

## Educational Benefit Checklist: 3-Year Review

*After reviewing the data and information, answer each of the questions below.*

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|---|--|-----------------------------|
| <p>1. Are the assessments complete and do they identify all of the child's needs, including postsecondary outcomes and/or career assessments/functional vocational evaluation for secondary students?</p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>2. Does the IEP, through the Present Levels of Academic Achievement and Functional Performance statement or other IEP information, identify all of the child's significant needs?</p>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>3. Are all of the child's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes?</p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>4. Are there programs and services to support all of the child's goals and objectives?</p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>5. Do the transition services provided for the child over the three-year period of review represent a coordinated set of activities related to the child's vision for adult life?</p>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>6. In reviewing the comparison of the Present Levels of Performance from Year 1 to Year 2 and from Year 2 to Year 3, if the child <i>did not</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the child's future progress?</p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>7. In reviewing the comparison of the Present Levels of Performance from Year 1 to Year 2 and from Year 2 to Year 3, if the child <i>did</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the child's future progress, including participation in general education?</p> | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>8. Were sufficient services provided to ensure that the child would make progress?</p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>9. Is this child provided with supplementary aids and services to support participation in extracurricular and non-academic activities, if the IEP Committee determined these to be needed?</p>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |
| <p>10. Based upon the review of questions 1-9 above, the school district has determined that the child has received educational benefit?</p>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> N/A | <input type="checkbox"/> No |