**INDIVIDUAL STUDENT GENERAL SUPERVISION FILE REVIEW CHECKLIST- FAPE**

**Version 1 April 2021**

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| Name of Student (Last, First):  Region: | Reviewed by: |
| Date of Birth: | Age: |
| Category of Eligibility: | Initial IEP Date: |
| Current Eligibility Report Date: | Current Annual IEP Date: |
|  | Current Preschool Student Yes No |

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| **FAPE- Educational Benefit** | | | | |
| **Item 1** | | **Yes** | **No** | **N/A** |
| The student’s needs (as determined through the evaluation reports) are all incorporated into the IEP. (Be sure to check needs mentioned in referral, needs observed in observations and needs observed through formal assessment.) | |  |  |  |
| If no, list the needs not incorporated into the IEP. | |  |  |  |

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| **Item 2** | | **Yes** | **No** | **N/A** |
| The IEP contains annual goals addressing each area of need described in the PLAAFP. | |  |  |  |

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| **Item 3** | | **Yes** | **No** | **N/A** |
| Each annual goal is measurable (direction of movement, baseline, target, method of measurement. Goals should be parent friendly-jargon free). | |  |  |  |

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| **Item 4** | | **Yes** | **No** | **N/A** |
| The IEP contains an appropriate package of services to reasonably enable the student to meet the annual goals. (This includes goals, services, accommodations, aids and supports, preschool, etc. Service packages must be individualized for the child’s needs and not appear to be the same amount for every student) | |  |  |  |

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| **Item 5** | | **Yes** | **No** | **N/A** |
| The IEP designates the provision of supplementary aids and services. (If no aids and services are listed, make sure that there is truly not a need. Often aids and services are used for the child but are not included in the IEP to show the full package of services.) | |  |  |  |

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| **Item 6** | | **Yes** | **No** | **N/A** |
| The student’s progress in each goal area is clearly documented in the file. (Ensure that progress is documented and signed at least quarterly) | |  |  |  |

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| **Item 7** | | **Yes** | **No** | **N/A** |
| The student is making adequate or expected progress in each goal area. (Compare the method of measurement in the goal to the progress noted. The measurement should use the same method. i.e. the method of measurement in the goal uses percentages and progress is measured in percentages. It should be clear if the child is making progress. Compare progress across reporting periods for adequate growth.) | |  |  |  |
| If not, has the IEP been amended to address lack of progress? (Documented amendment and PWN) | |  |  |  |

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| **Item 8** | | **Yes** | **No** | **N/A** |
| Are all parent concerns from referral to IEP addressed in some way? (documentation in IEP, Eligibility report, and/or PWN including concerns that have been ruled out through the evaluation process) | |  |  |  |

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| **Item 9** | | **Yes** | **No** | **N/A** |
| There is evidence that all IEP team member’s educational concerns about the student have been addressed(check notes, minutes, PWN, etc). | |  |  |  |

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| Compliant | Non-Compliant | | | |
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