# Educational Benefit Checklist

**STUDENT ________________________________  IEP DATE ________________________**

<table>
<thead>
<tr>
<th>AGE</th>
<th>GRADE</th>
<th>SCHOOL</th>
<th>DISABILITY</th>
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## PRIOR TO THE MEETING

- Are the parents/guardians participating in the IEP meeting?
- Are all other required members of the IEP team present or appropriately excused?
- Does the representative of the district have the authority to commit district resources?

## IDENTIFYING INFORMATION

- Is all the information correct and complete?
- How will the manager of the school MIS system be informed of the changes?
- Does the IEP clearly specify the student’s disability(s)?
- Did the IEP team identify how the student’s disability affects his or her involvement and progress in the general curriculum or participation in appropriate activities for the preschool student?

## TRANSITION

- Does the IEP team include representatives of any other agency that may be responsible for providing or paying for transition services?
- If the student is age 16 or older, has the student been informed of the rights that will transfer when he or she reaches age 18?
- Is the transition plan developed in accordance with the student’s post-school preferences, interests, and goals?
- Are there measurable postsecondary goals, based on age appropriate transition assessments, that address education/training, employment, and where appropriate, independent living skills?
- Are appropriate transition services (including courses of study) and responsible persons/agencies specified?
- Are the transition services designed to be within a results-oriented process that is focused on improving academic and functional achievement of the student?
- Are additional vocational and/or transition assessments required?
- Are all the required transition data elements addressed?
- Is the transition plan designed to facilitate the student’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living and community participation?

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

- Are the student’s strengths, preferences, and interests clearly identified?
- Are the concerns of the parent identified?
- Do the Present Levels of Academic Achievement and Functional Performance reflect all needs identified in the assessments?
- Are all sections of the Present Levels of Academic Achievement and Functional Performance addressed, including documentation of “no concerns noted at this time?”
- Does this clearly reflect the student’s performance in the educational setting?
SPECIAL FACTORS

- Are additional supports, assistive technology devices, special materials and equipment, etc. identified if needed?
- Did the IEP team address additional considerations if the student is visually impaired or hearing impaired?
- For a student with limited English proficiency (English Learner), does the IEP team consider the language needs of the student as such needs relate to the student's IEP and does the IEP include linguistically appropriate goals, objectives, programs and services?
- Does the student demonstrate behavior(s) that impede learning, and if so, how will positive behavior interventions, strategies, and supports be provided?
- Did the IEP team carefully consider all Special Factors that may influence the student's educational progress?
- Does the IEP Team agree on the areas of need to be addressed in goals as identified in the Present Levels of Academic Achievement and Functional Performance and in Special Factors?

PARTICIPATION IN ASSESSMENTS

- Did the IEP team identify accommodations and/or modifications needed on district-wide assessments as well as state assessments?
- Does the student require the accommodations and/or modifications both on State and district-wide assessments and in his educational program?
- Are accommodations and/or modifications on State and district-wide assessments in accordance with State and/or district guidelines?
- Are alternate assessment(s), including the reasons, clearly noted if required?

GOALS, INCLUDING BENCHMARKS OR OBJECTIVES (AS APPROPRIATE)

- Are there measurable goals and objectives/benchmarks (if appropriate) for each area of need and vice versa?
- Are the goals and objectives/benchmarks aligned to state standards as appropriate?
- Is there a baseline specified that reflects the starting point for the goal?
- Do the goals and objectives/benchmarks enable the student to be involved/progress in the general curriculum or meet other educational needs that result from the disability?
- If the student is an English Learner, are the goals and objectives/benchmarks linguistically appropriate?
- Are goals identified that support the student’s Transition Plan if appropriate?
- Is the person(s) primarily responsible for implementing the goals and monitoring progress identified?
- Is the method for determining the student’s progress toward the annual goals and reporting to the parents clearly specified?
- If the student did not meet a prior goal(s), was the goal(s) revised to meet the student's needs?
- Do the new goals indicate the IEP Team should consider changes in services and/or supports?

SPECIAL EDUCATION AND RELATED SERVICES

- Was the determination of the appropriate supplementary aids and services, and special education and related services completed after the goals were finalized?
- Are the appropriate services identified to support progress toward all goals including: progress in the general curriculum, participation in extracurricular activities, and other nonacademic activities?
- Are the special education, related services, and supplementary aids and services based on peer-reviewed research to the extent practicable?
☐ Are the start/end dates, provider, frequency, duration, and location specified for supplementary aids and services as well as special education and related services?

☐ Is there documentation of the consideration of ESY?

EDUCATIONAL SETTING

☐ Is there a clear description of the location of services, including why some services may not be provided at the student's school of residence, if appropriate?

☐ Is the amount of time clearly identified that the student is outside the general education environment, including an explanation of why the student will not participate in general education for all or part of the day?

☐ If appropriate, are the activities clearly identified to support transition from preschool to kindergarten, from special education and/or NPS to general education, 8th-9th grade, etc?

☐ If appropriate, is the graduation plan identified for students Grade 8 or higher?

SIGNATURES

☐ Did all IEP Meeting participants sign and date, if required?

☐ Do the parent(s) consent to all components of the IEP?

☐ If not, are areas of agreement and/or disagreement clearly specified?

☐ Are the next steps identified for reaching resolution, if appropriate?

IEP TEAM MEETING COMMENTS

☐ Is this information a summary of the meeting?

☐ Does everyone agree that the information accurately reflects what was discussed and the agreements that were made?

☐ Are next steps clearly identified, including individuals responsible, if needed?