

[Note: Districts should insert or delete locations where this record may be kept in accordance with their student records policies and practices]

Student's Classes Prior to Expulsion	
Core Class	Placement/Progress in Class at Time of Expulsion <i>(e.g. current grade, current unit, etc.)</i>

Note: If the student receives special education and related services, the alternative educational opportunity provider must also refer to the student's IEP.

NEEDS

Academic Needs	
<input type="checkbox"/> See IEP <i>(if applicable)</i>	
<input type="checkbox"/> Other:	

Behavioral Needs	
<input type="checkbox"/> See IEP <i>(if applicable)</i>	
<input type="checkbox"/> Other:	

GOALS

Academic Goals		
<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Satisfactory work completion	<input type="checkbox"/> Satisfactory progress in coursework and toward meeting relevant academic standards
<input type="checkbox"/> Other:		

Benchmarks to Measure Progress Toward Academic Goals

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Passing grades on midterm progress reports	<input type="checkbox"/> Passing grades on report card
<input type="checkbox"/> Other:		
Progress monitoring mm/dd/yy:		

Behavioral Goals

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Satisfactory attendance	<input type="checkbox"/> Satisfactory compliance with behavioral expectations and disciplinary policies
<input type="checkbox"/> Other:		

Benchmarks to Measure Progress Toward Behavioral Goals

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Fewer than _____ teacher referrals to administration for disciplinary matters	<input type="checkbox"/> Fewer than _____ contacts to parents/guardians for disciplinary matters
<input type="checkbox"/> Attends alternative program _____% or more of scheduled days/sessions.	<input type="checkbox"/> Other:	
Progress monitoring mm/dd/yy:		

INTERVENTIONS

Academic Interventions

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> See Section 504 Plan <i>(if applicable)</i>
<input type="checkbox"/> Tier 1 _____	<input type="checkbox"/> Tier 2 _____
<input type="checkbox"/> Tier 3 _____	
<input type="checkbox"/> Other:	

Behavioral Interventions See IEP *(if applicable)* See Section 504 Plan *(if applicable)* Tier 1 _____ Tier 2 _____ Tier 3 _____ Other:**Review and Communication of Progress to Parents/Guardians or Student**

Method of monitoring and review: *(for most students, monitoring and reviewing progress will include monitoring the student's attendance, work completion, and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable)*

- Monitoring attendance
- Monitoring work completion
- Monitor progress toward meeting relevant academic standards
- Review and monitor progress in accordance with IEP and/or BIP (if applicable)
- Other: _____

Timing for communication of progress to parents/guardians or student: *(Progress must be communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students)*

- Each marking period
- Other: _____

Early Readmission

The expulsion decision contains the following early readmission criteria:

The student may apply to the Board of Education for early readmission and such readmission shall be at the discretion of the Board of Education.

The student applied to the Board of Education for early readmission on _____ and the Board of Education granted the request and has conditioned such early readmission on the following criteria:

The student applied to the Board of Education for early readmission on _____ and early readmission was not granted.

The student may apply to the Superintendent for early readmission and such readmission shall be at the discretion of the Superintendent.

The student applied to the Superintendent for early readmission on _____ and the Superintendent granted the request and has conditioned such early readmission on the following criteria:

The student applied to the Superintendent for early readmission on _____ and early readmission was not granted.

Review of Placement and ILP:

A review of the appropriateness of the placement must occur at least once per marking period. Such review must include:

- Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable.
- Consideration of opportunities for early readmission as set forth in the ILP (see Early Readmission section)

Transition Plan for Readmission:

The following has been considered and, where appropriate, addressed:

- Efforts to readmit the student at a semester starting point (at the high school level)
- A plan to transfer the student's credits and record back to the student's school
- The student's need for academic and other supports upon returning to his/her school
- Efforts to connect the student with opportunities to participate in extracurricular activities