

Florida Department of Education
Bureau of Exceptional Education and Student Services

Compliance Self-Assessment

Department of Juvenile Justice (DJJ)

When conducting a self-assessment of an IEP of a student in a DJJ program, a combination of the IEP and IPI protocols is used. Refer to the General Supervision Website (GSW) for a copy of the current DJJ protocol to use during the self-assessment of the IEPs. To conduct this review, the reviewer should have access to the student's records. At a minimum, the documents listed below are required. Information from each of these will be used to determine the extent to which specific standards are met.

- Previous and current IEPs, including IEPs from the student's previous placement (to be reviewed)
- Notice of the IEP team meeting
- Notice of change of placement or FAPE from previous IEP, if necessary
- Progress reports from the current and past school year
- Report cards from the current and past school year
- Results of statewide standardized or district assessments
- Documentation of behavior system used in the program, including the student's placement discipline record
- Teacher or provider lesson plans, grade books, notes or logs, rosters, schedules, correspondence

DJJ-1 (IEP-1) The IEP was current on the day of this review.

Check the initiation and duration dates of the IEP to determine if it is current.

Mark **"yes"** if the IEP was current on the date of this review.

Mark **"no"** if the IEP was not current on the date of this review.

DJJ-2 (IEP-11) The appropriate team members were present at the IEP team meeting.
(34 CFR §300.321(a)-(b))

Review the participant section of the IEP to determine whether required members were present. The following participants **must** be present **or** the required agreement or consent process for nonattendance must be documented:

- LEA representative (may also serve as the interpreter of instructional implications of evaluation results; this position can be fulfilled by an administrator or the special education teacher or provider)
- At least one special education teacher or, where appropriate, special education provider of the student (may also serve as the LEA representative; may also serve as the interpreter of instructional implications of evaluation results)
- Interpreter of instructional implications of evaluation results (may also serve as the LEA representative, special education teacher or special education service provider, general education teacher, or evaluation specialist, such as the school psychologist)
- At least one general education teacher of the student, if the student is or may be participating in the regular education environment

There is no requirement that a minimum number of individuals attend the meeting, as long as the required roles are fulfilled. In addition to the circumstances noted above for allowing an individual to fulfill multiple roles, **if a dually certified teacher (ESE and general education) is employed to serve as both the general education and special education teacher of a student**, that individual may fulfill both of those roles on the IEP team.

Mark “**yes**” if either of the following is true:

- All required participants were represented.
- If the appropriate agreement or excusal procedures were followed (see standards IEP-9 and IEP-10).

Mark “**no**” if both of the following are true:

- Any of the required roles were not fulfilled.
- The appropriate agreement or excusal procedures were not followed.

DJJ-3 (IEP-12) The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance related to the services to be provided, including how the student’s disability affects involvement and progress in the general education curriculum. For a prekindergarten student, the IEP contains a statement of how the disability affects the student’s participation in appropriate activities. (34 CFR §300.320(a)(1))

Prior to reviewing the present level statement for compliance, review available information on the student, including the previous year’s IEP, the student’s report card from the current and previous school years, attendance and discipline records, statewide standardized assessment results, other evaluation and assessment data, progress reports, and any additional pertinent information. The present level statement must accurately describe the effect of the student’s disability on their participation and progress in the general education curriculum. Present level statements may be developed separately for individual domains, or a single statement may include information on all appropriate domains. For the prekindergarten student, the present level statement must be descriptive of the impact of the disability on age-appropriate abilities or milestones that typically developing children of the same age would be achieving.

Determining if an area of need is addressed sufficiently is often difficult and may require some degree of subjectivity. The reviewer is asked to use professional judgment in making this determination and must mark “**no**” if an area of need is not reasonably addressed.

For example, assume a student identified with a specific learning disability (SLD) has a history of poor attendance or disciplinary referrals and is failing or only minimally passing one or more courses. Both attendance and behavior are correlated with student achievement and risk of dropping out. As such, there is an expectation that attendance or behavior would be addressed in the present level statement. Although school staff may not have the power to compel the student’s attendance, acknowledging the effect of frequent absenteeism on achievement and working with the student to establish a goal for attendance would be expected of the IEP team using a systemic problem-solving process. Similarly, if a student’s behavior impedes the student’s academic engagement during instructional periods or results in the student being removed from the classroom, this should be addressed through active problem solving and reflected on the IEP even if the student has not been identified with an emotional or behavioral disability.

In evaluating whether the present level statement meets requirements, and taking into account everything that you know about the student based on your review of the student's record, respond to the following probes:

- a. Does the present level statement include a description of the student's current educational or functional performance, including grade or functioning level, as appropriate, which is sufficient to determine the goals and services required for the student to receive FAPE?
- b. Is the present level statement individualized (e.g., strengths, weaknesses, physical or social emotional concerns)?
- c. Does the present level statement include information that exceeds just a label or test score?
- d. Is the statement written in objective, descriptive terms?
- e. Does the statement clearly indicate how the student's disability affects the student's participation in the general education curriculum? Be specific (e.g., student's lack of focus affects reading comprehension).
- f. For prekindergarten children, does the present level statement accurately describe the effect of the disability on age-appropriate abilities or milestones that typically developing children of the same age would be achieving?

Mark **"yes"** if the answers to **a through f** above are **"yes"** or **"n/a"** for the present level statement(s).

Mark **"no"** if the answer to one or more of **a through f** above is **"no"** for one or more present level statement.

The following examples of present level statements that are sufficiently descriptive are provided to guide you in the review:

Example 1 (Reading) — Based on performance on district assessments, teacher-created and curriculum-based assessments and classroom observations, Sarah is significantly below grade level in reading. According to the Florida Assessments for Instruction in Reading aligned to Florida Standards (FAIR-FS) data, she has a probability of literacy success (PLS) of 11 percent. The results of the Syntactic Knowledge Diagnostic test indicate that Sarah demonstrated weakness in the areas of using conjunctions, pronoun reference and subject-verb agreement. In addition, the teacher administered the optional diagnostic tasks to obtain measures on oral reading fluency (ORF) and reading comprehension. The results of these tasks indicate that Sarah has deficits in the areas of ORF and reading comprehension. Sarah is able to locate explicit details and information within text and orally answer questions pertaining to literal items. Sarah responds positively when reading comprehension items are able to be administered orally. Sarah has difficulty with ORF due to poor word analysis as well as difficulty making inferences and comprehending what she is reading. Florida Standards benchmark assessments indicate that Sarah has difficulty finding the author's purpose, answering main idea items, and making inferences. According to current classroom work samples, Sarah has difficulty answering items that require abstract reasoning.

Example 2 (Reading) — Based on performance on district assessments, teacher-created and curriculum-based assessments and classroom observations, Jake is below grade level in reading. According to the FAIR-FS data, he has a PLS of 40 percent. The results of the Syntactic Knowledge Diagnostic test indicate that Jake demonstrated weakness in the area of pronoun reference. In addition, the teacher administered the optional diagnostic tasks to obtain measures on ORF and reading comprehension. The results of these tasks indicate that Jake has deficits in the areas reading comprehension. According

to Florida Standards benchmark classroom assessments, Jake demonstrates strengths when answering questions orally regarding explicit facts and details. He struggles with vocabulary, inferences and story elements such as author's purpose and main idea. According to current classroom work, with cueing and prompting, Jake is able to answer multiple choice and matching items following a passage, especially with oral administration. He has difficulty answering such items independently and when read silently.

Example 3 (Social or Emotional) — Based on input from special area teachers, lunchroom monitors, and peers; structured observations made by the ESE teacher; and prior annual goal reports and behavioral checklists, Jane attempts to interact with peers by smiling and joining an activity, but does not display age-appropriate social skills for verbal greetings, turn-taking, or engaging in activities. Jane will verbally greet and interact with others when prompted, but will not do so without at least one visual or verbal prompt. Jane does not display age-appropriate turn-taking skills when sharing with peers or adults. Even when given a visual or verbal prompt, she will not share items with peers. When Jane wants an item she will take it from others without asking. Although Jane attempts to engage in play with others, she tends to join activities at inappropriate times and without asking. When given a verbal prompt, Jane will use learned strategies to appropriately join the activities. As a result of her disability, Jane has difficulty interacting socially with others in a consistent, age-appropriate manner, which reduces her opportunities for developing peer relationships and social skills.

Example 4 (Independent Functioning) — Based on reports from the regular education teacher, structured observations made by the ESE teacher, past report cards, and student work samples, Emile is able to use the content knowledge and skills he has mastered to benefit from instruction in the fifth grade regular classroom. In addition, assessments conducted by the occupational therapist indicate that he has deficits in fine motor, sequencing, and organizational skills that may affect his ability to complete work in a timely manner. Emile turns in approximately 65 percent of the assigned class work. As a result of his disability, Emile has difficulty keeping track of, completing, and turning in his assignments.

DJJ-4(IEP-13) The IEP includes measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum and meet the student's other needs that result from the disability. Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability as determined by the IEP team. (34 CFR §300.320(a)(2))

Note: To mark “yes” for this item, there must be correspondence between the annual goals (and short-term objectives or benchmarks, if applicable) and the needs identified on the present level of academic and functional performance statement. The goals must represent sufficient content and/or skills to reasonably meet both (1) the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum and (2) each of the student's other educational needs that result from the disability.

For a measurable annual goal to meet compliance it must have explicit, **observable behavior** (the specific skill or behavior that the student is expected to master as a result of specifically designed instruction, written using action words), **conditions** (what is

needed to allow the performance to happen, described in sufficient detail so that it is clear to everyone involved) and **criteria** (what will be used to determine that the student has acceptably performed and mastered the knowledge, skill, behavior or attitude). In general, would a person who is not familiar with the student be able to address this goal and determine whether the student has achieved it?

In determining if the measureable annual goals meet compliance, consider the following probes (**a-d** must be “**yes**” to mark **yes** for this item):

- a. Do the annual goals directly related to the needs of the student as identified in the present level statement(s) as well as any other needs that result from the student’s disability?

Mark “**yes**” if the goals are directly related to the student’s needs as identified in the present level statement (s) or disability.

Mark “**no**” if the goals fail to relate to the present level statements or do not address all of the student’s needs (evident through a record review).

Mark “**no**” if the goals are not individualized (e.g., the same or similar goal is used on the IEPs of many students in the same class or program).

- b. Are the goals observable, clearly descriptive of the specific behaviors or skills to be addressed, and tell what will be used to master the goal (i.e., observable in such a way that anyone asked to evaluate progress could do so clearly, and with accuracy and consistency)?

Mark “**yes**” if answer to the probe is “yes.”

Mark “**no**” if goals are vague without the short-term objectives or benchmarks, lack specificity, and are not written using action words.

- c. Can the goals stand alone and be meaningful? To be meaningful, goals must be observable, conditional, and contain criteria.

Mark “**yes**” if answer to the probe is “yes.”

Mark “**no**” if goals simply refer to or repeat the short-term objectives (e.g., John will master the following objectives; Jane will master objectives 1, 2, 3 and 4).

- d. Does each annual goal statement contain at least two short-term objectives or benchmarks (required for students with disabilities who take alternative assessments aligned to access points curriculum, or whose IEP includes benchmarks or short-term objectives at IEP team discretion)?

Mark “**yes**” if answer to the probe is “yes.”

Mark “**no**” if there are not two objectives or benchmarks for each annual goal statement.

Mark “**n/a**” if the student does not take an alternative assessment or if the student’s IEP does not contain benchmarks or short-term objectives.

Note: If the present level statement was marked “no” due to lack of sufficiency, but the annual goals clearly address the needs of the student that are evident through the record review, this probe should be answered “yes.”

Short-term objectives represent intermediate steps to a goal, are measureable, and often specify conditions.

Benchmarks represent major milestones to a goal and should specify a time frame.

The following examples of **annual goals** and **short-term objectives** or **benchmarks** that are sufficiently descriptive are provided to guide you in the review:

Example 1 (Reading – Annual goal only)

Given a grade-level reading passage, Sarah will increase the number of words she reads per minute by [specific number of words based on student] in three out of four consecutive oral reading assessments, by the end of each quarter.

Example 2 (Reading – Annual goal only)

Given a grade-level reading passage, Jake will read the passage aloud and verbally answer corresponding comprehension questions with 80 percent accuracy in three out of five consecutive opportunities.

Example 3 (Social or Emotional – Annual goal with short-term objectives)

During scheduled free time, such as lunch, recess or break time, Jane will appropriately interact with peers by initiating greetings, displaying sharing skills, and verbally requesting to participate in activities.

- Jane will independently initiate peer interaction with a verbal greeting at least once a day for five consecutive days as recorded on her behavior sheet.
- Given no more than one visual or verbal prompt, Jane will display appropriate sharing skills, such as waiting for her turn instead of grabbing items when she wants them and sharing her belongings with others at least once a day for five consecutive days as recorded on her behavior sheet.

DJJ-5(IPI-2) There is evidence of the implementation of strategies to work toward mastery of the annual goals as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.03028(3)(h), F.A.C.)

Review the student's record for evidence that the student's annual goals are being implemented as specified on the IEP (i.e., that instruction or intervention designed to foster attainment of the goals is being provided). Examples of sources to check for evidence are lesson plans, grade books, notes or logs, rosters, class and teacher schedules, correspondence, materials or equipment, interviews with teachers, and classroom observations.

Mark "**yes**" if there is evidence that strategies have been implemented to work toward mastery of the annual goals as specified on the IEP.

Mark "**no**" if there is no evidence of the implementation of strategies to work toward mastery of the annual goals as specified on the IEP.

DJJ-6(IPI-3) There is evidence of the provision of special education services or specially designed instruction as specified on the IEP. (Rule 6A-6.03028(3)(h), F.A.C.)

Review the student's record for evidence that the special education services specified on the student's IEP are being provided. Examples of sources to check for evidence are lesson plans, grade books, notes or logs, rosters, class and teacher schedules, correspondence, materials or equipment, interviews with teachers, and classroom observations.

Mark “**yes**” if there is evidence that the special education services have been provided as specified on the IEP.

Mark “**no**” if there is no evidence that the special education services have been provided as specified on the IEP.

DJJ-7(IPI 4) There is evidence of the provision of related services as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.03028(3)(h), F.A.C.)

Review the student’s record for evidence that the related services are provided as specified on the IEP. Examples of sources to check for evidence are lesson plans, grade books, notes or logs, rosters, class and teacher schedules, correspondence, materials or equipment, interviews with teachers, and classroom observations.

Mark “**yes**” if both of the following are true:

- If related services are included on the student’s IEP.
- There is evidence that these services have been provided as specified on the IEP.

Mark “**no**” if related services are included on the student’s IEP **but** there is no evidence that the related services have been provided as specified.

Mark “**n/a**” if there are no related services specified on the student’s IEP.

DJJ-8(IPI 5) There is evidence of the provision of supplementary aids and services as specified on the IEP: lesson plans, log(s), interview(s), other.
(Rule 6A-6.03028(3)(h), F.A.C.)

Review the student’s record for evidence that the supplementary aids and services are provided as specified on the IEP. Examples of sources to check for evidence are lesson plans, grade books, notes or logs, rosters, class and teacher schedules, correspondence, materials or equipment, interviews with teachers, and classroom observations.

Mark “**yes**” if both of the following are true:

- Supplementary aids and services are included on the student’s IEP.
- There is evidence that these aids and services have been provided as specified on the IEP.

Mark “**no**” if supplementary aids and services are included on the student’s IEP **but** there is no evidence that these aids and services have been provided as specified.

Mark “**n/a**” if there are no supplementary aids and services specified on the student’s IEP.

DJJ-9(IPI 6) There is evidence of the provision of program modifications or classroom accommodations as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.03028(3)(h), F.A.C.)

Review the student’s record for evidence that the program modifications or classroom accommodations are provided as specified on the IEP. Examples of sources to check for evidence are lesson plans, grade books, notes or logs, rosters, class and teacher schedules, correspondence, materials or equipment, interviews with teachers, and classroom observations.

Mark **“yes”** if both of the following are true:

- Program modifications or classroom accommodations are included on the student’s IEP.
- There is evidence that these program modifications or classroom accommodations have been provided as specified on the IEP.

Mark **“no”** if program modifications or classroom accommodations are included on the student’s IEP **but** there is no evidence that these program modifications or classroom accommodations have been provided as specified.

Mark **“n/a”** if there are no program modifications or classroom accommodations specified on the student’s IEP.

DJJ-10(IEP 20) The IEP contains a statement of appropriate accommodations necessary to measure academic achievement and functional performance on statewide standardized or district assessments. (34 CFR §300.320(a)(6)(i))

The IEP must include any accommodations provided for the student to enable his or her participation in statewide standardized or district assessments.

Mark **“yes”** if the IEP includes a statement of testing accommodations. Mark **“no”** if either of the following is true:

- The IEP does not include a statement of testing accommodations and there is evidence the student was provided them.
- There is evidence the student was provided testing accommodations different from those included on the IEP.

Mark **“n/a”** for students who do not require accommodations on the statewide standardized or district assessments, **or** who do not participate in the assessments due to age or grade level.

DJJ-11(IEP 22) If the IEP team determined that the student will take the Florida Standards Alternate Assessment instead of other statewide standardized assessments or an alternate district assessment of student achievement, the IEP contains a statement of why that assessment is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. (34 CFR §300.320(a)(6)(ii); s.1008.22(3)(c)8., F.S.; Rule 6A-6.03028(3)(h)5., F.A.C.)

If the IEP team determines that the student will not participate in a particular general state or district assessment:

- a. The IEP must include a statement of why the student cannot participate in other statewide standardized or district assessments.
- b. The IEP must include an explanation of why the particular alternative assessment selected is appropriate for the student.

Mark **“yes”** if both **a** and **b** are marked **“yes.”**

Mark **“no”** if **either** of the following are true.”

- There is no evidence of a statement on the IEP as to why the student cannot participate in statewide standardized or district assessments.

- There is no evidence on the IEP to indicate why a particular alternative assessment is appropriate for the student.”

Mark “**n/a**” if the student participates in the general statewide standardized assessment.

DJJ-12(IEP 26) The concerns of the parents for enhancing the education of their child were considered in developing the IEP.

(34 CFR §§300.324(a)(1)(ii), 300.322(c)-(d), and 300.305(a))

Review the IEP to ascertain if the parent’s concerns were solicited and addressed. This may be evident from a statement on the IEP or from conference notes.

Mark “**yes**” if any of the following are true:

- The IEP includes a statement of the parents’ concerns.
- A parent was in attendance.
- Input was solicited from the parents and there was no response, unless there is clear evidence that the concerns were not addressed (e.g., information in conference notes or other documents indicating a parent concern that was not addressed).

Mark “**no**” if both of the following are true:

- No parent attended the meeting.
- There is no evidence that the concerns of the parents were solicited or considered.

DJJ-13(IEP 27) The IEP team considered, in the case of a student whose behavior impedes his or her learning, or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

(34 CFR §300.324(a)(2)(i))

Review the IEP to determine if the IEP team considered the need for positive behavioral interventions, supports, and other strategies. If the need for positive behavioral interventions, supports, and other strategies is checked in the special factors section of the IEP, there should be evidence in the IEP to indicate that these needs were addressed. If a student is identified as having an emotional or behavioral disability (EBD), there must be evidence in the IEP that behavioral issues were addressed. For students who have not been identified as EBD, there may be other evidence that the behavior is being addressed (e.g., documentation of problem-solving process, including response to intervention or instruction data).

Mark “**yes**” if there is evidence of a need **and** it is addressed.

Mark “**no**” if there is evidence of interfering behavior(s) (e.g., EBD label, present level of performance statement, discipline record, this item checked on the special factors section of the IEP) **and there are no** annual goals or short-term objectives or benchmarks, if applicable, or services to address the behaviors.

Mark “**n/a**” if there is no evidence the student has a need in this area (e.g., this item is not checked in the consideration of special factors section on the IEP and other sections of the IEP do not describe any issues related to behavior).

DJJ-14(IEP 28) The IEP team considered, in the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP. (34 CFR §300.324(a)(2)(ii))

Review the IEP to determine if the IEP team considered the language needs for a student with limited English proficiency. If this item is checked in the special factors section of the IEP, there should be evidence on the IEP that these needs were addressed.

Mark “**yes**” if there is evidence of a need **and** it is addressed.

Mark “**no**” if there is evidence that the student is an English language learner (e.g., this item checked on the special factors section of the IEP, information provided in the student’s record) and this need **is not** considered on the IEP.

Mark “**n/a**” if the student is not an English language learner (e.g., this item is not checked in the consideration of special factors section on the IEP).

DJJ-15(IEP 29) The IEP team considered, in the case of a student who is blind or visually impaired, that provision is made for instruction in braille and other use of braille. (34 CFR §300.324(a)(2)(iii))

Review the IEP to determine if the IEP team considered the need for instruction in braille or other use of braille. If the need for braille instruction is checked in the special factors section of the IEP, there should be evidence in the IEP to indicate that these needs were addressed.

Mark “**yes**” if there is evidence of a need **and** it is addressed.

Mark “**no**” if the student is blind or has visual impairment (VI) **and is not** receiving instruction or supports in braille, unless there is evidence in the record that an evaluation (conducted recently or in the past) revealed that instruction in or use of braille is not appropriate.

Mark “**n/a**” if the student is not blind or visually impaired (e.g., this item is not checked in the consideration of special factors section on the IEP).

DJJ-16(IEP 30) The IEP team considered the communication needs of the child, including, for a student who is deaf or hard-of-hearing (DHH) or dual sensory impaired (DSI), consideration of the student’s opportunities for direct communication with peers and professional personnel in the student’s mode of communication, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode. (34 CFR §300.324(a)(2)(iv))

Review the IEP to determine if the student has communication needs, (e.g., information in the student’s record or present level statement; identified as a special factor considered by the IEP team). If so, determine how the communication needs were considered by the IEP team or addressed on the IEP (e.g., goals and short-term objectives or benchmarks, special education and related services, supports for school personnel).

The Communication Plan for a student who is identified as DHH or DSI is addressed in standard IEP-39.

Mark “**yes**” if there is evidence of a need **and** it is addressed.

Mark “**no**” if there is evidence that the student has communication needs that **are not** addressed on the IEP.

Mark “**n/a**” if there is no evidence the student has a need in this area (e.g., this item is not checked in the consideration of special factors section on the IEP).

DJJ-17(IEP 31) The IEP team considered whether the student needs assistive technology devices and services. (34 CFR §300.324(a)(2)(v))

Review the IEP to determine if the IEP team considered the need for assistive technology devices and services. If assistive technology is identified as a need for the student, there must be evidence in the IEP that the need was addressed.

Mark “**yes**” if there is evidence of a need for assistive technology and it is addressed.

Mark “**no**” if there is evidence of a need for assistive technology that is not addressed.

Mark “**n/a**” if there is no evidence the student has a need in the area of assistive technology (e.g., this item is not checked in the consideration of special factors section on the IEP).

DJJ-18(IEP 34) If the current IEP represents a change of placement or change of FAPE from the previous IEP, or the district refused to make a change that the parent requested, the parent received appropriate prior written notice. (34 CFR §300.503)

Prior written notice must be provided to the parent any time the district **proposes** or **refuses** to change a student’s identification, evaluation, or **educational placement** or the **provision of FAPE** to the student. Change in placement occurs when a student crosses from one of the following levels of service (as defined by the U.S. Department of Education [USDOE]) to another:

- 80 percent or more of the school day with nondisabled peers (general)
- 40–79 percent of the school day with nondisabled peers (resource)
- 39 percent or less of the school day with nondisabled peers (separate)
- Separate school
- Residential facility

Change in FAPE occurs when there is a significant change in the type, amount, or intensity of services provided to a student (e.g., personal aide added or discontinued; therapy services added or discontinued; counseling services changed from twice weekly to once per month; change from direct ESE service, such as support facilitation, to indirect service, such as consultation between the general education and ESE teachers). It does not occur when a child moves from one location to another location maintaining the same LRE placement, unless services have been significantly changed.

“Prior written notice” means that the parent must have been notified a reasonable time before the change occurred. If the parent did not attend the IEP team meeting, there must have been a reasonable delay before the changes proposed by the IEP were implemented. Review the IEP to determine if there was a reasonable delay between the date of the meeting and the initiation date of services (many districts consider 5 to 10 days to be a reasonable time).

The following probes must be answered “yes” for standard IEP-34 to be “yes”:

- a. Was prior written notice provided?
- b. If the parent was not in attendance, was there a reasonable delay in initiating the change?
- c. Did the notice include a description of the action proposed?
- d. Did the notice include an explanation of why the district proposes or refuses the action?
- e. Did the notice include a description of each evaluation, assessment, record, or report that the LEA used as the basis for the decision?
- f. Did the notice include a statement that the parents have procedural safeguard protections?
- g. Did the notice include sources for parents to contact for assistance in understanding their rights?
- h. Did the notice include a description of other options considered and why they were rejected?
- i. Did the notice include a description of any other factors relevant to the decision?

Review the current and previous IEPs to determine whether the current IEP reflects a change in placement or the provision of FAPE to the student (i.e., proposal to change). Review conference notes or other information included in the IEP, parent input form, or other documents to determine whether the district refused a parent's request (i.e., refusal to change).

Mark “**yes**” if both of the following are true:

- There was a change of placement or FAPE.
- The above probes **a through i** are all marked “yes.”

Mark “**no**” if either of the following is true:

- There was a change of placement or FAPE.
- One or more of the above probes **a through i** is marked “no.”

Mark “**n/a**” if there was no change in placement **or** FAPE proposed or refused.

DJJ-19(IEP 35) The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general education curriculum, if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; and the student's anticipated needs or other matters.
(34 CFR §300.324(b)(1))

Review the student's previous IEP, progress reports, report card grades, discipline records, and any other available information (e.g., reevaluation results, information provided to, or by the parent, progress monitoring reports). Compare the present level of educational performance statements, annual goals and short-term objectives or benchmarks, and services provided to the student on the previous and current IEP. If there is evidence of a lack of expected progress or significant changes in the student's needs, determine if this was addressed in the current IEP.

Mark “**yes**” if both of the following are true:

- The student **did not** meet the annual goals on the previous IEP or make sufficient progress in the general education curriculum during the past year, if appropriate.
- The current IEP **does** reflect appropriate revisions to the annual goals and services as a result of the problem-solving process.

Mark “**no**” if both of the following are true:

- The student **did not** meet the annual goals on the previous IEP or make sufficient progress in the general education curriculum during the past year, if appropriate.
- The current IEP **does not** reflect appropriate revisions to the annual goals and services.

Mark “**no**”, in addition, if the IEP has not been reviewed within the past year.

Mark “**n/a**” if the student is making progress toward the annual goals as expected.

DJJ 20(IEP 37) Written parental consent on the Florida Department of Education form number 313181 was obtained for instruction in the state standards access points curriculum and, if applicable based on the student’s grade level, participation in the Florida Standards Alternate Assessment (FSAA). (1003.5715(2), F.S., Rule 6A-6.03028(3)(b)1.)

This standard applies only to students who are receiving instruction in the state standards access points curriculum and, if applicable based on the student’s grade level, participation in the FSAA.

Effective March 25, 2014, if the IEP team determines that the student will take the FSAA, consent must be obtained from the parent.

Evidence of a signed parental consent form is not required if the district can document that reasonable efforts were made to obtain the parent’s consent and the parent failed to respond or if the district initiated a due process hearing and obtained approval through that process.

Mark “**yes**” if either of the following is true for students who are receiving instruction in access points and participating in the FSAA:

- The signed Florida Department of Education form and statement are present.
- The district can document that reasonable efforts were made to obtain the parent’s consent and the parent failed to respond.
- The district can document the outcome of a due process hearing.

Mark “**no**” if either of the following is true:

- There is no evidence of a signed form or documentation of reasonable efforts to obtain parental consent.
- There is no evidence of a due process outcome.

Mark “**n/a**” if a student is not receiving instruction in access points.

DJJ-21(IEP 41) Beginning with the 2015-2016 school year, a statement identifying the Career and Professional Education (CAPE) digital tool certificates and the CAPE industry certifications that the student seeks to attain before high school graduation, if any. (Section 1003.4203, F.S., Rule 6A-6.03028, F.A.C.)

This standard applies to students of all ages. CAPE digital certificates are available to students in grades K-8 and industry certifications are available to students in grades 6 through 12.

Mark “**yes**” if the student is currently enrolled in a course leading to a CAPE digital tool certification or industry certification and the statement is included on the IEP or the IEP contains a statement indicating the certifications the student plans to work toward in the future, if any.

Mark “**no**” if the student is enrolled in a course leading to a CAPE digital tool certification or industry certification and the statement is not included on the IEP.

Mark “**n/a**” if the student is not currently enrolled in a course leading to a CAPE digital tool certification or industry certification.