

Florida Department of Education
Bureau of Exceptional Education and Student Services

**Compliance Self-Assessment
2016-17
Evaluation, Development, Implementation (EDI)**

GSW Student Number:	District:
Student's Name:	IEP Date:
School/Grade:	Exceptionality:
Reviewer's Name:	Today's Date:

Response Corrections:

- **Correctable** = Requires immediate action(s) to correct the noncompliance for this student (e.g. amend the student's IEP, reconvene the IEP team)
- **Ensure future compliance** = Requires immediate action(s) to address how the school district will ensure future compliance

***Instructions regarding the responses to these standards may be found in the EDI section of the Exceptional Student Education Compliance Manual.**

Standard		*Compliance Manual Standard	Response
EDI-1	There is documentation of parental involvement in the general education intervention procedures. (Rule 6A-6.0331(1)(a), F.A.C.) [] Correctable [X] Ensure future compliance	IE-1	Y N N/A
EDI-2	Observations of the student must be conducted in the educational environment and, as appropriate, other settings to document the student's academic or behavioral areas of concern. At least one observation must include an observation of the student's performance in the general classroom. ((Rule 6A-6.0331(1)(b), F.A.C.) [] Correctable [X] Ensure future compliance	IE-2	Y N N/A
EDI-3	Evidence-based interventions addressing the identified areas of concern were implemented in the general education environment. (Rule 6A-6.0331(1)(e), F.A.C.) [] Correctable [X] Ensure future compliance	IE-5	Y N N/A
EDI-4	Ongoing progress-monitoring measures of academic and behavioral areas of concern were collected and shared with parents in an understandable format. (Rule 6A-6.0331(1)(e), F.A.C.) [] Correctable [X] Ensure future compliance	IE-6	Y N N/A
EDI-5	The school district requested consent within 30 days of evidence indicating that the student may be a student with a disability who needs special education, or within 30 days of a parent request for an evaluation. (34CFR §300.300(a)(1)(i); Rule 6A-6.0331(3)(a-c), F.A.C.) [] Correctable [X] Ensure future compliance	IE-10	Y N N/A

Standard		*Compliance Manual Standard	Response
EDI-6	<p>The school district obtained informed consent from the parent prior to conducting the initial evaluation. (34 CFR §300.300(a)(1)(i); Rule 6A-6.0331(4)(a), F.A.C.)</p> <p><i>[] Correctable [X] Ensure future compliance</i></p>	IE-11	Y N N/A
EDI-7	<p>The parents were provided notice of the IEP team meeting a reasonable amount of time prior to the meeting, at least one attempt to invite the parent was through a written notice, and a second attempt was made if no response was received from the first notice. (34 CFR §300.322(a)(1))</p> <p><i>[] Correctable [X] Ensure future compliance</i></p>	IEP-4	Y N
EDI-8	<p>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))</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	IEP-12	Y N

Standard	*Compliance Manual Standard	Response
<p><i>through active problem solving and reflected on the IEP even if the student has not been identified with an emotional or behavioral disability.</i></p> <p><i>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:</i></p> <p class="list-item-l1"><i>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?</i></p> <p class="list-item-l1"><i>b. Is the present level statement individualized (e.g., strengths, weaknesses, physical or social emotional concerns)?</i></p> <p class="list-item-l1"><i>c. Does the present level statement include information that exceeds just a label or test score?</i></p> <p class="list-item-l1"><i>d. Is the statement written in objective, descriptive terms?</i></p> <p class="list-item-l1"><i>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).</i></p> <p class="list-item-l1"><i>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?</i></p> <p><i>Mark "yes" if the answers to a through f above are "yes" or "n/a" for the present level statement(s).</i></p> <p><i>Mark "no" if the answer to one or more of a through f above is "no" for one or more present level statement.</i></p> <p>[X] Correctable [] Ensure future compliance</p>		Y N N/A Y N N/A Y N N/A Y N N/A Y N N/A Y N N/A Y N N/A
<p>EDI-9 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))</p> <p>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.</p>	IEP-13	Y N

Standard	*Compliance Manual Standard	Response
<p>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?</p> <p>In determining if the measureable annual goals meet compliance, consider the following probes (a-d must be “yes” to mark yes for this item):</p> <ul style="list-style-type: none"> a. Do the annual goals directly relate 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? <p>Mark “yes” if the goals are directly related to the student’s needs as identified in the present level statement (s) or disability.</p> <p>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).</p> <p>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).</p> <ul style="list-style-type: none"> b. Are the goals observable, clearly descriptive of the specific behaviors or skills to be addressed, and do they 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, with accuracy and consistency)? <p>Mark “yes” if answer to the probe is “yes.”</p> <p>Mark “no” if goals are vague, without the short-term objectives or benchmarks, lack specificity, and are not written using action words.</p> <ul style="list-style-type: none"> c. Can the goals stand alone and be meaningful? To be meaningful, goals must be observable, conditional, and contain criteria. <p>Mark “yes” if answer to the probe is “yes.”</p> <p>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).</p> <ul style="list-style-type: none"> 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)? <p>Mark “yes” if answer to the probe is “yes.”</p> <p>Mark “no” if there are not two objectives or benchmarks for each annual goal statement.</p> <p>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.</p>		Y N Y N Y N Y N Y N Y N Y N/A

Standard		*Compliance Manual Standard	Response
	<p>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."</p> <p>Short-term objectives represent intermediate steps to a goal, are measureable and often specify conditions.</p> <p>Benchmarks represent major milestones to a goal and should specify a time frame.</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>		
EDI-10	<p>The services identified on the IEP are based on the present level academic and functional performance statement(s) and the annual goals (and short-term objectives or benchmarks, if applicable). (34 CFR §300.320(a))</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	IEP-19	Y N
EDI-11	<p>The IEP team considered the extended school year (ESY) needs of the student. (34 CFR §300.106(a))</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	IEP-32	Y N N/A
EDI-12	<p>The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation. (34 CFR §300.323(d)(1)-(2))</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	IPI-1	Y N
EDI-13	<p>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.)</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	IPI-2	Y N
EDI-14	<p>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.)</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	IPI-3	Y N
EDI-15	<p>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.)</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	IPI-4	Y N N/A
EDI-16	<p>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.)</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	IPI-5	Y N N/A

Standard		*Compliance Manual Standard	Response
EDI-17	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.) [X] Correctable [] Ensure future compliance	IPI-6	Y N N/A
EDI-18	There is evidence of the provision of supports for school personnel as specified on the IEP: lesson plans, log(s), interview(s), other. (Rule 6A-6.03028(3)(h), F.A.C.) [X] Correctable [] Ensure future compliance	IPI-7	Y N N/A
EDI-19	The student's progress toward meeting the annual goals was measured, and the report of progress was provided as often as stated on the IEP. (34 CFR §300.320(a)(3)) [X] Correctable [] Ensure future compliance	IPI-8	Y N N/A