



# Special Education Compliance Procedures– Fall 2008

## Division of Special Education

### Miami-Dade County Public Schools

## Pre-Test

This pre-test highlights the key components for compliance in SPED. Persons attending this professional development are required to print and complete this pre-test. Take it to the workshop with you for registration.

| Quality IEPs  |  |
|---|--|
| 1. Which of the following statements is correct?  | <ul style="list-style-type: none"> <li>A. Autistic students often have communication disorders.</li> <li>B. Visually impaired students often require large print materials.</li> <li>C. Students with intellectual disabilities are able to obtain meaningful employment.</li> </ul> |
| 2. What do the acronyms E/BD and ASD stand for?   | <ul style="list-style-type: none"> <li>A. Emotional Behavioral Disability; Autism Spectrum Disorder</li> <li>B. Especially Bad Day; Another Special Day</li> <li>C. Emotional Behavior Disorder; Autistic Spectrum Disability</li> </ul>   |
| 3. For which action(s) is parental consent required?  | <ul style="list-style-type: none"> <li>A. A SWD is assessed utilizing an instrument that is generally not given to students without disabilities</li> <li>B. SWD is suspended</li> <li>C. The IEP team proceeds without the parent</li> </ul>  |
| 4. Present levels of performance section of the IEP (page 2) is based on all of the following except:                             | <ul style="list-style-type: none"> <li>A. Current data, testing, IEP goals, and grades</li> <li>B. The advocate’s hourly fee</li> <li>C. Attendance and discipline record</li> </ul>   |
| 5. What are the three components of a measurable annual goal?   | <ul style="list-style-type: none"> <li>A. Observable behavior, condition, criterion</li> <li>B. Observable behavior, criterion, PEN</li> <li>C. Assessment, observable behavior, timelines</li> </ul>  |
| 6. An observable behavior is:   | <ul style="list-style-type: none"> <li>A. What will be measured and how well the student must perform</li> <li>B. The circumstances that will effect performance of the behavior</li> <li>C. An explicit observable statement of what the student will do</li> </ul>                 |
| 7. Problem behaviors, for a student with specific learning disabilities, cannot be a manifestation of the handicapping condition. | True or False  |
| 8. When is a student required to be invited to their transition IEP meeting?  | <ul style="list-style-type: none"> <li>A. Age 12 – 22 only</li> <li>B. Age 13 – 21 only</li> <li>C. Age 14 - 22 only</li> </ul>  |
| Matrix of Services  |  |
| 9. How is an error on a Matrix of Services form corrected?  | <ul style="list-style-type: none"> <li>A. Develop a new Matrix and back date it to match the IEP</li> <li>B. Hold an IEP meeting to review the educational services then complete a new Matrix</li> <li>C. Use “Records and Forms Management” site to develop a new one</li> </ul>   |
| Data Reporting  |  |
| 10. If the Matrix domain rating in the student record folder does not match the domain rating in ISIS (PF17) then:                | <ul style="list-style-type: none"> <li>A. Change the Matrix to reflect the domain rating in ISIS</li> <li>B. Change ISIS to reflect the domain rating in the record folder</li> <li>C. Call systems user support at 305-995-3705</li> </ul>  |
| 11. During every FTE period:  | <ul style="list-style-type: none"> <li>A. The IEP must be current and entered in ISIS</li> <li>B. The IEP must be monitored and entered in ISIS</li> <li>C. The IEP must be reviewed and entered in ISIS</li> </ul>  |
| 12. DECO corrections can be made up to ____ months after the FTE reporting window utilizing form # _____.                         |  |