

<b>Assessment</b>	Information gathered from a variety of assessments which may include: Classroom-based assessments and observations, teacher and related service providers' observations, records review, previous or current assessment reports, current and/or previous IEPs, progress on goals, report cards, attendance and discipline records, health records, parent report, student work samples.
<b>Suspected Disability</b>	All areas related to a disability including, if appropriate, health, vision, hearing, social and emotional, general intelligence, academic performance, status, and motor abilities. (34 CFR Sec. 300.304(b)(4) and Educ. Code § 56320(f).)
<b>PLOP/PLAAFP</b>	Provides current data on how the student is performing in the areas noted. Relates relevant information regarding strengths, interests, learning style, and concerns and needs related to academic achievement and functional performance. There should be no blanks or N/As.
<b>Special Factors</b>	The following areas must be considered by the IEP team when developing, reviewing, or revisiting a student's IEP: <ul style="list-style-type: none"> <li>● Assistive technology devices and services</li> <li>● Low Incidence Services (VI, DHH, OI)</li> <li>● English Learners (EL)</li> <li>● Behavior which impedes learning of self or others</li> </ul>
<b>Appropriate Goals and Objectives</b>	Goals written for a period of one year for each area of need. If the student is taking an alternative assessment, annual goals must include objectives. Goals must include each required component in the appropriate format.
<b>Services, Supplementary aids, and other supports</b>	Services include all direct and related services necessary for students to meet established goals. Supplementary aides and other supports include all accommodations, modifications, and other supports the student requires to meet established goals.
<b>Appropriate progress</b>	Defined as measurable, meaningful progress for the child in light of the child's unique needs and circumstances. Refer to progress reports and prior IEPs.
<b>LRE and Continuum of Services</b>	<b>Least Restrictive Environment (LRE)</b> is the educational setting in which the student may make appropriate progress given the student's individual needs and circumstances. <b>Continuum of services</b> identifies different service delivery models for provision of specially designed instruction to a student with a disability. The IEP team must only consider some variety of service delivery models, not every model on the continuum.
<b>Harmful effects and quality of service</b>	In reviewing the various potential placement options for [student] and after considering the potential harmful effects on [student] and quality of services that [student] requires, the District believes the placement, [insert placement selected], provides [student] with educational benefit within the least restrictive environment that will address [student's] individualized learning needs.
<b>Reasonably calculated</b>	When looking at the IEP as a whole, are the child's needs established? Are appropriate level (challenging) goals written for each established need? Are research based services and supports included which allow progress towards goals?



**Sonoma Educational Benefit Analysis Tool (SEBAT)**

CRITERIA	Yes	No
1. Is <b>assessment</b> complete in all areas of <b>suspected disability</b> ?		
2. Were child’s strengths, preferences, and interests noted?		
3. Were parent concerns noted?		
4. Were <b>present levels of performance</b> included for all identified areas of need?		
5. Were <b>special factors</b> addressed?		
6. Do <b>appropriate goals (and objectives)</b> address the child’s identified needs?		
7. Are the <b>services, supplementary aids, and other supports</b> designed to enable the child to make appropriate progress?		
8. Is the child making <b>appropriate progress</b> in light of the child’s circumstances? If, “yes,” skip to question #11.		
9. The child is not making appropriate progress. The goals and objectives were changed to assist the student to make progress.		
10. The child is not making appropriate progress. Services and/or supports were changed to assist the student to make progress.		
11. Were appropriate service delivery options considered in selecting the <b>LRE</b> , including a <b>continuum of services</b> ?		
12. Were potential <b>harmful effects and quality of service</b> discussed?		
13. Is the IEP <b>reasonably calculated</b> to enable the child to make appropriate progress in light of the child’s circumstances?		

AREA OF PERFORMANCE	Need?	PLOP	Goals /Objectives	Services	Educational Setting	Progress
Pre-academic/Academic/Functional Skills						
Communication Development						
Gross/ Fine Motor Development						
Social Emotional/ Behavioral						
Vocational						
Adaptive/Daily Living Skills						
Health						