

Florida Department of Education

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

LEA: Union County School District

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>We review MTSS data, evaluation data, data from outside sources if available, medical data, etc. to make informed decisions.</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: 2.5 Math: 2.7 Science: 2.3</p>
3.	<p>What is your LEA's projection for the percentage of students participating in the FAA in the upcoming SY in each of the following subjects?</p> <p>ELA: 3.1 Math: 3.2 Science: 3.6</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: 97.5 Math: 97.3</p>

	Science: 97.7
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 upcoming SY in each of the following subjects?</p> <p>ELA: 96.8 Math: 96.7 Science: 98</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>We have had an uptick in migrant students. The district free/reduced lunch (FRL)rate for the 25-26 SY is 54.9%. There are multiple Department of Corrections facilities within the district and some are on/just across the county line. Many families reside in our county for employment and/or to be close to incarcerated family members. We have several federal low-subsidized housing communities. Our county has a high rate of substance abuse, which is associated with mental health and cognitive issues.</p> <p>UCHS: We have students who live out of county and are “shopping around.” With the advent of open enrollment and school choice, we have an increased request for out of county students.</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): Primary: 63.6 Secondary: 27 Autism Spectrum Disorder (ASD): Primary: 47.7 Secondary: 4.5 Traumatic Brain Injury (TBI): Primary: 0 Secondary: 0 Other Health Impairment (OHI): Primary: 2.2 Secondary: 6.8</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>N/A – we only have one elementary, one middle, and one high school in the district and none are ESE center schools.</p>
<p>9.</p>	<p>Regarding the participation of students in alternate assessments, is the LEA aware of any disproportionate representation of students in the following subgroups: English Language Learners, African American students, Hispanic/Latino students, male/female students or low-income students? If so, please describe the steps the LEA will take in the coming year (or the steps already taken) to find the root cause and reduce the impact of any disproportionate representation of students in the above-referenced subgroups among those taking the FAA.</p> <p>InD for African Americans – we plan to have a virtual meeting with the state to inquire about students that are only half African American, but are possibly entered as African American based on registration paperwork from the parent, when technically, they are multi-racial.</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>We are at 98% or above for participation in all assessments, including SWD in all grades and subjects.</p> <p>We are not under the 95% participation rate.</p> <p>We are over the 1% threshold due to the factors mentioned in Question #6.</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>We do use the checklist. This is discussed during each student’s IEP meeting.</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>We do observations and we consider how the student is functioning compared to grade level peers. We also evaluate and get feedback from teachers/parents on adaptive behaviors using valid instruments.</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>At the time of re-evaluation, or every 3 years, the student’s cognitive abilities, academics, and adaptive behaviors are reviewed. If they no longer meet the criteria, then they are removed.</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>Annually at their IEP meeting – we use the consent for alternate assessment found on PEER. If English is not their native language, we have an interpreter attend the meeting to translate for the families.</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>We discuss the FAA results at their annual IEP meeting. Discussions are held with the ESE teachers (self-contained). Trials are done in general education. Re-evaluations are completed as needed.</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>1. At IEP meetings, evaluations are reviewed.</p> <p>2. Re-evaluations are requested based on the student's data.</p> <p>3. MTSS data, classroom grades, attendance data, and progress monitoring data are reviewed.</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>We are doing trials in gen. ed. for students on Access points. The continuum is to try that first and consider taking them off Access points if they are successful in the gen. ed. classroom.</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>All students on Access Points are monitored with the Brigance Inventory of Basic Skills to monitor their progress. The people responsible for monitoring the progress are the IEP team members, district administrators, school staffing specialists, and the school psychologist.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>1. Access Points for Students in Gen. Ed. – completed by Jeff Pruitt with the Access Project.</p> <p>2. Self-Contained training with the Access Project – FDLRS had to cancel this training based on travel issues with the Access Project.</p> <p>3. We trained all new teachers in UDL.</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>- Evaluation review, teacher documentation, MTSS, additional testing and re-evaluations, gradual exposure to gen. ed. classroom settings.</p>

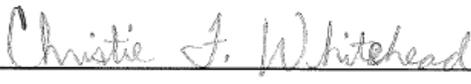
	<ul style="list-style-type: none">- Implementing accommodations- Special considerations: Accessible instructional materials and Assistive Technology (AT).
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By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Signature of Superintendent

Date 10/23/25



Signature of Exceptional Student Education
Director

Date 10-23-2025



Signature of Director of Data

Date 10/23/2025