

GENERAL SUPERVISION FILE REVIEW CHECKLIST

Revised 2022

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
<p>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></p>			
Compliant	Non-Compliant		
<p>Consent for Assessment indicates:</p> <ul style="list-style-type: none"> • Parent’s signature and date signed. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Parent’s signature and date the district received the document. 	<p>Consent for Assessment does not indicate parent signature or date signed/received.</p>		
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 3, p. 33-37			

Item 2	Yes	No	N/A
<p>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. <small>(34 CFR 300.300 and 300.503)</small></p>			

Compliant	Non-Compliant
Documentation includes: <ul style="list-style-type: none"> • Consent for Assessment with parent signature and date signed <li style="text-align: center;">OR • Consent for Assessment with parent signature and date district received consent <li style="text-align: center;">OR • Contact documentation indicating attempts made to seek consent for assessments for a 3-year reevaluation with accompanying Written Notice <li style="text-align: center;">OR • Written Notice provided to parent/adult child indicating new assessments were not required. 	Documentation does not include: <ul style="list-style-type: none"> • Written evidence of Consent for Assessment <li style="text-align: center;">OR • Contact documentation indicating reasonable attempts to seek consent <li style="text-align: center;">OR • Written Notice provided to parent/adult student indicating new assessments were not required
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 3, p. 35 and Section 6, p. 42-44	

Item 3					Yes	No	N/A
Eligibility was determined by a team (all required participants). (34 CFR 300.321)							
<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))			
Compliant			Non-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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 4. The school administrator OR designee: 5. A person who can interpret the instructional 			Eligibility Report indicates <ul style="list-style-type: none"> • Required team member(s) is/are missing. <li style="text-align: center;">OR • Agreement or disagreement is not indicated for reach required team member. 				

<p>implications of evaluation results.</p> <p>For SLD the following team members are required:</p> <ul style="list-style-type: none"> • School Psychologist • Speech Language Pathologist when considering oral expression and listening comprehension <p>For Autism the following team members are required:</p> <ul style="list-style-type: none"> • School Psychologist • Speech Language Pathologist 	
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SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 1, p. 31, p. 46

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>				
Compliant	Non-Compliant			
<p>Each area of concern identified on the Consent for Assessment was assessed and reported on in the Eligibility Report</p> <p style="text-align: center;">AND</p> <p>The date the consent was signed by the parent/guardian was prior to the administration of assessment(s) in the areas of concern</p> <p>*Note: Existing evidence, including clinical provider reports do not require <i>Consent for Assessment</i> to be used in eligibility</p>	<p>An area was assessed that was NOT identified on the Consent for Assessment</p> <p style="text-align: center;">OR</p> <p>New assessment(s) were administered prior to the date on the Consent for Assessment</p> <p style="text-align: center;">OR</p> <p>Consent for Assessment is obtained in an area and no new assessment is completed.</p>			

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

Item 5		Yes	No	N/A
<p>Evaluation and assessment results show the student meets Idaho eligibility criteria for the disability category identified. (34 CFR 300.306(c) and 300.311)</p>				
<input type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Speech/Language Impairment: Language <input type="checkbox"/> Speech/Language Impairment: Speech <input type="checkbox"/> Traumatic Brain Injury		
<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Multiple Disabilities			
<input type="checkbox"/> Deaf or Hard of Hearing	<input type="checkbox"/> Orthopedic Impairment			

<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	
Compliant	Non-Compliant	
<p>Team lists or summarizes information from the Eligibility Report that matches state eligibility criteria in the <i>Idaho Special Education Manual</i></p> <p style="text-align: center;">AND</p> <p>Team used more than one measure or assessment to determine eligibility.</p> <p>SLD – additional requirements, refer to SLD Checklist</p>	<p>Team does not have documentation that the student meets criteria.</p> <p style="text-align: center;">OR</p> <p>Team used only one measure to determine eligibility.</p>	
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 44-62		

Item 6	Yes	No	N/A
Eligibility Report appropriately addresses adverse effect on educational performance.			
Compliant	Non-Compliant		
<p>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.</p> <p>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.</p>	<p>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.</p> <p>Examples include:</p> <ul style="list-style-type: none"> 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. 		
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 44-62			

Item 7	Yes	No	N/A
Eligibility Report appropriately addresses the need for specially designed instruction.			
Compliant	Non-Compliant		

<p>The Eligibility Report includes a student specific statement that clearly describes the changes to:</p> <ul style="list-style-type: none"> • Content (knowledge/skills) AND/OR • Methodology (strategies/approaches) AND/OR • Delivery (how instruction is provided) 	<p>The statement does not describe how specially designed instruction differs in content and/or methodology and/or delivery of instruction.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Assessments or scores are listed but no statement of instruction is described.
<p>SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 7, p. 44-62</p>	

Item 8	Yes	No	N/A
<p>Limited English Proficiency: A language proficiency score was obtained and appropriate assessments were selected based on the student’s level of proficiency. (K-12 only)</p>			
Compliant	Non-Compliant		
<p>For a student whose native language is not English, the Eligibility Report indicates:</p> <ul style="list-style-type: none"> • the student’s language proficiency score AND • describes necessary considerations <p>*Note: for students whose native language is English this item is not required.</p>	<p>The student’s native language is not English and the Eligibility Report does not indicate:</p> <ul style="list-style-type: none"> • the student’s language proficiency score AND/OR • describes necessary considerations 		
<p>SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 4, Section 5, p. 37-42</p>			

Individualized Education Program (IEP)					
Item 9			Yes	No	N/A
<p>IEP Team meeting included all required team members.</p>					
<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))	
Compliant			Non-Compliant		
<p>The Individualized Education Program indicates:</p> <ul style="list-style-type: none"> • All required team members are present and attendance is documented; and • Each team member’s role is identified 			<p>The Individualized Education Program:</p> <ul style="list-style-type: none"> • Does not indicate that all required team members were present at the IEP meeting AND 		

<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> If a team member is not attending, an Excusal Form is signed by the parent prior to the meeting. <p>Required members that MUST be separate individuals:</p> <ol style="list-style-type: none"> Parent(s) and/or Adult student (when appropriate) General education teacher Special Education Teacher (or SLP for speech/language only) <p>Required members where dual role is permitted:</p> <ol style="list-style-type: none"> The school administrator or designee: A person who can interpret the instructional implications of evaluation results. <p><i>Preschool: The general education teacher may be the kindergarten teacher or designee, including a care provider, Head Start teacher, or community preschool teacher if they meet state and/or national licensing standards.</i></p>	<ul style="list-style-type: none"> Excusal Form for a required team member who did not attend the IEP meeting is missing
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 1D, p. 67-70	

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 <small>(34 CFR 300.324(a)(i))</small>		<input type="checkbox"/> Disability affects involvement in general education <small>(34 CFR 300.320(a)(1)(i))</small>				
Annual Goal:	<input type="checkbox"/> Baseline <small>(34 CFR 300.324(a)(iii))</small>	<input type="checkbox"/> Condition	<input type="checkbox"/> Targeted skill or behavior	<input type="checkbox"/> Criteria or level of performance	<input type="checkbox"/> Procedure <small>(34 CFR 300.320(a)(3)(i))</small>	<input type="checkbox"/> Schedule <small>(34 CFR 300.320(a)(3)(iii))</small>	<input type="checkbox"/> References acceptable Idaho Standard
Compliant				Non-Compliant			
The Individualized Education Program PLAAFP statements address how the student’s disability affects improvement and progress in the general education curriculum. <i>For preschool: participation in age appropriate activities.</i>				The PLAAFP or Annual Goal are missing one or more components. Examples include: <ul style="list-style-type: none"> Team listed only strengths or only needs 			

<p style="text-align: center;">AND includes:</p> <ul style="list-style-type: none"> • 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* <p>Annual Goals are precise enough for replication and are observable and measurable including:</p> <ul style="list-style-type: none"> • 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 <p>Other considerations:</p> <ul style="list-style-type: none"> • 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 <p><i>* Idaho Content Standards, Idaho Workplace Skills Career Readiness Standards, Idaho Extended Content Standards Core Content Connectors, or Idaho Early Learning Guidelines (eGuidelines)</i></p>	<ul style="list-style-type: none"> • 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
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SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2, p. 72-89

Item 11		Yes	No	N/A
IEP includes statement about how written progress reports will be provided. (34 CFR 300.320(a)(3)(i))				
Compliant	Non-Compliant			
The Individualized Education Program indicates <ul style="list-style-type: none"> • How progress will be provided in a written format <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • How often progress will be reported (at least 	The Individualized Education Program does not state both how and when progress will be reported. <p style="text-align: center;">OR</p> There is no statement included about progress reports.			

concurrent with issuance of report cards).	
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2D, p. 74	

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))	
Compliant				Non-Compliant			
<p>EACH service on the Individualized Education Program indicates all of the following:</p> <ul style="list-style-type: none"> • 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 <p>*Note: professional holds certification from the Idaho State Department of Education</p>				<p>Service areas are missing any components.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • 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. 			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2F, p. 76-82							
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Item 13				Yes	No	N/A
Services show a direct relationship to other components of the IEP.						
Compliant			Non-Compliant			
<p>A direct relationship is documented when:</p> <ul style="list-style-type: none"> • Services listed are related to needs identified in the IEP <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Clear relationship between all services listed and PLAAFP, goals, and other considerations identified in the IEP. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Each identified area of need is addressed through a special education and/or 			<p>A relationship cannot be established between one or more services listed and other components of the IEP.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • 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. 			

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

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))				
Compliant	Non-Compliant			
<p>The Individualized Education Program indicates decisions are documented for:</p> <ul style="list-style-type: none"> • General education classroom • General education curriculum • Extracurricular / nonacademic activities. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • If marked “no”, rationale statement is included. <p>Note: <i>The student is not removed from general education classrooms because of needed accommodations or adaptations in the curriculum.</i></p>	<p>No rationale is provided for items marked ‘no.’</p> <p style="text-align: center;">OR</p> <p>Student receives any amount of services outside of the general education setting and question 2 is answered ‘yes’.</p>			
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2H, p. 85-86				

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))				
Compliant	Non-Compliant			
Code matches time on service grid	No code or the code is incorrect			
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2H, p. 85-86				

Item 16		Yes	No	N/A
ESY is addressed as a consideration and services are identified as needed. (34 CFR300.106)				
Compliant	Non-Compliant			
<p>The Individualized Education Program indicates ESY is addressed:</p> <ul style="list-style-type: none"> • By a marked “Yes”, “No”, or “TBD” with date 	<p>The team has not marked “Yes”, “No”, or “TBD”</p> <p style="text-align: center;">OR</p>			

<p>included</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • A statement indicating additional data is required <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • An amendment is developed once team considers the data and makes determination. 	<p>No documentation that team addressed ESY on or before TBD date indicated on IEP.</p> <p style="text-align: center;">OR</p> <p>If marked 'yes', team did not provide rationale for one or more of three areas.</p> <p style="text-align: center;">OR</p> <p>Team marked 'yes' and left all questions blank.</p>
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2F, Part 4, p. 79-81	

Item 17	Yes	No	N/A
<p>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.</p> <p><small>(34 CFR 300.324(a)(2)(i) & 300.530(d)(1)(i))</small></p>			
Compliant	Non-Compliant		
<p>The Individualized Education Program indicates behavior impedes learning and includes:</p> <ul style="list-style-type: none"> • goals or • attached BIP <p>Considerations include:</p> <ul style="list-style-type: none"> • positive behavior interventions • supports • other strategies 	<p>IEP states behavior does not impede learning but behavior goals or a BIP are included.</p> <p style="text-align: center;">OR</p> <p>IEP states behavior does impede learning and does not include goals related to behavior skill development or BIP.</p>		
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2F, Part 6, p. 82			

Item 18	Yes	No	N/A
<p>IEP lists accommodations/adaptations the student requires to be involved and make progress in the general education curriculum to the maximum extent possible. <small>(34 CFR 300.320(a)(4)(i)-(ii) & 300.320(a)(6)(i))</small></p>			
Compliant	Non-Compliant		
<p>The Individualized Education Program includes:</p> <ul style="list-style-type: none"> • Statement or list of accommodations and adaptations related to the student's goals. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Statement indicating the student does not 	<p>Accommodations and adaptations are not included on the IEP document.</p> <p style="text-align: center;">AND</p> <p>A statement indicating why accommodations were not included is present.</p>		

require accommodations or adaptations	

Participation is addressed for each individual statewide assessment . (34 CFR 300.320(a)(6))				
The Individualized Education Program indicates: <ul style="list-style-type: none"> • participation for each individual assessment AND/OR • note/mark 'Not tested at this grade level' if not applicable for the student's grade level. 	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))			
Compliant	Non-Compliant		
All components of the Written Notice have been completed, including: <ul style="list-style-type: none"> • 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 	One or more components have been left blank. OR The Written Notice is not related to the contents of the IEP.		
SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Chapter 5, Section 2L, p. 89 and Chapter 11, Section 4, p. 156-160			

Item 21	Yes	No	N/A
Each LEA must provide evidence that planning for transitions related to COVID-19 has been addressed at the individual student level.			
Compliant	Non-Compliant		
For IEPs created on or before June 30, 2022, evidence of planning for transitions related to COVID-19 is: <ul style="list-style-type: none"> • Written; and • Included as part of the IEP <p style="text-align: center;">OR</p> IEP was created after June 30, 2022. <ul style="list-style-type: none"> • IDLP not required 	For IEPs created on or before June 30, 2022, evidence of planning for transitions related to COVID-19 is: <ul style="list-style-type: none"> • Not present 		

**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.