

GENERAL SUPERVISION FILE REVIEW CHECKLIST

Revised 2023

Name of Student (Last, First): _____

District: _____

Reviewed by: _____

Date of Birth: _____

Grade: _____

Category of Eligibility: _____

LEP: Yes No

Current Eligibility Report Date: _____

Current Annual IEP Date: _____

Secondary Transition Student: Yes No

Preschool Student: Yes No

Evaluation/Eligibility

Item 1	Yes	No	N/A
For initial eligibility only Written Notice or Consent for Assessment was obtained prior to administering assessments or evaluation on initial evaluation. <small>(34 CFR 300.300 and 300.503)</small>			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 3, p. 33-37

Compliant

Consent for Assessment indicates:

- Parent’s signature and date signed.

OR

- Parent’s signature and date the district received the document.

Non-Compliant

Consent for Assessment does not indicate parent signature or date signed/received.

*Note: In the case of transfer students, if unable to obtain Consent from the previous district despite multiple attempts, this item and item 4 would be marked N/A.

Item 2	Yes	No	N/A
For reevaluation only Documentation of Consent for Assessment for reevaluation OR documentation of reasonable attempts to obtain parental consent accompanied by Written Notice OR documentation of Written Notice if a reevaluation will consist of only a review of existing data. (34 CFR 300.300 and 300.503)			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 3, p. 35 and Section 6, p. 42-44

Compliant

Documentation includes:

- **Consent for Assessment** with parent signature and date signed
OR
- **Consent for Assessment** with parent signature and date district received consent
OR
- **Contact documentation** indicating attempts made to seek consent for assessments for a 3-year reevaluation with accompanying Written Notice
OR
- **Written Notice** provided to parent/adult child indicating new assessments were not required.

Non-Compliant

Documentation does not include:

- Written evidence of **Consent for Assessment**
OR
 - **Contact documentation** indicating reasonable attempts to seek consent
OR
- Written Notice** provided to parent/adult student indicating new assessments were not required

*Note: In the case of transfer students, if unable to obtain Consent from the previous district despite multiple attempts, this item and item 4 would be marked N/A.

Item 3	Yes	No	N/A
Eligibility was determined by a team (all required participants). (34 CFR 300.321)			

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
<input type="checkbox"/> Student (if and when appropriate) (34 CFR 300.321(a)(7) and (300.321(b)(1))	<input type="checkbox"/> Parent or Guardian (34 CFR 300.321(a)(1))	<input type="checkbox"/> School District Administrator or Designee (34 CFR 300.321(a)(4))	<input type="checkbox"/> General Education Teacher (34 CFR 300.321(a)(2))	<input type="checkbox"/> Special Education Teacher (34 CFR 300.321(a)(3))	<input type="checkbox"/> Other Required Team Members (34 CFR 300.321(a)(5))

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 1, p. 31, p. 46

Compliant

Eligibility Report includes documentation of agreement or disagreement from all the individuals indicated by box checked. Each team member role must be identified next to the name of the person who fulfilled that role.

Required members that MUST be separate individuals:

1. Parent(s) and/or Adult student
2. General education teacher
3. Special education teacher (or SLP for speech/language only)

Required members where dual role is permitted:

4. The school administrator OR designee:
5. A person who can interpret the instructional implications of evaluation results.

For **SLD** the following team members are required:

- School Psychologist
- Speech Language Pathologist when considering oral expression and listening comprehension

For **Autism** the following team members are required:

- School Psychologist

Speech Language Pathologist

Non-Compliant

Eligibility Report indicates

- Required team member(s) is/are missing.

OR

Agreement or disagreement is not indicated for each required team member.

Item 4	Yes	No	N/A
<p>A comprehensive evaluation was conducted and all areas of concern identified in the Consent for Assessment are reflected in the Eligibility Report. (34 CFR 300.300-300.311 Subpart D)</p>			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 2, p. 31-33, Section 7, p. 44-62

Compliant

Each area of concern identified on the **Consent for Assessment** was assessed and reported on in the **Eligibility Report**

AND

The date the consent was signed by the parent/guardian was prior to the administration of assessment(s) in the areas of concern

*Before conducting assessments as part of an initial evaluation of a student to determine if he or she qualifies as a child with a disability, the team must have a signed consent for assessment

*Note: Existing evidence, including clinical provider reports do **not** require *Consent for Assessment* to be used in eligibility

Non-Compliant

An area was assessed that was NOT identified on the **Consent for Assessment**

OR

New assessment(s) were administered prior to the date on the **Consent for Assessment**

OR

Consent for Assessment is obtained in an area and no new assessment is completed.

Item 5	Yes	No	N/A
Evaluation and assessment results show the student meets Idaho eligibility criteria for the disability category identified. <small>(34 CFR 300.306(c) and 300.311)</small>			

<input type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Speech/Language Impairment: Language
<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Multiple Disabilities	<input type="checkbox"/> Speech/Language Impairment: Speech
<input type="checkbox"/> Deaf or Hard of Hearing	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Visual Impairment incl. Blindness
<input type="checkbox"/> Emotional Behavioral Disorder	<input type="checkbox"/> Specific Learning Disability **complete SLD Checklist	

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 44-62

Compliant

Team **lists or summarizes** information from the **Eligibility Report** that matches state eligibility criteria in the *Idaho Special Education Manual*

AND

Team used more than one measure or assessment to determine eligibility.

SLD – additional requirements, refer to SLD Checklist

Non-Compliant

Team does not have documentation that the student meets criteria.

OR

Team used only one measure to determine eligibility.

Item 6	Yes	No	N/A
Eligibility Report appropriately addresses adverse effect on educational performance.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 44-62

Compliant

The **Eligibility Report** includes a statement that outlines the student’s educational performance is **significantly and consistently** below the level of same-age peers, preventing the student from benefiting from general education.

The statement should be specific to the student, based on assessment results, and notes the impact of the student’s disability in the educational setting.

Non-Compliant

The **Eligibility Report** includes a statement that is not specific to the student, is not based on assessment results and/or does not note the impact of the student’s disability in the educational setting.

Examples include:

- Assessment results are listed but there is no statement of the impact of the student’s disability in the educational setting.
- There is a statement of how the student’s disability impacts the peers or a general statement about the disability category (not specific to the student).
- The section is left blank.

Item 7	Yes	No	N/A
<i>Eligibility Report</i> appropriately addresses the need for specially designed instruction .			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 44-62

Compliant

The **Eligibility Report** includes a student specific statement that clearly describes the changes to:

- Content (knowledge/skills)
AND/OR
- Methodology (strategies/approaches)
AND/OR
- Delivery (how instruction is provided)

Non-Compliant

The statement does not describe how specially designed instruction differs in content and/or methodology and/or delivery of instruction.

Examples include:

Assessments or scores are listed but no statement of instruction is described.

Item 8	Yes	No	N/A
Did Limited English Proficiency inhibit the access to and progress in the general curriculum?			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 5, p. 37-42

Compliant

A language proficiency score was obtained and appropriate assessments were selected based on the student's level of proficiency.

For a student whose native language is not English, the **Eligibility Report** indicates:

- the student's language proficiency score
AND
- describes necessary considerations

*For preschool students, language proficiency can be determined based on informal measures such as home language surveys or parent interviews.

*Note: for students whose native language is English this item is not required.

Non-Compliant

The student's native language is not English and the **Eligibility Report** does not indicate:

- the student's language proficiency score
AND/OR
- describes necessary considerations

Individualized Education Program (IEP)

Item 9	Yes	No	N/A
IEP Team meeting included all required team members.			

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
<input type="checkbox"/> Student (if and when appropriate) (34 CFR 300.321(a)(7) & (300.321(b)(1))	<input type="checkbox"/> Parent or Guardian (34 CFR 300.321(a)(1))	<input type="checkbox"/> School District Administrator or Designee (34 CFR 300.321(a)(4))	<input type="checkbox"/> General Education Teacher (34 CFR 300.321(a)(2))	<input type="checkbox"/> Special Education Teacher (34 CFR 300.321(a)(3))	<input type="checkbox"/> Other Required Team Members (34 CFR 300.321(a)(5))

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 1D, p. 67-70

Compliant

The **Individualized Education Program** indicates:

- All required team members are present and attendance is documented, including additional team members needed to interpret assessment results; and
 - Each team member's role is identified
- OR**
- If a team member is not attending, an **Excusal Form** is signed by the parent prior to the meeting.

Non-Compliant

The **Individualized Education Program**:

- Does not indicate that all required team members were present at the IEP meeting

AND

Excusal Form for a required team member who did not attend the IEP meeting is missing

Required members that MUST be separate individuals:

1. Parent(s) and/or adult student
2. General education teacher
3. Special education teacher (or SLP for speech/language only)

Required members where dual role is permitted:

4. The school administrator OR designee:
5. A person who can interpret the instructional implications of evaluation results.

Preschool: The general education teacher may be the kindergarten teacher or designee, including a care provider, Head Start teacher, or community

Item 10	Yes	No	N/A
IEP Includes appropriate present levels of academic achievement and functional performance (PLAAFP) and appropriate corresponding annual goal(s) . Please see criteria checklist below for EACH skill area:			

Skill Area:	<input type="checkbox"/> Strength(s) and need(s) of the child (34 CFR 300.324(a)(i))	<input type="checkbox"/> Disability affects involvement in general education (34 CFR 300.320(a)(1)(i))
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Annual Goal:	<input type="checkbox"/> Baseline (34 CFR 300.324(a)(iii))	<input type="checkbox"/> Condition	<input type="checkbox"/> Targeted skill or behavior	<input type="checkbox"/> Criteria or level of performance	<input type="checkbox"/> Procedure (34 CFR 300.320(a)(3)(i))	<input type="checkbox"/> Schedule (34 CFR 300.320(a)(3)(ii))	<input type="checkbox"/> References acceptable Idaho Standard
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SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2, p. 72-89

Compliant

The **Individualized Education Program PLAAFP** statements address how the student’s disability **affects** improvement and progress in the general education curriculum. *For preschool: participation in age appropriate activities.*

AND includes:

- **Strengths** describe what the student can do
- **Needs** describes the skill(s) student will learn
- **Baseline** describes current performance in the target skill
- References acceptable Idaho **Standards***

Annual Goals are precise enough for replication and are observable and measurable including:

- **Condition** – circumstances that will be present
- **Target Skill** – skill or behavior
- **Criteria** – rate, frequency, accuracy
- **Procedure** – manner progress is measured
- **Schedule** – how often will progress be measured

Other considerations:

- **Target skill** in the baseline matches the target skill in the annual goal
- Each **Goal** is developed from a **baseline** and reflect a reasonable amount of progress for the year

* *Idaho Content Standards, Idaho Workplace Skills Career Readiness Standards, Idaho Extended Content Standards Core Content Connectors, or Idaho Early Learning Guidelines (eGuidelines)*

Non-Compliant

The **PLAAFP** or **Annual Goal** are missing one or more components.

Examples include:

- Team listed only strengths or only needs
- Needs statement is written as what adults will do to teach the student, rather than what skill(s) the student needs to learn
- Strengths and needs are unrelated to goal area
- Baseline & annual goal criteria are same value or do not align with each other
- No condition included
- Target skill is not precise enough for replication, not observable or measurable
- Criteria is missing or same as baseline
- Target skill and/or criteria listed as an increase in percentile or percentage score and no observable, measurable skill was listed
- No procedure
- No schedule
- No (or unrelated) grade level standard
- Grade-level standard listed is not at the student’s current grade level at the time of the IEP meeting

Item 11	Yes	No	N/A
IEP includes statement about how written progress reports will be provided. (34 CFR 300.320(a)(3)(i))			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2D, p. 74

Compliant

The **Individualized Education Program** indicates

- How progress will be provided in a written format
- AND**
- How often progress will be reported (at least concurrent with issuance of report cards).

Non-Compliant

The **Individualized Education Program** does not state both how and when progress will be reported.

OR

There is no statement included about progress reports.

Item 12	Yes	No	N/A
The IEP includes a description of the special education and related services being provided to the student. Please see criteria checklist below for EACH service:			

Service	<input type="checkbox"/> Special Education and/or Related Service (34 CFR 300.320(a)(4))	<input type="checkbox"/> Title of Professional Staff Responsible (34 CFR 300.320(a)(4))	<input type="checkbox"/> Frequency of service (34 CFR 300.320(a)(7))	<input type="checkbox"/> Location (34 CFR 300.320(a)(7))	<input type="checkbox"/> Start date (34 CFR 300.320(a)(7))	<input type="checkbox"/> End date (34 CFR 300.320(a)(7))

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2F, p. 76-82

Compliant

EACH service on the **Individualized Education Program** indicates **all** of the following:

- Special education or related service
- Title of professional staff responsible
- Frequency the service is delivered
- Where the service will be provided
- When the service will begin
- When the service will end

*Note: professional holds certification from the Idaho State Department of Education

Non-Compliant

Service areas are missing any components.

Examples include:

- Any area left blank for any service.
- Team indicates someone who is not a professional staff. (Examples: Behavior interventionist, paraprofessional, PCS aide, etc.)
- More than one frequency of service (daily, weekly, monthly) or location is listed on one line.

End date is beyond IEP expiration.

Item 13	Yes	No	N/A
Services show a direct relationship to other components of the IEP.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section E, p. 74-76

Compliant

A direct relationship is documented when:

- Services listed are related to needs identified in the IEP

AND

- Clear relationship between all services listed and PLAAFP, goals, and other considerations identified in the IEP.

AND

- Each identified area of need is addressed through a special education and/or appropriate related service.

Non-Compliant

A relationship cannot be established between one or more services listed and other components of the IEP.

Examples include:

- Student has mobility needs but doesn't have accommodations or services related.
- Services and goals are written for reading when provided evidence relates only to behavioral area.

Item 14	Yes	No	N/A
The IEP Team has explained the extent, if any, to which a student will not participate in general education and has provided a rationale for that placement decision. (34 CFR300.320(a)(5))			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2H, p. 85-86

Compliant

The **Individualized Education Program** indicates decisions are documented for:

- General education classroom
- General education curriculum
- Extracurricular / nonacademic activities.

AND

- If marked "no", rationale statement is included.

Non-Compliant

No rationale is provided for items marked 'no.'

OR

Student receives any amount of services outside of the general education setting and question 2 is answered 'yes'.

Note: *The student is not removed from general education classrooms because of needed accommodations or adaptations in the curriculum.*

Item 15	Yes	No	N/A
The least restrictive environmental code is reflective of the time documented on the IEP service grid. (34 CFR 300.320(a)(5))			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2H, p. 85-86

Compliant

Code matches time on service grid

Non-Compliant

No code or the code is incorrect

Item 16	Yes	No	N/A
ESY is addressed as a consideration and services are identified as needed. (34 CFR 300.106)			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2F, Part 4, p. 79-81

Compliant

The **Individualized Education Program** indicates ESY is addressed:

- By a marked “Yes”, “No”, or “TBD” with date included

OR

- A statement indicating additional data is required

AND

- An amendment is developed once team considers the data and makes determination.

Non-Compliant

The team has not marked “Yes”, “No”, or “TBD”

OR

No documentation that team addressed ESY on or before TBD date indicated on IEP.

OR

If marked ‘yes’, team did not provide rationale for one or more of three areas.

OR

Team marked ‘yes’ and left all questions blank.

Item 17	Yes	No	N/A
When behavior impedes a student’s learning or the learning of others, it is addressed in the IEP. Positive behavior supports are incorporated within the IEP or a Behavior Intervention Plan is included. (34 CFR 300.324(a)(2)(i) & 300.530(d)(1)(i))			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2F, Part 6, p. 82

Compliant

The **Individualized Education Program** indicates behavior impedes learning and includes:

- goals or
- attached BIP

Considerations include:

- positive behavior interventions
- supports

other strategies

Non-Compliant

IEP states behavior does not impede learning but behavior goals or a BIP are included.

OR

IEP states behavior does impede learning and does not include goals related to behavior skill development or BIP.

Item 18	Yes	No	N/A
IEP lists accommodations/adaptations the student requires to be involved and make progress in the general education curriculum to the maximum extent possible. (34 CFR 300.320(a)(4)(i)-(ii)&300.320(a)(6)(i))			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2F, p. 77-78

Compliant

The **Individualized Education Program** includes:

- Statement or list of accommodations and adaptations related to the student’s goals.

OR

- Statement indicating the student does not require accommodations or adaptations

Non-Compliant

Accommodations and adaptations are not included on the IEP document.

AND

A statement indicating why accommodations were not included is present.

Item 19	Yes	No	N/A
Participation is addressed for each individual statewide assessment . (34 CFR 300.320(a)(6))			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2G, p. 83-85

Compliant

The **Individualized Education Program** indicates:

- participation for each individual assessment

AND/OR

- note/mark ‘Not tested at this grade level’ if not applicable for the student’s grade level.

Non-Compliant

Statewide assessment participation is not addressed.

Item 20	Yes	No	N/A
Written Notice is provided and includes an explanation for all required components related to the contents of the IEP. (34CFR 300.503(b)(6)(7))			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2L, p. 89 and Chapter 11, Section 4, p. 156-160

Compliant

All components of the **Written Notice** have been completed, including:

- a **description of action** proposed or refused
- an **explanation** of why action was proposed or refused
- a description of **options** considered and rejected
- the **reasons** those options were rejected
- a description of **information used** as basis
- any other **relevant factors**

Non-Compliant

One or more components have been left blank.

OR

The **Written Notice** is not related to the contents of the IEP.

**If you identified this student as a Secondary Transition, Preschool Student, or as a student with a Specific Learning Disability, please complete the relevant additional checklist.