Psychological Services must sign off (full procedure provided below)
3. For initial consideration for *Access Points/FSAA* **and** existing students on *Access Points/FSAA*: (Requires documented evidence, which must be uploaded in FOCUS SSS)
 - a. The student must be receiving specially designed instruction, which provides unique instruction and intervention supports (MTSS) that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaption of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the

general education curriculum standards

- b. The student must be receiving support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards
- c. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards
- d. Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards
- e. Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards
- f. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), the student is exhibiting limited or no progress on the general education curriculum standards, and requires modifications.
- g. Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least seventy (70) percent of the school year(s) to include one full school year prior to the IEP Meeting Date (See IEP Cover Page).
- h. Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least eighty (80) percent of the school year(s) to include one full school year prior to the IEP Meeting Date (See IEP Cover Page).
- i. The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility).

PROCEDURES FOR STUDENTS CURRENTLY ON ACCESS POINTS:

1. Indicate in the *Curriculum and Learning PLOP – Additional Assessments* section the student’s IQ score which qualifies the student as having a significant cognitive disability and include the evaluation name and date.
2. Indicate in the *Curriculum and Learning PLOP – Effects of the Disability* section that the student has a significant cognitive disability.
3. For transition age students 12+, if the IEP Team indicates Post School Adult Living (*Transition Services Activities* section) “will be addressed in the PLOP, Goals and Services”, information to address that need must be included throughout the IEP in those areas.
4. If the IEP team is unable to locate the full-scale IQ score, collaboration with the school psychologist to assist with the record review is required. A recommendation may be made by the school psychologist to refer to the multidisciplinary team (MT) to consider a reevaluation if no record of a formal IQ is available.

PROCEDURES FOR STUDENTS BEING INITIALLY CONSIDERED FOR ACCESS POINTS CURRICULUM:

1. ESE Teacher/LEA will email the VE or Low Incidence IPS and school psychologist to notify them there is a student to be considered for Access points.
2. Begin collecting the data/documentation indicated on the Initial Consideration for Access Points - School Checklist. The form is attached below, is available on the EE/SS Portal, and is shared in TEAMS. It will take time to gather the required documentation to bring to the IEP Team to review as a part of the decision-making process. Don’t forget to review the exclusionary factors.
 - a. IPS and the school principal will review the data/documentation that has been gathered and will sign the Initial Consideration for Access Points - School Checklist as verification.
 - b. The school psychologist will complete the Initial Consideration for Access Points – School Psychologist Checklist and make a recommendation for the IEP Team to move forward with the consideration for Access Points OR to refer the student to the MT OR to indicate the student does not meet criteria for a significant cognitive disability.
 - c. If reevaluation is recommended, the school psychologist will complete a new Initial Consideration for Access Points – School Psychologist Checklist upon completion of the reevaluation.
 - d. If a student is not eligible for instruction on Access Points standards, the school psychologist will provide instructional recommendations for the IEP team.
3. If the student is eligible for instruction on Access Points standards and all forms have been completed and uploaded to Focus Notes & Attachments, schedule the IEP meeting.

PROCEDURES FOR EXTRAORDINARY CIRCUMSTANCES WHEN FULL-SCALE IQ IS UNATTAINABLE:

1. Please list the factors the district will use to determine that a direct assessment of cognitive functioning is not achievable.

The school psychologist will document direct observations of the student's sensory, motor, and/or language abilities, specifically as they relate to necessary prerequisite skills for cognitive assessment (e.g. pointing, joint attention, eye gaze, response to verbal requests, and/or sensory/motor impairments). The school psychologist will attempt to administer the most appropriate standardized IQ assessment based on direct observation of the student's abilities and document any student responses. In circumstances where a standard IQ assessment is attempted, but results are unable to be obtained due to the severe nature of a student's sensory, motor, language, and/or cognitive impairments, the alternate procedure will be utilized.

2. Please explain the assessment process(es) the district will use to determine if a student has a most significant cognitive disability in the absence of a reliable direct assessment of cognitive functioning.

If the school psychologist is able to obtain an alternate IQ composite and it is deemed the most appropriate measure of cognitive function, the alternate composite will be reported and documented as such in the evaluation report (e.g., Nonverbal Index). If the school psychologist is unable to obtain a standard score after attempting the cognitive assessment, he/she will conduct a standardized developmental assessment utilizing input from a variety of sources. A global developmental quotient and cognitive domain standard score will be reported in the evaluation report as the best indicator of overall cognitive ability. The IEP team will use the available developmental scores along with standard measures of adaptive behavior to determine if a most significant cognitive disability exists.

3. Please explain how the district will train and monitor staff with compliance related to Section A procedure steps (1) through (2).

Written guidance will be provided to district and school staff annually. School psychologists administering cognitive assessments will receive direct training in the following: 1) compliance with all procedures when a global, full-scale IQ score is unattainable and; 2) the selection and administration of appropriate assessments. Individual support will be provided to evaluators and school teams as needed. A review and compliance check will be completed by district staff prior to determining a student has a significant cognitive disability. To monitor compliance, the Supervisor of School Psychological Services will review all cases in which the alternate procedure is implemented.

Initial Consideration for Access Points - School Checklist

STUDENT INFORMATION

School Name/Number:			
Student Name:			
Student Number:		Grade:	
Date Initiated:			
Exceptionality(ies):			
Current Setting:			

SCHOOL CHECKLIST: PROVIDE ALL DOCUMENTATION FOR REVIEW

<input type="checkbox"/>	Documentation of specially designed instruction and interventions in general education curriculum standards (e.g., copy of Focus Caseload and Services, list of interventions, MTSS Documentation)
<input type="checkbox"/>	Documentation of systematic, explicit, and interactive small group instruction focused on foundational skills in general education curriculum standards (e.g., copy of lesson plans/MTSS Documentation)
<input type="checkbox"/>	Documentation of small group instruction (copy of Focus Caseload and Services).
<input type="checkbox"/>	Documentation of allowable instructional accommodations used: Copy of grade book with accommodations identified; copy of lesson plans or documented accommodations.
<input type="checkbox"/>	Documentation of supplementary instructional materials used (e.g., MTSS Tier 2 & 3 activities).
<input type="checkbox"/>	Documentation of the use of assistive technology as documented within the IEP.
<input type="checkbox"/>	Documentation of direct instruction in all core academic areas (Math, ELA, Science, Social Studies) resulting in limited or no progress.
<input type="checkbox"/>	Documentation that the student was available and present for 70% of one full school year prior to the IEP meeting date unless the student is a transfer student (copy of attendance record).
<input type="checkbox"/>	Documentation that the student received instruction from a certified teacher for at least 80% of the school year prior to the IEP meeting date unless the student is a transfer student.
<input type="checkbox"/>	Documentation that prior state-wide standardized assessment scores (if available) are not level 2 or higher unless there is an extenuating circumstance such as a brain injury (TBI).

I have reviewed the above-listed documentation and confirm that all necessary documentation is available for review by the IEP team. Additionally, documentation will be uploaded to Focus SSS Notes and Attachments (Other).

Principal

Date

Instructional Program Support

Date

NOTE: Signatures indicate that data has been reviewed. They Do NOT indicate a student can be placed on Access Points. The IEP team must consider all information and determine appropriate services and supports. All pages must be complete and uploaded to Focus.

Initial Consideration for Access Points – School Psychologist Checklist

STUDENT INFORMATION			
School Name/Number:			
Student Name:			
Student Number:		Grade:	
Date Initiated:		Review:	<input type="checkbox"/> First <input type="checkbox"/> Second
Exceptionality(ies):			
Current Setting:			
DISTRICT CHECKLIST: REVIEWED BY SCHOOL PSYCHOLOGIST			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Most recent IQ assessment(s) indicates a “most significant cognitive disability” evidenced by a full-scale score of 67 or lower on two consecutive assessments or at least one full-scale score of 64 or below. Assessment _____ IQ Score _____ Date _____ Assessment _____ IQ Score _____ Date _____		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Global full-scale IQ could not be obtained due to extraordinary circumstances and alternate procedure is being utilized. (If “Yes” Supervisor of School Psychology must sign)		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Standard IQ was attempted, and observations were documented in the evaluation report.		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Alternate IQ composite was utilized based on district guidelines. The Alternate Composite was a score of 67 or lower AND Adaptive Composite of 69 or lower. Alternate composite utilized _____ Score _____ Date _____		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Developmental Assessment was utilized when no standard scores could be obtained, and the evaluation report indicates this is the most appropriate indicator of overall cognitive ability. Developmental Assessment used: _____ Developmental Quotient _____ Cognitive Domain _____ Date _____ Adaptive Behavior Assessment used: _____ Adaptive Composite _____ Date _____		
<input type="checkbox"/> Yes <input type="checkbox"/> No	The assessment instrument used to measure cognitive functioning was selected to limit the adverse impact of already identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities, and distractibility).		
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student is identified with a Specific Learning Disability or as Gifted (rule out).		

<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The student is ONLY identified as a student who is Deaf/Hard of Hearing, Visually Impaired, Dual Sensory Impaired, Emotional/Behavioral Disability, Language Impaired, Speech Impaired, or Orthopedically Impaired.</p> <p>Note: These are not indicative of a “significant cognitive disability.” (rule out)</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The student scored a level 2 or above on a previous statewide assessment (FSA). (rule out)</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The student experienced a traumatic brain injury or other health-related complication subsequent to the administration of the state assessment that led to the student having a “most significant cognitive disability.”</p>

Recommendation by School Psychologist:

- Student meets state criteria for a significant cognitive disability, and the IEP team can consider instruction on Access Points standards.
- Alternate procedure was used due to extraordinary circumstances and supervisor review/signature is required prior to IEP team consideration for Access Points standards.
- Referral to multidisciplinary team is recommended to consider the need for reevaluation prior to IEP team consideration for Access Points standards.
- Student currently does not meet state and district criteria as a student with a significant cognitive disability for consideration for Access Points standards.

School Psychologist

Date

Supervisor of School Psychology

Date

NOTE: Signatures indicate that data has been reviewed. They Do NOT indicate a student can be placed on Access Points. The IEP team must consider all information and determine appropriate services and supports. All pages must be complete and uploaded to Focus.

ADDITIONAL COMMENTS FROM SCHOOL PSYCHOLOGIST'S REVIEW:

Appendix B

FAA Validity Verification Action Plan Checklist (District Level)

Phase 1: Review & Identification (September-November)

- Audit current FAA participation rates by school, grade, and subject
- Identify schools without special programs exceeding the 1.0% threshold
- Use district Alpha Report to review student profiles to confirm eligibility aligns with FLDOE exceptionality criteria
- Flag cases for further IEP team review

Phase 2: IEP Team Support & Decision-Making (December -February)

- Provide training for IEP teams on FAA eligibility
- Provide written guidance
- Incorporate standardized eligibility checklist and decision-making tool in IEP
- Require documentation of rationale for assessment determination

Phase 3: Instructional Access & Inclusion (Continuous)

- Expand access to grade-level curriculum with accommodations
- Provide professional development on Universal Design for Learning (UDL)
- Increase use of assistive technology and inclusive instructional strategies
- Monitor student progress to support transition to general assessments

Phase 4: Monitoring & Accountability (Quarterly)

- Track FAA participation data quarterly
- Establish district-level oversight committee for assessment decisions

Phase 5: Family & Community Engagement

- Provide accessible materials explaining FAA eligibility and impact
- Partner with advocacy groups to support informed decision-making

Phase 6: Policy Review & Continuous Improvement (October-December)

- Review district policies annually for alignment with FLDOE and ESSA
- Update internal guidance documents and training materials as needed
- Share best practices across schools

Appendix C

PHASE	ACTION ITEM	PERSON RESPONSIBLE	DATA USED
Phase 1: Review & Identification (Sept–Nov)	Audit FAA participation rates by school, grade, subject	Exceptional Education Executive Director and Directors	State assessment data reports, school-level participation logs
	Identify schools without special programs exceeding 1.0% threshold	ESE Directors	Enrollment data, FAA participation percentages
	Use Alpha report to confirm eligibility alignment	Data Analyst, ESE Specialist	Alpha report, student IEPs, FLDOE eligibility criteria
	Flag cases for further IEP team review	School Psychologist, IEP Facilitator	Student profiles, IEP documentation
Phase 2: IEP Team Support & Decision-Making (Dec–Feb)	Provide training on FAA eligibility	ESE Specialists	Training logs, feedback forms
	Use standardized eligibility checklist in IEPs	IEP Team Leads	IEP Data Forms and Supporting Documentation
	Ensure parent consent forms explain	IEP Team Leads	Forms and FAA Self-Assessment
Phase 4: Monitoring & Accountability (Quarterly)	Track FAA participation in Alternate Assessment data quarterly	ESE Directors and Executive Director	District Alpha Report and SIS system
Phase 5: Family & Community Engagement	Review and update district website to include information on Access Points and Alternate Assessment	DCPS ESE Web Manager	FLDOE Website and project Access
Phase 6: Policy Review & Continuous	Review policies for FLDOE/ESSA alignment	District Compliance Specialist	FLDOE/ESSA guidelines

Improvement (Oct-Dec)	Update guidance and training materials	District Compliance Specialists	FLDOE/ESSA guidelines
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