

Florida Department of Education

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

LEA: Santa Rosa County District 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><i>Our LEA has closely reviewed participation data for students taking the Florida Alternate Assessment (FAA) to guide informed decision-making around implementation. This review includes analyzing year-over-year participation rates, disaggregated by school, grade level, and student subgroup, with a focus on students with the most significant cognitive disabilities.</i></p> <p><i>We ensure IEP teams are making data-informed, individualized decisions regarding eligibility for the FAA, aligned with state criteria and district guidelines. When participation rates appeared inconsistent or raised questions, we conducted file reviews, held follow-up discussions with school-based teams, and provided additional training to staff on the FAA participation guidelines.</i></p> <p><i>As a result, we've strengthened our processes for ensuring appropriate identification and participation, improved documentation practices during IEP meetings, and increased support for teachers administering the alternate assessment. These efforts aim to maintain fidelity in determining FAA eligibility while ensuring all eligible students are included and supported appropriately.</i></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: 1.3% Math: 1.3%</p>

	Science: 1.6%
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: 1.3% Math: 1.3% Science: 1.6%</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: 98.7% Math: 98.7% Science: 98.4%</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><i>We expect for these numbers to remain the same.</i></p> <p>ELA: 98.7% Math: 98.7% Science: 98.4%</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><i>Yes, our LEA does have unique circumstances that may contribute to a higher-than-average percentage of students participating in the Florida Alternate Assessment (FAA).</i></p> <p><i>Our district is home to several specialized programs that attract families of students with the most significant cognitive disabilities. These include specialized autism programs, and classrooms designed specifically for students with complex needs with significant supports in place. In addition, we serve a number of families who relocate to our LEA to access comprehensive medical services, therapy centers, and rehabilitation programs available in our region.</i></p> <p><i>Importantly, our LEA serves a large population of military-connected families due to the presence of Eglin Air Force Base, one of the largest military installations in the country. As a military-recognized district, we receive a significant number of incoming students whose families are stationed at Eglin or transferred from other</i></p>

	<p><i>installations to support their needs. Many of these families specifically request placement in our district because of the quality of our ESE services and the support available to students with significant needs.</i></p> <p><i>These specialized resources and supports draw families seeking appropriate educational and environments for their children, which may lead to a higher concentration of students who meet the criteria for participation in the FAA. As a result, our district may exceed the 1% threshold for alternate assessment participation, despite following state guidelines and ensuring that IEP teams make individualized, data-based decisions about assessment eligibility.</i></p>
<p>7.</p>	<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><i>Students will continue to be added to this area through FTE 2. Data is current as of 9/23/2025 based off of data from 24-25 LEA report.</i></p> <p><i>Intellectual Disability (InD): 54.7%</i> <i>Autism Spectrum Disorder (ASD): 47.4%</i> <i>Traumatic Brain Injury (TBI): 0.3%</i> <i>Other Health Impairment (OHI): 16.6%</i> <i>Orthopedically Impaired (OI): 5.5%</i> <i>Developmentally Delayed (DD): 0.3%</i> <i>Hospital/Homebound: 1.4%</i></p>
<p>8.</p>	<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><i>After reviewing our data on students with the most significant cognitive disabilities, several patterns emerged that help explain our FAA participation rates.</i></p> <p><i>We observed that students who participate in the FAA are more likely to be enrolled in self-contained ESE classrooms, particularly those serving students with the most significant intellectual disabilities, complex medical needs, or students on the autism spectrum with limited communication and adaptive functioning skills. These classrooms are located within our traditional school sites.</i></p> <p><i>Participation rates tend to be higher at schools with these dedicated programs for students with low-incidence disabilities, where instructional strategies and supports are aligned to alternate academic achievement standards. These</i></p>

schools are staffed with teachers and support personnel who are trained in working with students who require extensive, individualized, specially designed instruction, which often correlates with eligibility for the alternate assessment.

Additionally, we noted that participation in the FAA is consistent with students whose IEP teams determined that, based on data, they meet the state’s criteria for having a most significant cognitive disability. There is minimal variation in participation across grade levels, but participation rates are predictably higher in schools where specialized programs are concentrated.

9.

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.

*Yes, upon reviewing our most recent data on participation in the Florida Alternate Assessment (FAA), our LEA has identified **disproportionate representation** within specific student subgroups—most notably among **African American/Black** and **Pacific Islander** students. These subgroups show higher rates of participation in the FAA compared to their overall representation in the student population.*

While we have not observed significant disproportionality among English Language Learners, Hispanic/Latino students, or by gender or socioeconomic status at this time, the overrepresentation in the African American/Black and Pacific Islander groups is a concern that we have recognized.

Steps Taken and Planned:

- 1. Root Cause Analysis:**
We have initiated a root cause analysis by reviewing IEP team decision-making processes, historical placement data, and early intervention records for students within these subgroups.
- 2. IEP Team Training:**
Targeted professional development has been implemented for ESE staff and IEP team members on the FAA eligibility criteria, emphasizing objective data-based decisions and cultural responsiveness. We are reinforcing the importance of using multiple data sources.

3. Monitoring and Review:

The district has established an internal monitoring to review FAA eligibility determinations for all students on FAA. These reviews will help ensure alignment with state guidelines and consistency across schools. We also do data reviews with members of the district data review committee to ensure data compliance.

Through these ongoing efforts, we aim to reduce disproportionality in alternate assessment participation and ensure that all eligibility decisions are equitable, individualized, and aligned with the state's criteria for students with the most significant cognitive disabilities.

10.

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.

*Our LEA is committed to ensuring full participation in statewide assessments and is actively working toward achieving the **95% participation rate** for all students, including students with disabilities across all grades and content areas. At the same time, we recognize that we currently exceed the **1% threshold** for participation in the Florida Standards Alternate Assessment (FSAA) and have taken steps to better understand and address the root causes.*

Review and Analysis:

- **IEP Data Review:**

We conducted a comprehensive review of IEP documentation for students participating in the FSAA to ensure alignment with the Florida Department of Education's eligibility criteria through the assurances procedures. This review includes examining cognitive assessments, adaptive behavior data, academic performance, and instructional access to the general curriculum.

- **Root Cause Identification:**

Our analysis revealed several contributing factors to the under-95% participation rate and over-1% FAA participation:

- *A **concentration of specialized programs** that serve students with significant cognitive disabilities, drawing families from surrounding areas.*
- *Disproportionate identification of certain subgroups (e.g., African American/Black and Pacific Islander students) for FAA participation.*
- *Past inconsistencies in re-evaluation and annual review practices that may have allowed students to remain on alternate assessment without regular re-justification.*

Strategies for Improvement:

1. **Enhanced IEP Team Guidance and Training:**

The district has implemented targeted training for IEP team members to strengthen understanding of the FAA eligibility criteria, reinforce the expectation of high standards for all students, and ensure data-based, individualized decisions.

	<p>2. Reinforced Reevaluation Practices: <i>We are requiring that all students being considered for FAA undergo a full reevaluation to validate eligibility, with a focus on updated cognitive and adaptive behavior assessments.</i></p> <p>3. Monitoring Participation Rates: <i>An internal monitoring process has been put in place to track participation rates across schools and subgroups, ensuring that all students—especially those with disabilities—are included in assessments unless clearly eligible for FAA.</i></p> <p>4. Focus on Inclusion and Access: <i>We are expanding inclusive practices and instructional supports so that more students with disabilities have access to grade-level instruction and assessment accommodations, reducing unnecessary placement into alternate assessment through FIN as well as Accommodation supports and training provided by The Florida Access Project.</i></p> <p>5. Family and Community Outreach: <i>Parents and guardians are being provided with clearer information and resources to understand the implications of alternate assessment participation. We are making efforts to ensure their meaningful involvement in the decision-making process.</i></p> <p><i>Through these ongoing efforts, we are working to both increase overall participation in statewide assessments and reduce reliance on alternate assessments to ensure that all students are appropriately challenged and provided access to rigorous academic opportunities.</i></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><i>Our LEA has implemented a comprehensive and standardized process to ensure that IEP teams across all schools are consistently applying Florida’s state guidelines when determining student participation in the Florida Alternate Assessment (FAA).</i></p> <p>Consistent Implementation Practices:</p> <p>1. Mandatory Use of State-Provided Checklist within PEER: <i>All IEP teams are required to use the Florida Department of Education’s Checklist for Course and Assessment Participation during IEP meetings. This ensures that eligibility decisions for the FAA are based on documented evidence that the student meets the state-defined criteria</i></p>

	<p><i>for having a most significant cognitive disability and receives instruction using access points standards.</i></p> <p>2. Annual Training and Technical Assistance: <i>The district provides annual training for ESE staff, IEP team members, school psychologists, and administrators. This training emphasizes the correct use of the participation checklist, the distinction between the most significant cognitive disability and other disability categories, and the expectation for high academic standards for all students.</i></p> <p>3. Standardized Documentation and Review: <i>The district has implemented uniform procedures for documenting FAA participation decisions within IEPs. Each decision must be supported by relevant data including cognitive assessments, adaptive behavior scales, instructional history, and prior assessment participation. IEPs are reviewed for completeness and compliance during district-level audits.</i></p> <p>4. Ongoing Monitoring and Quality Assurance: <i>The ESE department conducts periodic reviews of IEPs across all schools to ensure that participation decisions are being made appropriately and consistently. If discrepancies are identified, the district provides immediate feedback and targeted technical assistance to the school team.</i></p> <p>5. Decision-Making Support: <i>The district has a procedure in place that reviews data of students prior to taking it to the IEP team, to ensure that all components are aligned for IEP Team Consideration. If there are missing components the data review committee (ESE Coordinator, School Psychologist, Math Coordinator, Literacy Coordinator) will let the team know where there may be gaps to ensure the student is receiving appropriate interventions, supports prior to consideration.</i></p> <p><i>These practices are in place to maintain fidelity to state guidelines, promote equity in assessment participation, and ensure that alternate assessment is reserved only for those students who meet the eligibility criteria set forth by the Florida Department of Education.</i></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><i>Our LEA follows a structured, multi-step process to ensure that all eligibility decisions for participation in the Florida Alternate Assessment (FAA) strictly adhere to the criteria outlined in Rule 6A-1.0943, Florida Administrative Code.</i></p>

This process is designed to promote consistency, ensure data-based decision-making, and uphold high expectations for all students.

Step 1: Pre-IEP Data Review Process

*Before bringing a recommendation for FAA participation to the IEP team, the district requires a **preliminary data review** to confirm that all components outlined in Rule 6A-1.0943 are available, accurate, and aligned. This internal review is conducted by a **multi-disciplinary Data Review Committee**, which includes the:*

- *ESE Coordinator*
- *School Psychologist*
- *Math Coordinator*
- *Literacy Coordinator*

This team collaboratively examines the student's educational history and current performance to determine whether sufficient evidence exists to consider FAA eligibility. If any component is missing or incomplete—such as current cognitive or adaptive behavior data, instructional access documentation, or evidence of prior interventions—the committee notifies the school team. The team then works to address those gaps through further assessment, documentation, or implementation of appropriate interventions prior to convening an IEP meeting.

Step 2: Required Evidence for IEP Consideration

*Once all necessary components are in place, the following **evidence is presented and reviewed by the IEP team**:*

1. **Cognitive and Adaptive Behavior Assessments:**
Valid, recent assessments demonstrating a most significant cognitive disability, significantly impacting both intellectual functioning and adaptive behavior, across multiple environments.
2. **Curriculum and Instructional Access:**
Documentation that the student is receiving instruction aligned to Florida Standards, and requires extensive direct individualized instruction and substantial supports to access the curriculum.
3. **Assessment Participation History:**
A review of the student's participation and performance on previous standardized assessments, and documentation of accommodations used.
4. **Progress Monitoring and Intervention Data:**
Evidence of intensive, individualized academic and behavioral interventions (if needed) and supports, and the student's response to

	<p>those interventions, demonstrating limited progress in general education settings.</p> <p>5. Exclusion of Other Factors: Clear documentation that the decision is not based on factors such as excessive absences, social/emotional or behavioral concerns, specific disability category alone, or limited English proficiency, as required by Rule 6A-1.0943.</p> <p>Step 3: IEP Team Decision-Making</p> <p>The IEP team uses the Florida Department of Education's Checklist for Course and Assessment Participation within PEER to guide its discussion and decision-making. This ensures that all state-mandated criteria are considered and documented. The team must reach consensus that the student meets all three prongs of the eligibility criteria:</p> <ol style="list-style-type: none"> 1. The MOST significant cognitive disability 2. Student is receiving instruction aligned to Florida Standards 3. Ongoing need for extensive, individualized supports <p>The decision and supporting data are documented in the IEP, including a rationale statement that clearly explains how the evidence supports the determination. To include the parental signed documentation or the attempts documented to obtain the written consent for instruction Alternate Academic Achievement Standards.</p> <p>By implementing this structured review process, our LEA ensures that participation in the FAA is limited to only those students who truly meet the state's definition of a student with a most significant cognitive disability, as required by Rule 6A-1.0943, F.A.C. This system supports consistent, equitable, and compliant decision-making across all schools within the district.</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, our district has found 6 students ineligible for FAA participation within the past school year. We have followed the criteria for consideration within the IEP regarding assessment participation for guidance, to include re-evaluation criteria.</p>
14.	<p>Describe how the LEA informs parents, families and students of the instruction in Access Points – Alternate Academic Achievement Standards</p>

	<p>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><i>The LEA ensures that parents and families are informed and that written consent is obtained through the use of PEER forms and documentation as part of the IEP process. If a parent is unable to attend the meeting in person, alternative arrangements are made to support their participation. These may include participation via phone, delivering documents directly to the parent, or having a social worker facilitate the exchange and explanation of paperwork.</i></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><i>IEP teams will conduct a thorough review of assessment data for students who demonstrate advanced proficiency or achieve perfect scores in one or more content areas. This review will include consideration of classroom performance, previous standardized test results, teacher input, and other relevant data sources. Based on this analysis, the team will determine whether the student can appropriately participate in the general statewide progress monitoring system (FAST) or End-of-Course (EOC) assessments, with necessary supports and accommodations in place.</i></p> <p><i>Decisions will be made on an individual basis, in alignment with the student's strengths, needs, and documented present levels of performance. When appropriate, IEP teams will update the IEP to reflect participation in the general assessment system and ensure that any accommodations provided are consistent with those used during instruction and other assessments.</i></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><i>To ensure the validity of the number of students participating in the Florida Alternate Assessment (FAA), our LEA has developed a proactive, multi-step action plan focused on data review, training, and ongoing monitoring:</i></p>

	<p>1. Initial Data Review and Flagging: <i>At the beginning of each school year, the LEA reviews historical and current enrollment and assessment data to identify schools with participation rates nearing or exceeding the 1% threshold. These schools are reviewed to see if this a Tier 1 concern, additional training is needed, or if it is due to specialized classroom placements serving students who have the most significant cognitive disability.</i></p> <p>2. IEP Team Training and Guidance: <i>The LEA provides mandatory training for all school-based Liaisons (facilitate the IEP process) focused on the criteria for alternate assessment eligibility. This training emphasizes accurate application of Florida’s eligibility criteria, proper documentation, and the importance of making individualized decisions based on student need—not disability label or perceived instructional level. This includes school site teams. This includes support from The Florida Access Project.</i></p> <p>3. LEA-Level File Audits and Feedback: <i>The LEA conducts random file audits of proposed FAA participants to verify appropriate eligibility documentation. Feedback is provided directly to school teams. If inconsistencies are found, the LEA may request a reconvening of the IEP team to re-evaluate assessment decisions.</i></p> <p>4. Ongoing Monitoring and Data Checks: <i>Throughout the year, the LEA monitors alternate assessment participation rates and trends across schools. Mid-year check-ins are conducted with school administrators and ESE contacts to address challenges or discrepancies.</i></p> <p><i>This multi-tiered approach allows the LEA to actively support compliance while promoting appropriate student participation in statewide assessments.</i></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><i>During the 2024–25 school year, our LEA implemented several targeted improvement activities aimed at increasing compliance, improving outcomes for students with disabilities, and promoting appropriate assessment participation. These activities included:</i></p> <p>1. Targeted Professional Development: <i>We provided district-wide training for ESE staff, general education teachers, and administrators on topics such as IEP development, data-driven decision-making, and alternate assessment eligibility criteria. These sessions included scenario-based learning and case reviews.</i></p>

2. IEP Quality Assurance Checks:

A mid-year and end-of-year file review process was instituted to evaluate the quality of IEPs, with specific attention to assessment participation decisions and alignment with present levels of performance and instructional supports.

3. Alternate Assessment Data Approval Protocol:

The LEA utilized a process where schools submitted documentation justifying data consideration prior to IEP Team consideration, to ensure all components of the data were in place. This allowed the LEA to provide early feedback and ensure consistency in eligibility determinations.

4. School-Based Coaching and Support:

Identified schools with historically high alternate assessment participation rates received direct coaching from district ESE specialists. This included IEP meeting support, technical assistance, and follow-up training.

Effectiveness of Activities:

Overall, these improvement activities were **partially effective:**

• **Successes:**

- *Training participation was high, and post-training surveys indicated improved staff confidence in making data-driven eligibility decisions.*
- *The data review process led to a reduction in the number of students inappropriately identified for alternate assessment.*
- *Schools receiving coaching showed improved documentation practices and more consistent alignment between data and assessment decisions.*

• **Challenges:**

- *Despite improved processes, some schools continued to struggle with high staff turnover, which limited the long-term impact of training efforts.*
- *In some cases, coaching was reactive rather than preventive due to limited staffing capacity at the LEA level.*

Next Steps:

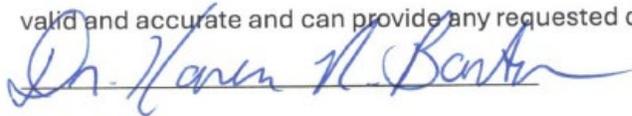
To build on this year's efforts, the LEA will:

	<ul style="list-style-type: none"> • Expand our coaching model to include beginning-of-year IEP team planning support at high-need schools. • Implement a refresher training series mid-year, targeting new staff and schools with continued compliance challenges. • Enhance our data dashboards to provide principals and ESE coordinators with real-time participation and compliance metrics. • Evaluate and refine the data review process to ensure it is sustainable and scalable district wide. <p>We remain committed to continuous improvement and will use both qualitative and quantitative data to assess the effectiveness of these next steps.</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><i>Our LEA’s Action Plan (AP) addresses the Florida Alternate Assessment 1% threshold by ensuring appropriate identification of students with the most significant cognitive disabilities who meet participation criteria. The plan includes training for evaluation teams, guidance for IEP teams on eligibility determination, and regular audits of student records to confirm alignment with state participation requirements.</i></p> <p>Progress Monitoring Activities and Data Sources:</p> <ul style="list-style-type: none"> • Quarterly review of student participation rates in the Florida Alternate Assessment compared to total tested population (FDOE TIDE/Assessment data). • Monitoring of new eligibility determinations at the time of initial evaluation or reevaluation (EDPlan documentation). • Review of IEP team decision-making processes and justification statements to ensure compliance with state guidance. • Professional development participation logs and sign-in sheets for staff trained on the FAA participation criteria. <p>Persons Responsible for Monitoring Progress:</p> <ul style="list-style-type: none"> • ESE Director – oversees implementation of the AP and ensures compliance with the 1% threshold. • Assessment Coordinator – provides data reports on FAA participation and trends.

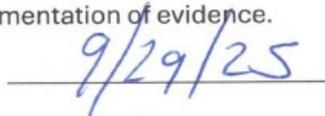
	<ul style="list-style-type: none"> • ESE Liaisons, ESE Program Facilitators and ESE Administration– ensure IEP team decisions are consistent with state criteria. • School Administrators and ESE Chairs – monitor building-level compliance and support accurate documentation. <p><i>Progress will be reviewed quarterly at the district level, and findings will be shared with appropriate leadership teams. Adjustments to the Action Plan will be made as needed to ensure alignment with state expectations and to support compliance with the 1% threshold.</i></p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p><i>For the 2025–26 school year, our LEA will provide professional learning focused on ensuring accurate identification of students for the Florida Alternate Assessment and supporting compliance with the 1% threshold. Training will include:</i></p> <ul style="list-style-type: none"> • FAA Participation Criteria – annual training for IEP teams, school psychologists, staffing specialists, and administrators on state participation requirements, documentation expectations, and use of the state-provided decision-making flowchart. • Standards-Based IEPs – ongoing professional learning for teachers and case managers on aligning IEP goals with grade-level standards and ensuring access to the general education curriculum through the Developing an IEP PD as well as PD provided by The Florida Access Project, Project10 and FIN. • Evidence-Based Instructional Practices – professional development for teachers of students with significant cognitive disabilities to strengthen instructional planning, progress monitoring, and use of assistive technology PD provided by The Florida Access Project, Project10 and FIN in addition to district experts to include 3 year training plans. • Data-Driven Decision Making – training for administrators and IEP teams on reviewing student data to support eligibility and assessment participation decisions. • Family Engagement – sessions for Liaisons on communicating FAA participation criteria clearly with families and documenting parent input in decision-making. <p><i>Professional learning will be delivered through a combination of district-level workshops, school-based PLCs, and state-provided technical assistance. Attendance will be documented, and implementation will be monitored through observations, IEP reviews, and student data audits.</i></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><i>These additional actions, combined with professional development and systematic monitoring, will help ensure that only students who meet the state's definition of having the most significant cognitive disabilities are assessed through the FAA.</i></p>
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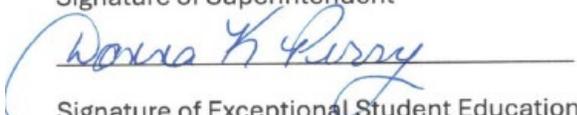
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Signature of Superintendent



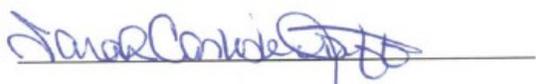
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Signature of Exceptional Student Education Director

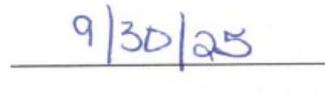


Date



Signature of ~~Director of Data~~

Coordinator of Assessment



Date