

GENERAL FILE REVIEW – CHECKLIST (2023)

Item Key = IEP – General Requirements / LRE – Placement / SR – IEP Services / AS – Assessments / MN - Meeting Notice / GS – General Supervision / EL – Eligibility (Evaluation)

Item	AUTHORITY	COMPLIANCE ITEM	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Yes	No	NA	
MN1	IDEA §300.322(a)(1) 126 CSR 16-Ch.10 §4	8 Day Notice	8-day Notice observed or waived per documentation.	8-day Notice not documented.	NA is not an option for this item.	Meeting Notice is 8 days prior to IEP meeting
MN2	IDEA §300.322(b)(1)(i) 126 CSR 16-Ch.10 §4	Reason for Meeting / Invited Members	The meeting purpose and applicable subtype is selected. The meeting purpose is aligned with required members.	The appropriate meeting purpose was not selected, or the required members did not align with the meeting purpose.	NA is not an option for this item.	Meeting notice form
MN3	IDEA §300.504 126 CSR 16-Ch.10 §2(B)	Procedural Safeguards	One of the boxes indicating method of delivery must be checked on meeting notice or other evidence of procedural safeguard provided to the parent.	The box was not checked, and no other evidence of procedural safeguard provided to the parent.	NA is not an option for this item.	Meeting Notice Form
MN4	IDEA §300.322(d) 126 CSR 16-Ch.10 §5	Parent Invitation	Parent response to invitation is recorded OR documentation of reasonable (2 or more) attempts to contact the parent is documented. The LEA documented parent response/options.	Parent response not recorded OR insufficient documentation of attempts.	NA is not an option for this item.	Meeting Notice Form
GS1	IDEA §300.324(a)(6) 126 CSR 16-Ch.5 §3(B)	IEP Amendments	IEP amendment addresses required components and there is evidence the parent was provided a copy of the amended IEP.	The amendment does not address required components; no evidence parent was provided a copy of the amended IEP.	No amendment was documented.	Prior written notice includes: • date of the amendment • a listing of what was changed • Verification of how parent input was obtained (phone, email, in-person, etc.)
GS2	IDEA §300.504(c)(2) 126 CSR 16-Ch.10 §3	Prior Written Notice	Addresses all required components and justifies the action taken by the IEP team as documented within the IEP.	Contains “N/A” or blank fields.	NA is not an option for this item.	Prior Written Notice Documentation

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GS3	IDEA §300.305(e)(3) 126 CSR 16-Ch.5 §1(C)(2)	Summary of Performance (SoP)	An exit meeting was held to review summary of performance no earlier than 45 days, and no later than 7 days, prior to graduation or reaching the end of the school year following the student's 21st birthday OR Waiver was requested and approved by WVDE.	No exit meeting was held or exit meeting was held outside of the state timelines. OR No summary of performance was developed.	Student still receiving services, SoP not developed.	<ul style="list-style-type: none"> • Summary of performance document from previous school exit data • WVDE waiver • Meeting notice for exit meeting
EL1	IDEA §300.300 126 CSR 16-Ch.3 §3(B)	Parental consent for initial evaluation or reevaluation	Signed consent form on file with date preceding initial evaluation. (For reevaluation, signed consent or at least 3 documented contact attempts within previous 30 days).	Appropriate procedures not followed.	Initial or Reevaluation not addressed during the current school year.	<ul style="list-style-type: none"> • Consent form • Documentation of attempts • Prior written notice if no parent consent
EL2	IDEA §300.305(a)(1)(i) 126 CSR 16-Ch.4 §1	Parent input was used in determining eligibility and gathering relevant functional/developmental information	Parent signature on eligibility document, evidence of parental input, or evidence of attempts made to obtain parental input for evaluation.	No evidence of parental input.	Initial or Reevaluation not addressed within the previous 365 days.	<ul style="list-style-type: none"> • Eligibility Committee Form Signatures • Parent input component of evaluation
EL3	IDEA §300.304 126 CSR 16-Ch.3 §4	Evaluation Procedures	Evidence that each noted areas of concern has been evaluated and is documented in the evaluation report(s).	No evidence that each noted areas of concern was evaluated and documented in the evaluation report(s).	Initial or Reevaluation not addressed within the previous 365 days.	<ul style="list-style-type: none"> • Comparison of consent to evaluate form • Evaluations reviewed as documented on EC determination form
EL4	IDEA §300.306 126 CSR 16-Ch.4	Evaluation documentation consistent with eligibility criteria	Eligibility determination is supported by, and consistent with, the information contained in the evaluation report(s).	Appropriate procedures not followed.	Initial or Reevaluation not addressed within the previous 365 days.	Evidence that outcome of primary disability category was documented in the evaluation report

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EL5	IDEA §300.303 126 CSR 16-Ch.3 §2	Evaluation documentation meets required timelines	Initial evaluations have been completed within established state time frame of 80 days OR Reevaluations have been completed within 3 years or the parent and LEA agree that a reevaluation is unnecessary.	Initial evaluations have been completed within established state time frame of 80 days OR Reevaluations have been completed within 3 years or the parent and LEA agree that a reevaluation is unnecessary.	NA is not an option for this item.	<ul style="list-style-type: none"> • WVEIS data for timelines • Agreement to evaluate or prior written notice if no parent consent
IEP1	IDEA §300.324 (b) (3)(1) IDEA §300.320 (b) 126 CSR 16-Ch.5 §1(C)(2)	The current IEP has been reviewed within one year from the date of the previous IEP.	IEP has been updated within 365 days	IEP dates exceed 365 days	Initial IEP Only	IEP dates (Current and previous)
IEP2	IDEA §300.321 (a)(4) 126 CSR 16-Ch.5 §1(D)	The IEP Team consists of: <ul style="list-style-type: none"> • General education teacher of the student, • Special education teacher of the student, and • Representative of the LEA (administrator or designee qualified to provide or supervise special education) 	Documentation of attendance of required members at meeting or written agreement, signed by parent and LEA representative, indicating excusal was approved with input from the excused member. (In Lieu of Attendance form)	Documentation of attendance of required members and/or procedurally correct excusal form was unavailable.	NA is not an option for this item.	IEP Team membership and excusal forms
IEP3	IDEA §300.106 126 CSR 16-Ch.5 §2(H)	ESY Services	ESY services are related to the critical skills identified in the previous IEP or IEP team determined need(s).	ESY services are not related to the critical skills identified in the previous IEP or IEP team determined need(s).	Student does not need ESY services.	Critical Skills from Previous and/or current IEP
IEP4	IDEA §300.320(c) 126 CSR 16-Ch.5 §2(F)	Parent and student are informed no later than the student's 17th birthday of transfer of educational rights	At least one year before the student turned 18, the student and parent were informed that rights under Part B will transfer on 18th birthday. Documentation found in file and/or student initials found on IEP.	Completed after the 17th birthday OR no documentation found.	Student is not age appropriate for transfer of educational rights.	<ul style="list-style-type: none"> • IEP Age of Majority field is checked • Prior written notice documentation if parent is not present at meeting

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IEP5	IDEA §300.320 (1) (i-ii) 126 CSR 16-Ch.5 §2(D)	Present Levels: Impact Statement	Present levels include how the disability affects involvement/ progress in general curriculum. (If preschool, how disability affects participation in appropriate activities.)	Present levels do not include how the disability affects involvement/ progress in general curriculum.	If the PLEPs are general, there is no impact statement.	IEP review
IEP6	IDEA §300.29 126 CSR 16-Ch.5 §2(D)	Present Levels: Communication is clear	Written in objective, measurable terms and easy-to-understand non-technical language.	Not written in objective, measurable terms and easy-to-understand non-technical language.	NA is not an option for this item.	IEP review
IEP7	IDEA §300.29 126 CSR 16-Ch.5 §2(D)	Present Levels: Performance Gaps	Articulate gaps between student's grade level expectations and their demonstrated performance.	Does not articulate gaps between student's grade level expectations and their demonstrated performance.	NA is not an option for this item.	IEP review
IEP7.1	IDEA §300.320 126 CSR 16-Ch.5 §2(D)	Present Levels: Predetermination of Placement Language	PLEP DOES NOT include language that might be considered as a predetermination of placement.	PLEP includes language that might be considered as a predetermination of placement.	NA is not an option for this item.	<ul style="list-style-type: none"> • IEP Present Levels section • IEP LRE/Placement section
IEP7.2	IDEA §300.160 126 CSR 16-Ch.5 §2(D)	Targeted standard selected from one of the following: WV College & Career-Readiness Standards, Alternate Academic Achievement Standards or Early Learning Standards Framework	The IEP contains at least one targeted standard for each English Language Arts & Math when identified as an area of service in the IEP.	The IEP does not contain at least one targeted standard for each English Language Arts & Math when identified as an area of service in the IEP.	The IEP area of need selected is NOT English Language Arts or Math.	IEP review
IEP8	IDEA §300.160 126 CSR 16-Ch.5 §2(D)	Progress Reporting to Parents	The IEP specifies how and when the progress toward the IEP annual goals and objectives will be reported to the parent.	The IEP does not specify how and when the progress toward the IEP annual goals and objectives will be reported to the parent.	NA is not an option for this item.	IEP review of progress monitoring section and alignment with goals
IEP9	IDEA §300.157 126 CSR 16-Ch.5 §2(D)	Annual goal: Critical Skills	The IEP contains at least one critical skill.	The IEP does not contain at least one critical skill.	The student is identified as Gifted.	<ul style="list-style-type: none"> • IEP review of Annual Goals • SMART Goal format

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IEP10	IDEA §300.157 126 CSR 16-Ch.5 §2(E)	Annual goal: timeframe	Timeframe included and does not exceed one year.	Timeframe is NOT included or exceeds one year.	NA is not an option for this item.	<ul style="list-style-type: none"> • IEP review of Annual Goals • SMART Goal format
IEP11	IDEA §300.157 126 CSR 16-Ch.5 §2(E)	Annual goal: specially designed instruction for student performance	Identifies the circumstances under which the action will occur and the specially designed instruction necessary for the student to perform the action.	Circumstances are NOT stated or do not describe specially designed instruction necessary for the student to perform the action.	NA is not an option for this item.	<ul style="list-style-type: none"> • IEP review of Annual Goals • SMART Goal format
IEP12	IDEA §300.157 126 CSR 16-Ch.5 §2(E)	Annual goal: observable, measurable actions for student performance	Stated in positive terms, the action refers to observable, measurable actions the student will perform.	Not stated or does not state in positive terms with the action in observable, measurable terms.	NA is not an option for this item.	<ul style="list-style-type: none"> • IEP review of Annual Goals • SMART Goal format
IEP13	IDEA §300.157 126 CSR 16-Ch.5 §2(E)	Annual goal: expectations for student growth	Specifies the expected amount of growth or level of performance (how much, how often and to what standards) required to achieve the goal.	Not stated or does not specify the expected amount of growth.	NA is not an option for this item.	<ul style="list-style-type: none"> • IEP review of Annual Goals • SMART Goal format
IEP14	IDEA §300.157 126 CSR 16-Ch.5 §2(E)	Annual goal: specific evaluation methods	Identifies the specific evaluation method(s) required to determine whether the goal/objective has been attained.	Not stated or does not identify the specific evaluation method(s) required to determine whether the goal/objective has been attained.	NA is not an option for this item.	<ul style="list-style-type: none"> • IEP review of Annual Goals • SMART Goal format
SR1	IDEA §§300.42 107, 117 126 CSR 16-Ch.5 §2(G)	Supplementary Services: Identified	Supplementary Services are identified appropriately within the PLEP narratives.	Supplementary Services are NOT identified appropriately within the PLEP narratives.	Student does not require supplemental services.	<ul style="list-style-type: none"> • IEP Supplemental Services Review for PLEP narratives

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SR2	IDEA §§300.42 107, 117 126 CSR 16-Ch.5 §2(G)	Supplementary Services: Location	Supplementary Services are identified appropriately within the GEE or other appropriate environments to enable students to be educated with students without disabilities.	Supplementary Services are NOT identified appropriately within the GEE or other appropriate environments to enable students to be educated with students without disabilities.	Student does not require supplemental services.	<ul style="list-style-type: none"> • IEP Supplemental Services Review • Look fors include appropriate use of the following codes: ALL, GEE, and GEES (no minutes)
SR3	IDEA §§300.42 107, 117 126 CSR 16-Ch.5 §2(G)	Supplementary Services: Extent/ Frequency	A specific quantitative amount of time or a specific description of instructional/ environmental circumstances.	Amount of time or circumstance is not specific.	Student does not require supplemental services.	IEP Supplemental Services Review
SR4	IDEA §§300.42 107, 117 126 CSR 16-Ch.5 §2(G) 126 CSR 16-Ch.10 §3(B)	Supplementary Services: Initiation Date	Initiation date is NOT less than 5 days after the IEP Team meeting date or documentation that 5 days have been waived AND includes month, day and year.	Initiation date is less than 5 days after the IEP meeting or no evidence of documentation that 5 days has been waived and/or does not include month, day, and year.	Student does not require supplemental services.	IEP Supplemental Services Review
SR5	IDEA §§300.42 107, 117 126 CSR 16-Ch.5 §2(G)	Supplementary Services: Duration Date	Duration date must include month and year.	Duration date is missing month and/ or year.	Student does not require supplemental services.	IEP Supplemental Services Review
SR6	IDEA §300.39 126 CSR 16-Ch.5 §2(G)	Special Education Services: Identified	Appropriate Special Education Services are identified and justified within the PLEP.	Special Education Services are not identified and justified within the PLEP.	NA is not an option for this item.	IEP Special Education Services Review
SR7	IDEA §300.39 126 CSR 16-Ch.5 §2(G)	Special Education Services: Location	Special Education Services location(s) are identified.	Special Education Services location(s) are NOT identified.	NA is not an option for this item.	<ul style="list-style-type: none"> • IEP Special Education Services Review • Look fors include appropriate use of WEIS codes (such as ALL, GEE, SEE, etc.)

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SR8	IDEA §300.39 126 CSR 16-Ch.5 §2(G)	Special Education Services: Extent/Frequency	A specific quantitative amount of time or a specific description of instructional/ environmental circumstances is stated.	Amount of time or circumstance is not specifically stated.	NA is not an option for this item.	• IEP Special Education Services Review
SR9	IDEA §300.39 126 CSR 16-Ch.5 §2(G) 126 CSR 16-Ch.10 §3(B)	Special Education Services: Initiation Date	Initiation date is not less than 5 days after the IEP Team meeting date or documentation that 5 days have been waived AND includes month, day, and year.	Initiation date is less than 5 days after the IEP meeting or no evidence of documentation that 5 days has been waived and/or does not include month, day, and year.	NA is not an option for this item.	• IEP Special Education Services Review
SR10	IDEA §300.39 126 CSR 16-Ch.5 §2(G)	Special Education Services: Duration Date	Duration date must include month and year.	Duration date is missing month and/ or year.	NA is not an option for this item.	IEP Special Education Services Review
SR11	IDEA §300.34 126 CSR 16-Ch.5 §2(G)	Related Services: Identified	Appropriate Related Services are identified and justified within the PLEP.	Related Services are not identified and justified within the PLEP.	Student does not require related services.	IEP Special Education Services Review
SR12	IDEA §300.34 126 CSR 16-Ch.5 §2(G)	Related Services: Location	Related Services location(s) are identified.	Related Services location(s) are NOT identified.	Student does not require related services.	IEP Special Education Services Review
SR13	IDEA §300.34 126 CSR 16-Ch.5 §2(G)	Related Services: Extent/Frequency	A specific quantitative amount of time or a specific description of instructional/ environmental circumstances is stated.	Amount of time or circumstance is not specifically stated.	Student does not require related services.	IEP Special Education Services Review
SR14	IDEA §300.34 126 CSR 16-Ch.5 §2(G)	Related Services: Initiation Date	Initiation date is not less than 5 days after the IEP Team meeting date or documentation that 5 days have been waived AND includes month, day, and year.	Initiation date is less than 5 days after the IEP meeting or no evidence of documentation that 5 days has been waived and/or does not include month, day, and year.	Student does not require related services.	IEP Related Services Review

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SR15	IDEA §300.34 126 CSR 16-Ch.5 §2(G)	Related Services: Duration Date	Duration date must include month and year.	Duration date is missing month and/or year.	Student does not require related services.	IEP Related Services Review
AS1	IDEA §300.320 (a) (6) Policy 2340	All Statewide assessments of WV Measures of Academic Progress (MAPS) contain appropriate accommodations based on documented student needs.	Testing accommodations are aligned with IEP services and/or Present Levels of Academic and Functional Performance.	Testing accommodations are NOT aligned with IEP services and/or Present Levels of Academic and Functional Performance.	No accommodations are necessary per the IEP. OR Student is enrolled in a non-summative testing grade.	Accommodations page in the IEP
AS2	IDEA §300.160 126 CSR 16-Ch.5 §2(I)	Students on Alternate Academic Achievement Standards (WVAAS)	Student's IEP aligns with documentation for receiving instruction through alternate standards.	Student's IEP does NOT align with documentation for receiving instruction through alternate standards. OR No evidence is available documenting student's instructional standards.	Student is receiving instruction through College and Career Readiness Standards	<ul style="list-style-type: none"> • IEP Standards Type • IEP Alternate Standards Guidelines
LRE1	IDEA §300.114 126 CSR 16-Ch.5 §2(J)	Placement: Extent of participation with non-exceptional students.	Explains the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other non-academic activities OR 100% GEE	Does not explain the extent.	NA is not an option for this item.	Least Restrictive Environment (LRE) Section IEP Review
LRE2	IDEA §300.320 (a) (4) 126 CSR 16-Ch.5 §2(I)	Placement: Percentage of Time	Percentage of time in special education and general education is indicated or students 3-5 must include hours per week in regular early childhood program.	Percentage of time NOT indicated	NA is not an option for this item.	Least Restrictive Environment (LRE) Section IEP Review

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LRE3	IDEA §300.320 (a) (4) 126 CSR 16-Ch.5 §2(J)	Placement: Options (LRE Code)	An appropriate placement option (LRE Code) is selected	An inappropriate placement option (as compared to percentage code) or no placement option is selected.	NA is not an option for this item.	Least Restrictive Environment (LRE) Section IEP Review
LRE4	IDEA §300.300 (b)(2) 126 CSR 16-Ch.5 §2(K)	Initial Placement: Parental Consent	LEA/agency obtained parental consent for initial placement.	LEA/agency did not obtain parental consent for initial placement prior to IEP implementation.	Not an initial IEP	Parent consent for initial services

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