

Florida Department of Education

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

**LEA: Holmes**

**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.	How has your LEA reviewed the data for assessment participation to make informed decisions for implementation? <a href="#">The Holmes County School District conducted a review of the 2024-2025 assessment data. The Director of Curriculum, Director of ESE and MIS Coordinator collaborated to review assessment data. In addition, IEPs were reviewed for students who participate in the alternate assessment to ensure compliance with state requirements.</a>
2.	What are your LEA's percentages of students that participated in the FAA in the 2024-25 SY in each of the following subjects?  ELA: <a href="#">1.9</a> Math: <a href="#">1.9</a> Science: <a href="#">1.9</a>
3.	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?  ELA: <a href="#">2.1</a> Math: <a href="#">2.1</a> Science: <a href="#">1.0</a>
4.	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?  ELA: <a href="#">99</a> Math: <a href="#">99</a> Science: <a href="#">99</a>

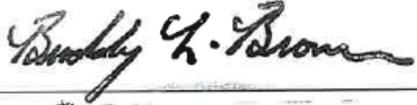
5.	<p>What is your LEA’s projection for the percentage of students participating in the FAST 3-10 Progress Monitoring and EOC assessments in the 2025-26 SY in each of the following subjects?</p> <p>ELA: 100  Math: 100  Science: 100</p>
6.	<p>Are there unique circumstances in the LEA that might draw large 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). The district has approximately 40 students identified for the ID (29) and ASD (11) programs who have significant cognitive disabilities out of approximately 1,900 students which contribute to a higher enrollment of students in access courses exceeding the 1%. Our district's participation rates are similar to the state's participation rates. Our district is small in size and when families move to our community, it is possible a minor increase in the number of students taking the FAA (15) could result in exceeding the 1% in any area. Holmes does not have any specialized schools. There are two factors that have possibly contributed to why Holmes has exceeded the 1% of students identified with an intellectual disability who take the alternate assessment. One factor is drug related arrests. In the 2021 County and Municipal Arrest Report from the Florida Department of Law Enforcement, there were 1,112 arrests in Holmes County. Of those 1,112 arrests, 341 were drug related crimes. Research shows that drug abuse could link to intellectual disabilities according to U.S. National Library of Medicine's MedlinePlus. The other factor that possibly contributes to intellectual disabilities is a lack of prenatal and neonatal care. Holmes County does not have an obstetrician or neonatal care unit, the closest obstetrician and neonatal care unit is at least an hour away in our rural community. According to U.S. National Library of Medicine's MedlinePlus, malnutrition can cause an intellectual disability.</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): 75  Autism Spectrum Disorder (ASD): 25  Traumatic Brain Injury (TBI): 0  Other Health Impairment (OHI): 0</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? There were no patterns that emerged during the review. Participation rates have been consistent.</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. Upon the review of our data, the district is not aware of disproportionate representation of students in the subgroups. If any disproportionate representation occurs, the district will continue to use the Checklist for Course and Assessment Participation to ensure a student’s needs are being met.</p>
10.	<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. The district will continue to address Tier 1 attendance issues. Holmes County strives to have 100% participation in assessments and monitors frequently during testing windows. The district contacts schools to encourage communication with students and their families about the importance of participation. Schools provide families notice of testing dates.</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.) The Checklist for Course and Assessment Participation is embedded in the PEER IEP for IEP teams to utilize when making a decision for a student. The ESE Dept. (staffing specialists attend all IEP meetings) participates in monitoring activities and training to ensure we are consistent with implementation.</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. The Checklist for Course and Assessment Participation is embedded in the PEER IEP for IEP teams to utilize when making a decision for a student in an IEP meeting. The criteria includes a statistically significant cognitive score at or below the 1st percentile (standard score ≤67) or an approved alternative procedure, evidence of receiving specially designed instruction on Access Points for two consecutive reporting periods, documentation of limited progress despite intensive interventions, supplementary aids, and assistive technology, confirmation the student was present for instruction and taught by a certified teacher for the required percentages of the prior school year. Finally, parent consent is obtained for FAA participation.</p>

13.	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. <b>Not at this time, however; the decision to participate in FAA/FAST is considered yearly based on a student's need.</b>
14.	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? <b>The LEA informs parents, families and students at the IEP meeting annually in the student's native language. The Checklist tool is embedded in the PEER IEP as part of the process. In addition, the district gains parental consent and gives parent(s) notice explaining the possible implication of instruction and participation.</b>
15.	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. <b>IEP teams are required to review the performance of all students taking the FAA on an annual basis. Any student scoring "Proficient" or "Advanced" in any content area will trigger the IEP team to analyze progress data, work samples, and IEP goals to determine if the student can participate in the general assessment with accommodations.</b>
16.	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). <b>During the first quarter, the ESE Department will generate a student report based on the previous year's FAA participation and scores. The ESE District will meet with each school to review the reports and review the state's criteria to ensure understanding and identify data needed to make an informed decision at each IEP meeting.</b>
17.	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. <b>The ESE Director met with curriculum coordinators, school counselors and ESE teachers/providers to review FAA participation requirements. Despite our effort, there was not a reduction in students taking the alternate assessment. My next step is to meet and review participation requirements again this year.</b>
18.	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. <b>The ESE Director and/or designee will generate a student report based on the previous year's FAA participation and scores to compare to the current year's data. Data sources</b>

	include our SIS system, IEP, etc. To determine the effectiveness, the district participates in the fall assurances and state monitoring activities.
19.	What professional learning will your staff complete for the 2025-26 SY? The district will utilize the state support projects to access technical assistance and professional learning (ISR-D-December 2025, FDLRS, ACCESS Project).
20.	What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA? Holmes will strengthen the Multi-Tiered System of Supports to ensure students receive appropriate, intensive interventions within general education prior to a referral for ESE evaluation. The ESE Dept. will continue to use the Checklist tool and provide support to ensure all stakeholders understand the state's criteria

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

10/1/2025

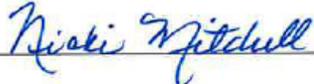
Date



Signature of Exceptional Student Education Director

10/1/25

Date



Signature of Director of Data

Oct. 1, 2025

Date