



GUIDE

EAST COUNTY SELPA

Educational Benefit Checklist

Writing IEPs to help students achieve education benefit

(Sourced from the SELPA Administrators' of California State SELPA Forms Manual)



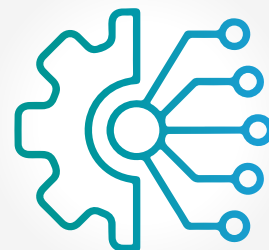
These suggested questions were developed by members of the SELPA Administrators of California to address the legal requirements of IDEA, state law, and the State Performance Plan, as appropriate. These questions should be considered general guidance and not a replacement/substitute for local policies and procedures.

Information/Eligibility

- Is all of the information complete and correct?
- Does the IEP clearly state the child's disability(s)?
- Did the IEP team identify how the disability impacts his/her involvement and progress in the GE curriculum or participation in preschool activities?
- Is the purpose of the meeting identified?
- Are dates accurate?
- Does race and ethnicity match the SIS?

Present Levels

- Are the student's strengths, preferences and interests clearly identified?
- Are the concerns of the parent documented?
- Are all sections of the present levels addressed?
- If there are no concerns in an area, is it documented?
- Do the present levels clearly reflect the student?
- Are all areas of need addressed?



Special Factors

- Has the IEP team addressed all the special considerations a student may require?
- Does the student demonstrate behavior(s) that impede learning, and if so, are positive interventions, supports and strategies identified?
- Is the team in agreement with areas of need to be addressed? (information from present levels and special factors)

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East County SELPA
Supporting High Quality IEPs

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Statewide Assessments

- Is participation on state and district wide assessments, including accommodations and modifications, in accordance with state guidelines?
- Are alternate assessments, including reasons, clearly noted and described?

Annual Goals

- Are there goals and objectives for each area of need?
- Are the goals and objectives measurable?
- Do the baselines directly correlate with the goal?
- Do the goals and objectives enable the student to progress in the curriculum?
- Are other needs addressed by the goals?
- For English learners, is there at least one linguistically appropriate goal?
- Is there a person identified to monitor progress?



Services-Offer of FAPE

- Was the determination of the appropriate supplementary aids and services, special education services completed after the goals were finalized?
- Are the appropriate services identified to support progress towards all goals?
- Are the start/end dates, provider, frequency, duration, and location specified?

Educational Setting- Offer of FAPE

- Is there a clear description of the location of services, including a rationale if needed?
- Is there a clear description of the amount of time the student is outside the GE environment, including rational?
- Are transition activities clearly defined (if appropriate)?

Signatures and Parental Consent

- Did all meeting participants sign and date?
- Did parents or adult student consent to the IEP?
- If not, are areas of disagreement clearly specified?
- Did parents receive copies of applicable forms?



Meeting Notes

- Is the information a summary of the meeting?
- Do team members agree that the information clearly reflects what was discussed and the agreements that were made?
- Are next steps clearly identified?

