

Student File Review for Students with Disabilities Who Have Been Suspended or Expelled for Greater Than 10 Days in a School Year



School Name

Student 9 digit NASIS ID number

Indicate the school level of student

- ELE (Elementary K-5)
- MS (Jr High/Middle School 6-8)
- HS (High School 9-12)

For each file reviewed, mark each item “Y” for Yes, “N” for No, or “NA” for Not Applicable”.

Suspension and Expulsion – Short-term and Long-term			
<input type="checkbox"/> Did the student receive special education services beginning on the cumulative 11 th day of suspension during a school year regardless of whether or not a change of placement occurred? <i>(CFR 300.101; 300.530(2))</i> <i>Method: Look for documentation within the student file to confirm that special education services were provided beginning on the 11th day of suspension. Documentation may be provided on a School form separate from the IEP.</i>	Yes	No	NA
Reviewer Comments:			
Manifestation Determination			
<p>If a manifestation determination review was conducted, did it meet the following requirements?</p> <input type="checkbox"/> Did the parent participate in the review? (If the parent did not attend, is there documentation that notice of the review sent by two different methods?) <input type="checkbox"/> Did all relevant IEP team members (as determined by the parent and the School) attend the review? <input type="checkbox"/> Was the manifestation determination review held no later than 10 school days after the decision to suspend/expel the student or remove the student to an alternate placement (resulting in a change of placement)? Date of decision to suspend/expel: _____ Date of Manifestation Determination _____ <i>Method: 1) Check for parent signature on Manifestation Determination Review Form. If there is no parent signature, look for documentation of parent contact for the meeting in the student file. Verify that the parent was contacted on three separate occasions through two different forms of communication. 2) Check for documentation of members invited to attend the Manifestation Determination. Check for signatures on Manifestation Review Form. 3) Compare the date of decision to expel to the date of the Manifestation Determination review. Using a school calendar, confirm that no more than 10 <u>school days</u>* passed before the Manifestation Determination Review was held. *(CFR 300.530(e)(1))</i>	Yes	No	NA
Reviewer Comments:			

<p>As part of the manifestation determination, did the team consider ALL relevant information in the student’s file, including the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The child’s IEP? <input type="checkbox"/> Any relevant information provided by the parents of the child? <input type="checkbox"/> Any teacher observation(s) of the child? <input type="checkbox"/> Whether the conduct in question was caused by or had a direct and substantial relationship to the child’s disability? <input type="checkbox"/> Whether the conduct in question was a direct result of the school’s failure to implement the IEP? <p><i>Method: Check for documentation (recorded on the Manifestation Determination Review Form or in meeting notes) that each of the above was discussed by the team.</i></p> <p>Reviewer Comments:</p>	<p>Yes</p>	<p>No</p>	<p>NA</p>
<p>Did the team determine the manifestation to be a result of the student’s disability? _____ Yes _____ No</p> <p><i>If the team determined the manifestation was a result of the student’s disability:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Was a functional behavioral assessment and a behavior intervention plan completed as a result of the manifestation? <input type="checkbox"/> OR <input type="checkbox"/> Was a review of the existing behavior plan conducted and modified as necessary to address the behavior that resulted in the disciplinary removal? <p><i>Method: Check for documentation (recorded on the Manifestation Determination Review Form or in meeting notes) that each of the above was discussed and/or acted upon by the team.</i></p> <p>Reviewer Comments:</p>	<p>Yes</p>	<p>No</p>	<p>NA</p>
Change of Placement (if applicable)			
<p>If a child with a disability was removed to an interim alternate educational setting, was it selected with the following criteria?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Educational services are provided to enable the child to continue to progress in the general education curriculum. <input type="checkbox"/> The child continues to receive needed special education services and modifications to continue to work toward meeting the goals of the IEP. <input type="checkbox"/> The placement includes services and modifications to address the behavior that resulted in the removal. These services and modifications are designed to prevent the behavior from recurring. <input type="checkbox"/> Placement in an interim alternate educational setting does not exceed 45 calendar days unless additional days (up to an additional 45 days) has been ordered by a special education due process hearing officer. Placement from _____ To _____ <p><i>Method: Check Prior Written Notice for Change in Placement, the IEP and/or meeting notes/documents to confirm that each of the above requirements was met.</i></p> <p>Reviewer Comments:</p>	<p>Yes</p>	<p>No</p>	<p>NA</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Were the parents of the child with disabilities notified of the decision to remove the child no later than the date on which the decision to change placement was made? <p><i>Method: Compare the date on the Prior Written Notice for Change of Placement provided to that parent to the date of removal.</i></p> <p>Reviewer Comments:</p>	<p>Yes</p>	<p>No</p>	<p>NA</p>

<p><input type="checkbox"/> Was prior notice for the change given to the parent(s) <i>along with a copy of the procedural safeguards?</i></p> <p><i>Method: Check student file for Prior Written Notice for Change of Placement and documentation that the parent was provided a copy of the procedural safeguards.</i></p> <p>Reviewer Comments:</p>	Yes	No	NA
Individualized Education Program (IEP) Review INCLUDING Review for Positive Behavioral Interventions (Only review the most current IEP)			
<p><input type="checkbox"/> The IEP includes a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child and his/her involvement and progress in the general education environment.</p> <p><i>Method: Review the file to locate the sections of the student's IEP describing the child's present levels of academic achievement and functional performance. Within each section, a statement should be included describing how the child's disability affects the child and his/her involvement and progress in the general education environment.</i></p> <p>Reviewer Comments:</p>	Yes	No	NA
<p><input type="checkbox"/> The IEP includes measureable annual goal(s)</p> <p><i>Method: Each goal written in the IEP should contain four critical components:</i></p> <p><i>1) Timeframe (usually specified in the number of weeks or a certain date for completion);</i></p> <p><i>2) Conditions (the manner in which progress toward the goal is measured: "When presented w/ 2nd-grade-level text...", "Given a mixed, 4th-grade-level math calculation probe....");</i></p> <p><i>3) Behavior (the performance that is being monitored, usually reflecting an action or what can be directly observed: "Sarah will read..." "Claude will correctly solve...");</i></p> <p><i>4) Criterion (identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been reached: "96 words per minute with 5 or fewer errors", "85% or more correct for all problems presented.")</i></p> <p>Reviewer Comments:</p>	Yes	No	NA
<p><input type="checkbox"/> The IEP includes a description of how the child's progress toward meeting the annual goals will be measured and when the progress reports will be provided.</p> <p><i>Method: Review the most recent IEP to determine, if as part of the annual goal or elsewhere in the IEP, how progress toward the goal will be measured. Review the IEP to determine that documentation is included which indicates when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent.</i></p> <p>Reviewer Comments:</p>	Yes	No	NA
<p><input type="checkbox"/> The IEP includes a statement of special education and related services and supplementary aides and services, based on peer-reviewed research to the extent possible.</p> <p><i>Method: Review the most recent IEP for a statement of special education and related services and supplementary aides and services <u>based on peer-reviewed research to the extent practicable.</u></i></p> <p>Reviewer Comments:</p>	Yes	No	NA

<input type="checkbox"/> The IEP includes a statement of needed program modifications or supports for school personnel. <i>Method: Review the most recent IEP for documentation of needed program modifications and supports for school personnel that will be provided for the child. If no program modifications or supports for school personnel are needed, the IEP should state that no supports for school personnel are needed to document that the discussion took place.</i> Reviewer Comments:	Yes	No	NA
<input type="checkbox"/> The IEP includes a date for beginning services along with frequency, location and duration of services and modifications identified in the IEP. <i>Method: Review the file to locate documentation that the IEP contains a beginning date for each of the education and related services, the supplementary aids and services [including accommodations], and program modifications or supports for school personnel that will be provided.</i> Reviewer Comments:	Yes	No	NA
<input type="checkbox"/> The IEP includes a description of the child's strengths and needs. <i>Method: The child's strengths should be included in the present levels of academic achievement and functional performance of the child, as identified through the evaluation. Review the present levels of academic achievement and functional performance for a description of the student's academic, developmental and functional needs.</i> Reviewer Comments:	Yes	No	NA
<input type="checkbox"/> (If the child is 16 years of age or more) appropriate measureable postsecondary goals related to training, education, employment, and, if appropriate, independent living skills 34 CFR§300.320(b) and (c) <i>Method: IF THE CHILD IS 16 YEARS OF AGE OR OLDER, review the file to locate documentation that the IEP contains measureable postsecondary goals relating to EACH of the following areas: education, employment, and, if appropriate, independent living skills.</i> Reviewer Comments:	Yes	No	NA
<input type="checkbox"/> (If the child is 16 years of age or older) transition services (including courses of study) to be provided 34 CFR§300.320(b) and (c) <i>Method: IF THE CHILD IS 16 YEARS OF AGE OR OLDER, review the file to locate documentation that the IEP contains a description of transition services (including a listing of courses of study) needed by the student.</i> Reviewer Comments:	Yes	No	NA
<input type="checkbox"/> The IEP has been updated annually 34 CFR§300.324(b)(1) <i>Method: Review the IEP for strategies, positive behavioral interventions and supports. These may be addressed in the program modifications section of the IEP, the measurable annual goals, a behavior intervention plan, or another section of the IEP depending on the needs of the student and the severity of the behavior.</i> Reviewer Comments:	Yes	No	NA

<p><input type="checkbox"/> If the <i>child's behavior impedes his/her learning or that of others</i>, there is documentation in the IEP and/or special education file that the IEP team considered strategies, including positive behavioral interventions, and supports to address that behavior. 34 CFR§300.324(a)(2)(i)</p> <p><i>Method: Review the file for any documented concerns or evaluations that address the child's behavior. If behavior has been a concern for the child, there should be documentation in the file that the IEP team considered strategies, positive behavioral interventions and supports at the IEP team meeting. Sources of data for this information include records of general education intervention, Present level of Educational Performance, Parental concerns, team meeting notes, evaluation team reports, etc.</i></p> <p>Reviewer Comments:</p>	Yes	No	NA
<p><input type="checkbox"/> If the IEP team determines that any strategies, <i>positive behavioral interventions</i> and supports are necessary to address the child's behavior, these are documented in the IEP.</p> <p>Reviewer Comments:</p>	Yes	No	NA