

**Ansonia Public Schools Notifications/Forms State
Individualized Learning Plan**

**Ansonia Public Schools
Individualized Learning Plan**

Student Name: _____ **Date of Birth:** _____ **Gr.** _____

School Prior to Expulsion: _____ **SASID:** _____

Does the student have an Individualized Education Program? ☐ Yes ☐ No

Does the student have a Section 504 Plan? ☐ Yes ☐ No

**Records Reviewed with Relevant Information
for the Provision of an Alternative Educational Opportunity**

- | | |
|--|---|
| ☐ Student Success Plan
☐ Individualized Education Program (IEP)
☐ Behavioral Intervention Plan (BIP)
☐ Section 504 Plan
☐ Individualized Health Care Plan/Emergency Care Plan | ☐ Report Cards and Current Grades
☐ Attendance Records
☐ Disciplinary/Behavioral Records
☐ Other: _____
☐ Other: _____ |
|--|---|

ILP Developed Through Collaboration With (check all that apply):

- | | |
|--|---|
| ☐ Parent/Guardian: _____
☐ Parent/Guardian: _____
☐ Student: _____
☐ Administrator: _____
☐ School Counselor: _____ | ☐ Teacher: _____
☐ Teacher: _____
☐ Other (specify): _____
☐ Other (specify): _____
☐ Other (specify): _____ |
|--|---|

Records Transferred

Date of transfer of relevant student records from the student's school to provider of alternative educational opportunity: _____	Date of transfer of records from provider of alternative educational opportunity to the student's school: _____
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Records Distribution and Storage

Copies of the Individualized Learning Plan will be distributed to the following locations and/or individuals and stored in accordance with the District's student records policy:

- | |
|--|
| ☐ Student's cumulative file

☐ The Student's receiving school or alternative educational placement

☐ Student's parent/guardian |
|--|

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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>

NEEDS

Academic Needs
☐ See IEP <i>(if applicable)</i>
☐ Other:

Behavioral Needs
☐ See IEP <i>(if applicable)</i>
☐ Other:

GOALS

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

Benchmarks to Measure Progress Toward Academic Goals
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☐ See IEP (<i>if applicable</i>)	☐ Passing grades on midterm progress reports	☐ Passing grades on report card
☐ Other:		
Progress monitoring <i>mm/dd/yy</i> :		

Behavioral Goals		
☐ See IEP (<i>if applicable</i>)	☐ Satisfactory attendance	☐ Satisfactory compliance with behavioral expectations and disciplinary policies
☐ Other:		

Benchmarks to Measure Progress Toward Behavioral Goals		
☐ See IEP (<i>if applicable</i>)	☐ Fewer than _____ teacher referrals to administration for disciplinary matters	☐ Fewer than _____ contacts to parents/guardians for disciplinary matters
☐ Attends alternative program _____% or more of scheduled days/sessions.	☐ Other:	
Progress monitoring <i>mm/dd/yy</i> :		

INTERVENTIONS

Academic Interventions	
☐ See IEP (<i>if applicable</i>)	☐ See Section 504 Plan (<i>if applicable</i>)
☐ Tier 1 _____ ☐ Tier 2 _____	
☐ Tier 3 _____	
☐ Other:	

Behavioral Interventions	
☐ See IEP (<i>if applicable</i>)	☐ See Section 504 Plan (<i>if applicable</i>)
☐ Tier 1 _____ ☐ Tier 2 _____	
☐ Tier 3 _____	

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☐ 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:

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☐ 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