

Student #

LEA:

**State Performance Plan Indicator (SPPI) 4B
 LEA Suspension and Expulsion - Student Record Protocol**

Student Name:		SSID:			
Item Number	Compliance Test	Legal Citations	Compliant	Non-Compliant	Not Applicable
3-5-7	For a student whose behavior impedes their learning or that of others, does the IEP team consider the provision of positive behavior interventions and strategies and/or supports to address the behavior?	20 USC 1414(d)(3)(B)(i), 34 CFR 300.324(a)(2), 30 EC 56341.1(b)(1).			
2-2-2.6.4	Is there evidence that the current assessment includes information about social and emotional status?	34 CFR 300.304 (c)(4), 30 EC 56320(f).			
2-3-1.6	Does the written Assessment Report include relevant behavior noted during observation of the student in the appropriate setting?	30 EC 56327(c).			
4-3-1	When a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, did the public agency provide services?	20 USC 1415(k)(1)(D), 34 CFR 300.534 (d), 34 CFR 300.530(b)(2) and (d).			
4-3-2.2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, did the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and LEA) meet to review all relevant information in the student's file, including the student's IEP placement and services, any teacher observations, and any relevant information provided by the parents to determine if the behavior was a manifestation of the student's disability?	20 USC 1415(k)(1)(E), 34 CFR 300.530(e).			
4-3-2.3	If the student's conduct was determined to be a manifestation of the student's disability, and is a functional analysis assessment and, if necessary, a behavioral intervention plan developed to address the behavior that resulted in the change of placement? Or, if a plan has already been developed, did the IEP team review the plan and modify it, as necessary, to address the behavior?	20 USC 1415(k)(1)(F)(i) & (ii), 34 CFR 300.530(f), 5 CCR 3052(b).			
4-3-3.6	In making the manifestation determination, did the IEP team determine that the special education services, supplementary aids and services, and behavior intervention strategies were provided consistently with the student's IEP and placement?	20 USC 1415(k)(1)(E)(i)(II), 34 CFR 300.530(f).			
4-3-5.2	If a placement decision was made by an IEP team without the involvement of a parent, does the district have a record of the attempts to ensure parent involvement?	34 CFR 300.501(c)(4), 30 EC 56341.5(h).			

Student #

LEA:

**State Performance Plan Indicator (SPPI) 4B
 LEA Suspension and Expulsion - Student Record Protocol**

Student Name:		SSID:			
Item Number	Compliance Test	Legal Citations	Compliant	Non-Compliant	Not Applicable
2-4-1	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?	20 USC 1414 (a)(2), 34 CFR 300.303(b), 30 EC 56043(k).			
3-3-6.1	Does the IEP team periodically review but, not less frequently than annually, the student's IEP including progress toward annual goals and progress in the general curriculum when developing new goals? <input type="checkbox"/>	20 USC 1414(d)(4)(A)(i), 34 CFR 300.324 (b)(1)(i)(ii), 30 EC 56380(a)(2).			
3-3-10.2	Does the IEP team consider parent concerns for enhancing the education of the student?	20 USC 1414(d)(3)(A)(ii), 34 CFR 300.324 (a)(1)(ii), 30 EC 56341.1(a)(2).			
5-1-5	Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?	34 CFR 300.327, 30 EC 56304, 30 EC 56341, & 30 EC 56342.5.			
5-1-5.3	Do placement decisions ensure that the student is not removed from age appropriate, general education classrooms solely because of needed modifications in the general curriculum?	34 CFR 300.116(e).			

LEA:

**State Performance Plan Indicator (SPPI) 5
Disproportionate Representation - Student Record Protocol**

Student Name:		SSID:			
Item Number	Compliance Test	Legal Citations	Compliant	Non-Compliant	Non-Applicable
2-1-1.8	As part of an initial evaluation or as part of any reevaluation, does the IEP team and other qualified professionals, as appropriate, review existing evaluation data on the student, including; evaluations and information provided by the parents of the student; current classroom-based, local, or State assessments; classroom-based observations; and observations by teachers and related services providers?	34 CFR 300.305(a)(1), 30 EC 56321(e), 30 EC 56381(a)(1), 5 CCR 3022.			
3-2-1	Does the current IEP include a statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum?	20 USC 1414(d)(1)(A)(i)(I)(aa), 34 CFR 300.320 (a)(1), 30 EC 56345(a)(1).			
3-2-4	Does the IEP include a statement of the special education and related services and supplementary aids and services to be provided to the student or on behalf of the student?	20 USC 1414(d)(1)(A)(i)(IV), 34 CFR 300.320(a)(4), 30 EC 56345(a)(4).			
3-2-6	Does the IEP include an explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities?	20 USC 1414(d)(1), 34 CFR 300.320(5), 30 EC 56345(a)(5).			
3-3-6	Does the IEP team periodically review, not less than annually, the student's IEP?	20 USC 1414(d)(4)(A), 34 CFR 300.324 (b)(1), 30 EC 56380(a)(1).			
4-3-5.2	If a placement decision was made by an IEP team without the involvement of a parent, does the District have a record of the attempts to ensure parent involvement?	34 CFR 300.501 (4), 30 EC 56341.5(h).			
5-1-5	Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?	34 CFR 300.327, 30 EC 56304, 30 EC 56341, 30 EC 56342.5.			
5-1-5.1	Are all placements determined annually, made as close as possible to the student's home, and in the school that the student would attend if nondisabled unless the IEP team determines otherwise?	34 CFR 300.116(b).			
5-1-5.2	In selecting the LRE, is consideration given to any potential harmful effect of the placement on the child or on the quality of services that he or she needs?	34 CFR 300.116(d).			
2-4-1	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?	20 USC 1414 (a)(2), 34 CFR 300.303(b), 30 EC 56043(k).			
3-3-6.1	Does the IEP team periodically review but, not less frequently than annually, the student's IEP including progress toward annual goals and progress in the general curriculum when developing new goals? □	20 USC 1414(d)(4)(A)(i), 34 CFR 300.324 (b)(1)(i)(ii), 30 EC 56380(a)(2).			
3-3-10.2	Does the IEP team consider parent concerns for enhancing the education of the student?	20 USC 1414(d)(3)(A)(ii), 34 CFR 300.324 (a)(1)(ii), 30 EC 56341.1(a)(2).			
5-1-5.3	Do placement decisions ensure that the student is not removed from age appropriate, general education classrooms solely because of needed modifications in the general curriculum?	34 CFR 300.116(e).			

Student #

LEA:

**State Performance Plan Indicators (SPPI) 9 and 10
Individual Student Disproportionate Representation - Student Record Protocol**

Student Name:		SSID:			
Item Number	Compliance Test	Legal Citations	Compliant	Non-Compliant	Not Applicable
2-2-2.5	Are testing and assessment materials and procedures selected and administered so as not to be racially or culturally discriminatory?	20 USC 1414 (b)(3), 34 CFR 300.304 (c)(4), 30 EC 56320 (b), 30 EC 56320(f).			
2-2-2.6	Is there evidence that the current assessment is comprehensive and that assessments were administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments?	20 USC 1414(b)(3), 34 CFR 300.304(c)(4), 30 EC 56320(b), 30 EC 56320(f).			
2-3-1.8	Does the written Assessment Report include determination of the effects of environmental, cultural, or economic disadvantage, where appropriate?	30 EC 56327(g).			
2-4-1	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?	20 USC 1414 (a)(2), 34 CFR 300.303(b), 30 EC 56043(k).			
2-4-2	Did the LEA utilize the required members of the IEP team and other qualified professionals as appropriate, to review existing evaluation data, and on the basis of that review, and input from the student's parents, identify what additional data, if any, are needed to determine whether the student continues to have a disability, and the student's educational needs?	20 USC 1414(c), 34 CFR 300.305, 30 EC 56381(b).			
3-3-6.1	Does the IEP team periodically review but, not less frequently than annually, the student's IEP including progress toward annual goals and progress in the general curriculum when developing new goals? <input type="checkbox"/>	20 USC 1414(d)(4)(A)(i), 34 CFR 300.324 (b)(1)(i)(ii), 30 EC 56380(a)(2).			
3-3-10.2	Does the IEP team consider parent concerns for enhancing the education of the student?	20 USC 1414(d)(3)(A)(ii), 34 CFR 300.324 (a)(1)(ii), 30 EC 56341.1(a)(2).			
3-4-2.1	In making the determination of eligibility, did the IEP team draw upon a variety of sources of information, such as tests, teacher recommendations and parent input?	34 CFR 300.306 (a)(1) & 34 CFR 300.306 (c)(i), 30 EC 56342(b).			
5-1-5	Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?	34 CFR 300.327, 30 EC 56304, 30 EC 56341, & 30 EC 56342.5.			
Students Who are English Language Learner Specific Items					
2-3-1.2	Does the written Assessment Report include the results of tests administered in the student's primary language by qualified personnel?	30 EC 56320(b), 5 CCR 3023(a).			
10-2-4	Does the IEP of students identified as English learners include a determination of whether the CELDT will be administered with or without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment?	34 CFR 300.320, 5 CCR 11516.			
3-5-8	For a student with limited English proficiency (English language learners), 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, programs, and services?	20 USC 1414(d)(3)(B)(ii), 34 CFR 300.324(a)(2)(ii), 30 EC 56345 (b)(2), 30 EC 56341.1(b).			