

Florida Department of Education

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

LEA: Sarasota County 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>Our LEA reviews assessment participation data at multiple levels to guide informed decision-making for FAA implementation:</p> <ul style="list-style-type: none">• Annually: The district meets with FLDOE to review 1% self-assessments and FDOE 1% Data Discussions focusing on the number of students who participated in the Florida Alternate Assessment (FAA) in previous years.• Monthly: The ESE Department reviews and analyzes internal reports that align with the assurances submitted annually to FLDOE.• School Level: The same report is reviewed monthly at school sites with school teams and district support staff to ensure student course placements and IEPs align with FAA eligibility requirements.
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:0.9 % Math: 1.0 % Science: 1.0 %</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: 0.8% Math: 0.9% Science: 1.2%</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:99.0% Science: 99.0%</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: 99.2% Math:99.1% Science: 98.8%</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>Sarasota County experiences unique circumstances that impact FAA participation, primarily due to student mobility. Each year, approximately 10% of the AP-AAAS population enters from outside the state, county, or through Child Find, home education, private schools, or international enrollment. In 2024–25, the district met the 1% FAA participation cap; however, annual mobility continues to increase enrollment of eligible students. At the end of the 2024-25 school year, 10% of students in grades 1st–12th enrolled in Access courses were new transfers meeting AP-AAAS eligibility, which contributes to fluctuations above the cap. Sarasota County Schools also has a comprehensive ESE Center School that specializes in supporting students with the most significant cognitive disabilities. Families move to the county seeking the opportunity for their child to access this comprehensive educational programming.</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): Autism Spectrum Disorder (ASD): Traumatic Brain Injury (TBI): Other Health Impairment (OHI):</p> <p>Percentages of Primary and Secondary Exceptionality Categories for Students Participating in the FAA in the 2025–26 SY:</p>

	<ul style="list-style-type: none"> • Intellectual Disability (InD): 62.38% • Autism Spectrum Disorder (ASD): 32.29% • Traumatic Brain Injury (TBI): 1.25% • Other Health Impairment (OHI): 4.08% <p>In addition, 27% of this target group has a secondary disability in the listed programs. Among these students, the distribution is:</p> <ul style="list-style-type: none"> • Intellectual Disability (InD): 29.41% • Autism Spectrum Disorder (ASD): 45.89% • Traumatic Brain Injury (TBI): 0% • Other Health Impairment (OHI): 24.70%
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>In Sarasota County, students on Access Points and Alternate Academic Achievement Standards (AP-AAAS) have a range of placement options. They may receive services in their zoned school, in a specialized program focused on Access Points, or at a separate school. Data review may indicate higher percentages at specific school sites across the districts as students are accessing specialized programs through a variety of continuums to provide opportunities in the least restrictive environment. Data review indicates that three elementary schools, three middle schools, and five high schools with specialized programs, as well as the district's separate school program, have a higher percentage of students participating in AP-AAAS compared to other schools, reflecting variations in participation rates based on school type.</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>The ESE district team reviews data throughout the school year. It examines the disproportionality data in each content area for each specific, focused group tested using the AP-AAAS within the district. In reviewing the risk ratio data for 2024-2025, the following areas were identified with a ratio of 3 or above: The subgroups of Pacific Islander for ELA were identified as having a ratio above three, with one student in this category compared to 21 taking FAST or FAA.</p> <p>To assess disproportionality in Sarasota County Schools, the Exceptional Student Education (ESE) Department, Student Services, and the Student Systems and Assessment Department collaborate to create internal reports and analyze data from state reports, identifying areas of disproportionality. Data is</p>

	<p>collected from the AP-AAAS 1% Data Cap State Report, the AP-AAAS Assurance Report, and the district-created monthly ESE Alternate Assessment Reports and reviewed at the district and school levels. To ensure all stakeholders are informed of the review process for disproportionality, the district ESE Team provides professional learning opportunities that utilize the guiding questions to guide school teams in implementing best practices. Sarasota also collaborates with state discretionary projects FIN, CARD, FDLRS, Project 10, and Project Access for additional training for staff with a focus on inclusive practices for students on AP-AAAS.</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>Sarasota County is committed to ensuring 95% participation in all state assessments, including those of students with disabilities, across all grades and subjects. A review of IEP data and assessment practices indicates that factors such as student mobility, varied course placements, and transfers that need to meet graduation requirements with assessment eligibility contribute to participation gaps and may exceed the 1% threshold for FAA participation in some years.</p> <p>To address this, the district provides ongoing staff training on assessment eligibility, monitors participation data every month, and collaborates with school teams to ensure that IEPs align with course placements. During the testing window, school teams ensure students and teachers can utilize the entire testing window. Additionally, the district ESE and Research and Assessment departments coordinate with schools to support the rollout and completion of the annual FAA.</p> <p>Families are engaged proactively to increase awareness and support, including notification of the FAA testing window. Additionally, attendance is monitored, and schools are supported in identifying students at risk of non-participation. Specialized programs and separate schools are closely monitored to ensure equitable participation in both FAA and general assessments, enabling the LEA to maintain compliance and maximize student engagement.</p>
<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>Sarasota County schools ensure consistent implementation of state guidelines for FAA participation through ongoing training for teachers, ESE Instructional Facilitators, administrators, school psychologists, and district staff. Schools</p>

	<p>collaborate with the ESE Department and Student Services throughout the process, beginning with the MTSS framework and collection of Tier 1–3 intervention data to inform decisions and ensure proper documentation for FAA consideration.</p> <p>IEP teams utilize a variety of resources, including the Checklist for Course and Assessment Participation, the FAA Peer Test Assistance Guide, and the Procedures for Students Instructed on Access Points – Alternate Assessment Achievement Standards, all of which are accessible to relevant stakeholders. For initial Access Points considerations, a member of the ESE district support team provides guidance to school-based teams.</p> <p>Families are active participants in the process through conferences, involvement in formal assessments, and membership on the decision-making team. At each IEP meeting where FAA participation is considered, families are informed of the implications of being on Access Points and participating in the FAA.</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>Only students with the most significant cognitive disabilities who meet all eligibility criteria and have parent/guardian consent are considered for Access Points instruction and participation in the Florida Alternate Assessment (FAA). Sarasota County follows a structured, data-driven process to ensure eligibility decisions align with Rule 6A-1.0943, Florida Administrative Code.</p> <p>Eligibility Process:</p> <ol style="list-style-type: none"> 1. Notification and Preliminary Review: School teams notify their District support staff when a student is considered for AP/FAA. Teams review tools such as the Checklist for Course and Assessment Participation, FAA Peer Test Assistance Guide, and Procedures for Students Instructed on Access Points to guide initial consideration. For initial Access Points considerations, ESE district support staff provide guidance and, if appropriate, observe the student. 2. Data Collection and Documentation: Teams open evaluation or re-evaluation to determine formal assessments needed. Staff will collect comprehensive evidence, including IEP goals and academic and functional data. They will implement and analyze Tier 1–3 MTSS intervention. The student’s team will collect data related to classroom performance and the documentation of specially designed instruction, accommodations, supplemental resources, assistive technology, and explicit foundational skill instruction. 3. IEP Team Decision: Using the FAA eligibility questions and exclusionary criteria, the IEP team determines whether the student requires instruction on Access Points and substantial support to access the

	<p>curriculum. Students must demonstrate a significant cognitive disability affecting multiple areas of functioning and require extensive, direct instruction and modifications despite the provision of all appropriate supports.</p> <ol style="list-style-type: none"> 4. Family Involvement: Families are active participants in the process, attending conferences, contributing to assessments, and receiving clear information on the implications of Access Points instruction and FAA participation. 5. Final Determination and Documentation: Eligibility decisions are documented in the IEP, including evidence, rationale, and justification. IEP meetings are held with the required notice and include all required team members, including the school psychologist and district staff. If the student is determined eligible, Parental consent is requested for AP/FAA. This occurs at each IEP meeting where AP/FAA is considered. <p>This process ensures that FAA eligibility decisions are consistent, objective, and aligned with state guidelines, based on comprehensive evidence rather than solely on academic deficits, behavior, or disability category. Collaboration among all instructional and support staff, combined with systematic data collection and family engagement, ensures that students placed on Access Points and assessed via the FAA receive appropriate, individualized educational support.</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>During the last school year, Sarasota County Schools transitioned six students from participation in the Florida Alternate Assessment (FAA) in alignment with state guidelines. Three of these were transfer students from out of county or out of state who, following re-evaluations and updated assessments, did not meet the eligibility criteria for Access Points/FAA. The remaining students were identified through the IEP process, where updated evaluations, intervention data, and progress on goals and curriculum indicated that statewide standardized assessment (FAST) was more appropriate.</p> <p>These determinations were made through a collaborative, data-driven process. IEP teams consistently used the Checklist for Course and Assessment Participation, the FAA Peer Test Assistance Guide, and the Procedures for Students Instructed on Access Points – Alternate Assessment Achievement Standards to ensure alignment with Rule 6A-1.0943, F.A.C. Evaluations and supporting evidence were reviewed during triennial re-evaluations and as needed throughout the year.</p>

	<p>To support transitions, teams also implemented the Guiding Document for Transitioning from FAA to FAST. Planning began as soon as a transition was considered and included increasing exposure to the general education curriculum, gradually integrating general education class participation, and closely monitoring progress. Supports, accommodations, and assistive technology were carefully reviewed to ensure alignment with student needs. Parent/guardian input was an essential part of the process, ensuring transparency and shared decision-making.</p> <p>Through this structured approach, students were placed in the instructional and assessment pathways that best supported their success while ensuring compliance with state requirements.</p>
<p>14.</p>	<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>The LEA ensures that parents, families, and students are fully informed about instruction in Access Points – Alternate Academic Achievement Standards (AAAS) and participation in the Florida Alternate Assessment (FAA) through multiple avenues. Information is shared during parent conferences, districtwide parent training, and at each student’s IEP meeting, where Access Points or FAA participation is considered. At these meetings, teachers provide concrete examples, such as modified assignments and progress data aligned to Access Points standards, to help families understand how instruction is delivered and measured.</p> <p>IEP teams also provide a clear overview of the long-term implications of instruction on Access Points and participation in the FAA. This discussion is documented in the consent section of the PEER IEP, and families receive the consent form in their native language. Interpreters are available at all meetings to ensure full communication and understanding. As needed, parents are given time to reflect on the decision and are asked to confirm their consent within 10 days. Teams remain available throughout the process to answer questions and provide clarification, ensuring that families are supported in making an informed decision.</p>
<p>15.</p>	<p>Describe how IEP teams will review the assessment data of students with advanced proficiency or perfect scores in one or more content areas and consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p>

Data Review Protocol

When a student is demonstrating progress at a higher level (scoring level 4 on the FAA), they may be showing the capacity to make progress in the general education curriculum. As part of the problem-solving process, consider the following:

- Schedule a SWST, CARE meeting, or add to analyze student performance on statewide alternate assessments (FAA) or local progress monitoring tools.
- Collect additional data (classroom performance, benchmark assessments, teacher input, and progress monitoring results) to validate strengths.

Considerations

<p>1. Mastery of Alternate Standards</p> <p>Decision Point: Consider FAST/EOCs if Proficient or Advanced</p>	<ul style="list-style-type: none"><input type="checkbox"/> Emerging – Limited progress on alternate standards<input type="checkbox"/> Developing – Partial mastery, inconsistent across settings<input type="checkbox"/> Proficient – Consistent mastery with minimal support<input type="checkbox"/> Advanced – Beyond alternate standards, approaching grade-level
<p>2. Evidence of Grade-Level Skill Acquisition</p> <p>Decision Point: Consider FAST/EOCs if Emerging or Consistent</p>	<ul style="list-style-type: none"><input type="checkbox"/> None – No grade-level skills evident<input type="checkbox"/> Limited – Occasional grade-level skills, not sustained<input type="checkbox"/> Emerging – Demonstrates grade-level skills with supports<input type="checkbox"/> Consistent – Applies grade-level skills across contexts
<p>3. Readiness to Access Grade-Level Curriculum with Accommodations</p> <p>Decision Point: Consider FAST/EOCs if Partial Readiness or Ready</p>	<ul style="list-style-type: none"><input type="checkbox"/> Not Ready – Needs significant modifications<input type="checkbox"/> Limited Readiness – Can access portions with extensive modifications<input type="checkbox"/> Partial Readiness – Engages with grade-level curriculum using accommodations<input type="checkbox"/> Ready – Consistently accesses grade-level curriculum with accommodations
<p>4. Communication Mode and Response Style</p> <p>Decision Point: Consider FAST/EOCs if Functional or Independent</p>	<ul style="list-style-type: none"><input type="checkbox"/> Dependent – Requires full prompting to respond<input type="checkbox"/> Supported – Responds inconsistently with significant support<input type="checkbox"/> Functional – Communicates responses independently with some support<input type="checkbox"/> Independent – Communicates consistently, responses can be captured on assessments

Consider Additional Supports and Accommodations

- Review which accommodations the student currently uses successfully (e.g., extended time, small group, assistive technology, scribe).
- Match supports those allowed on statewide assessments to ensure consistency and fairness.
- Document needed accommodations clearly in the IEP.

	<p>Engage in Collaborative Decision-Making</p> <ul style="list-style-type: none"> • Ensure IEP team discussions are student-centered and involve teachers, service providers, parents/guardians, and, when appropriate, the student. • Provide families with guidance about the difference between alternate assessments and general assessments (including diploma implications and instructional expectations). <hr/> <p>Pilot Participation (If Applicable)</p> <ul style="list-style-type: none"> • Consider a trial participation in district-level general assessments with accommodations to gauge readiness before statewide testing. • Consider educational opportunities in general education classes, fading curriculum modifications for the student. • Use the results to inform the IEP team’s decision-making process. <p>Document Decisions Clearly</p> <ul style="list-style-type: none"> • Record the rationale for assessment decisions in the IEP, including the data reviewed, the criteria applied, and the decision reached. • Note any changes to assessment participation in the Assessment section of the IEP. • Collaborate with the team, family, and student to develop a transition plan when the student moves from FAA to FAST. (See table below, “Guiding Questions for Teams to Consider in Determining Transitions and LRE Options”). <p>Provide Training and Guidance</p> <ul style="list-style-type: none"> • Offer professional development for IEP team members on interpreting assessment data and understanding eligibility for alternate vs. general assessments. • Share state guidance documents and allowable accommodation lists. <p>Monitor and Revisit Decisions</p> <ul style="list-style-type: none"> • Reevaluate student assessment participation annually, or more often if significant progress is demonstrated. • Collect follow-up data post-assessment to ensure that decisions are leading to appropriate challenge and access for students.
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>Actionable Steps</p> <ol style="list-style-type: none"> 1. Data Coding and Verification in Sarasota County’s Schools Student Information System (SIS). <ul style="list-style-type: none"> ○ Students are coded in the SIS as: <ul style="list-style-type: none"> ▪ ZF – Indicates the student requires 2 FTE periods prior to FAA participation. ▪ P – Eligible for FAA Performance. ▪ D – Eligible for FAA Datafolio.

	<ul style="list-style-type: none"> ○ Codes are updated at every IEP meeting where FAA is considered, ensuring accurate reflection of eligibility and parental consent. <ol style="list-style-type: none"> 2. Parental Consent Tracking <ul style="list-style-type: none"> ○ Schools enter and maintain current FAA consent dates in SIS. ○ District staff verify entries to confirm that parental consent aligns with IEP decisions. 3. Monthly Reporting and Review <ul style="list-style-type: none"> ○ The district generates monthly reports to track students coded for FAA. ○ Reports are reviewed at both the school and district levels to ensure alignment with eligibility requirements and to prevent miscoding. 4. Assurances and Course Alignment <ul style="list-style-type: none"> ○ A district-created assurances report monitors enrollment in Access courses. ○ School teams ensure students participating in FAA are enrolled in aligned Access courses that correspond to the standards assessed. ○ District staff analyze course enrollment data monthly to confirm consistency across schools. 5. Credit Checks for Secondary Students <ul style="list-style-type: none"> ○ High school credit checks are completed regularly to ensure that students assessed on FAA/EOCs are also enrolled in the correct graduation-required Access courses. ○ Students are reviewed monthly at each school containing grades 9-12 through the Project 10 teams to include school based and district staff across multiple departments. <p>Monitoring and Addressing Challenges</p> <ul style="list-style-type: none"> ● Ongoing Monitoring: Monthly reviews of SIS coding, parental consent dates, and course enrollment. ● Cross-Verification: District staff compare SIS data with IEP documentation and consent forms to validate accuracy. ● Error Resolution: If discrepancies are found (e.g., missing consent, incorrect course enrollment), school administrators are notified immediately, and corrective action is documented. ● Training and Support: Annual training for school staff on FAA eligibility, coding procedures, and documentation requirements. ● Continuous Improvement: Feedback loops with schools allow the district to refine procedures and address recurring challenges.
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.

Improvement Activities in 2024–25

During the 2024–25 school year, Sarasota County Schools implemented several improvement activities to strengthen decision-making and documentation for students being considered for participation in Access Points and the Florida Alternate Assessment (FAA).

District ESE Program Facilitators (EPF) were assigned to review all initial Access Points considerations, providing direct guidance to school-based teams. Tools and resources were created and made available in the ESE Compliance Schoology Course to support school teams with eligibility determinations. Based on feedback and analysis of IEP fidelity, the need for increased planning and training for school teams was identified. A structured, step-by-step protocol was developed to ensure fidelity in the decision-making process:

1. Schools notify district staff assigned to the school when a student is being considered for AP/FAA.
2. The ESE Instructional Facilitator (EIF) at the school will review available tools in the ESE Compliance Schoology Course and begin collecting documentation.
3. The EIF will set up a meeting with the school-based team to review documentation and develop a plan of action. This meeting should include teachers, the EIF, other providers, and the district staff ESE Compliance Coordinator (ECC) and ESE Program Facilitator (EPF).
 - a. The team will review the Checklist for Course and Assessment Participation and the Consideration for Access Points Instruction form.
 - b. Summarize the student’s current data.
 - c. As a group, generate a list of what has and has not worked for the student related to:
 - the accommodations, assistive technology, and supplemental resources
 - interventions in place, foundational skill instruction
 - performance across all core content areas
 - setting for instruction
4. The EIF will share timelines of evaluations and copies of reports with the ECC and EPF. Review evaluation results to ensure alignment with eligibility requirements.
5. Invite the district staff to participate in the IEP meeting.
6. Draft Review: Meet with district staff at least 10 days prior to the IEP meeting to review documentation, eligibility criteria, guiding questions, and the draft IEP.

The updated protocol was effective in clarifying expectations and increasing consistency across schools. School teams reported greater confidence in preparing documentation and reviewing cases. Integrating the ongoing coaching and observation by the EPF was essential to support accurate application of the process.

	<p>The district has trained all ESE district staff on this process and will continue implementing and refining the Steps for Consideration protocol based on feedback from schools. We are providing additional case study training to model how to gather and document evidence aligned to guiding questions. Teams are using the draft reviews to ensure all teams are fully prepared prior to IEP meetings. The district will continue to monitor implementation through ECC and EPF collaboration logs, and AP/FAA IEP compliance reviews.</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>Sarasota County Schools’ Procedures for Students Instructed on Access Points and Alternate Assessment Achievement Standards is a living document that will be implemented, reviewed, and updated at least annually. It may be changed based on feedback, changes to state statutes, legislation, or rules. Additionally, the district team will evaluate systems and practices at the school level to determine if procedures are being implemented with fidelity, including the following:</p> <ol style="list-style-type: none">1. Identify Critical Needs2. Research and Select Evidence-Based Strategies3. Plan for Implementation4. Implement and Monitor5. Examine, Reflect, and Adjust <p>During the school year, district and school-level teams will collect and analyze targeted information related to students on AP-AAAS to determine the effectiveness of structures and support and to inform decisions. The self-assessment system is designed to be an integrated part of the process where teams collect data on an ongoing basis and use that data in problem-solving practice. Based on the district team’s examination, evaluation, and reflection on goals and implementation, recommendations will be made to continue, modify, or eliminate practices. This may include changes to progress monitoring tools, professional learning, or resource allocations.</p> <p>An overall evaluation and monitoring plan will include several targeted areas for data collection at the school and district levels.</p> <ul style="list-style-type: none">• Disproportionality• Alternate Assessment Assurances• Alternate Assessment Annual Results• Least Restrictive Environment• Professional Development and Parent Training <p>These identified areas are aligned with the ESE Programs and Procedures (P & P) and one or more Indicators identified in the Local Education Agency (LEA) Profiles and LEA Performance Reports.</p>

	<p>If the analysis reveals that implementation was not systematic across the district or school(s), the team will identify these gaps and incorporate them into the plan's action steps to ensure effective implementation. If the practices meet or exceed expectations, the team will continue with the current procedures.</p>
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Professional Learning for 2025–26 School Year</p> <p>District and School ESE Support Staff (ECC, EPF, EIF)</p> <ul style="list-style-type: none"> • Understanding.Access.Points training provided to all new and second-year ESE Instructional Facilitators. • On-site weekly school check-ins and coaching with district staff to provide coaching and support. • Monthly on-site training with school teams to review and audit AP/FAA IEPs and monitor and analyze related SIS reports. • Monthly and quarterly collaborative meetings with all ESE Instructional Facilitators to review practices, share updates, and problem-solve. <p>Access Course Instructors</p> <p>All teachers delivering Access courses will have opportunities to participate in the following professional learning sessions:</p> <ul style="list-style-type: none"> • enCORE Updates Training • Quick Guide to Understanding ASD • Access 101 (Project Access) • Writing Present Levels of Performance (PLAAFP) in PEER (Project Access) • Modifying Standards and Lesson Planning for Access Points <p>School Psychologists</p> <ul style="list-style-type: none"> • First-year school psychologists will participate in targeted training to build understanding of their role in Access Points considerations and the FAA decision-making process.
<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>Additional Actions to Ensure Reduction of FAA Participation</p> <p>Sarasota County Schools recognizes the importance of maintaining fidelity in determining eligibility for the Florida Alternate Assessment (FAA) and ensuring only students who meet the most significant cognitive disability criteria participate. In addition to the current monitoring systems, updated protocols, and professional learning, the district will implement the following additional actions:</p> <ol style="list-style-type: none"> 1. Strengthened Review Protocols <ul style="list-style-type: none"> ○ Expand the Steps.for.Consideration protocol to include earlier involvement of school psychologists, EIFs, and instructional staff in

	<p>reviewing evidence of student performance across all core content areas.</p> <ul style="list-style-type: none"> ○ Require collaborative meetings to review the Consideration.for.Access.Points.Instruction form before FAA eligibility decisions are finalized. <p>2. Enhanced Data Monitoring</p> <ul style="list-style-type: none"> ○ Increase the frequency of district-level data checks from monthly to bi-weekly during peak IEP review seasons (fall and spring) to verify coding, parental consent dates, and course enrollment. ○ Develop an early-warning system in SIS to flag students newly coded for FAA for immediate review by district staff. <p>3. Targeted Professional Learning</p> <ul style="list-style-type: none"> ○ Expand training for general education teachers, paraprofessionals, and related service providers on documenting evidence of grade-level performance and accommodations, to ensure all staff contribute to accurate decision-making. ○ Provide school psychologists with additional professional learning focused on evaluating academic performance and functional skills for students under Access Points consideration. <p>4. Professional Development and Coaching</p> <ul style="list-style-type: none"> ○ Ongoing professional development to include a partnership with Project Access to provide staff and teacher training. ○ Conduct quarterly case study reviews with ESE Program Facilitators and Compliance Coordinators to identify patterns, challenges, and missteps in FAA eligibility determinations. ○ Provide individualized coaching for schools with higher percentages of students participating in the FAA, focusing on documentation, data collection, and instructional planning. <p>5. Family Engagement</p> <ul style="list-style-type: none"> ○ Offer informational sessions for families to build understanding of Access Points, FAA participation criteria, and implications for graduation pathways. ○ Ensure parents receive clear communication on how accommodations and interventions can support their child’s participation in general statewide assessments when appropriate. <p>6. Continuous Feedback Loop</p> <ul style="list-style-type: none"> ○ Use ECC and EPF logs to track implementation of the updated protocol and identify schools needing additional support. ○ Review trends annually to inform further updates to tools, training, and district assurances reports.
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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.

Jerrine Conner

Signature of Superintendent

9-29-2025

Date

[Signature]

Signature of Exceptional Student Education
Director

9/29/25

Date

George Goodfellow

Signature of Director of Data

9/29/25

Date