

Attachment 3: Individual Student Records Review Form

The purpose of Attachment 3 is to review individual student records, to ensure their compliance with rules for individual evaluation, the eligibility determinations and least restrictive environment.

Directions: Attachment 3 consists of a sampling of compliance data related to individual evaluation, eligibility determination, and least restrictive environment. Reproduce pages 2-4 for each student record reviewed. In the first 3 Tables:

Column 1 - Information to review for each student

- Column 2 -
- Put “Y” (yes) if the student’s record review shows evidence that the requirement has been met.
 - Put “N” (no) in the column if the student’s record review lacks evidence that this requirement has been met.
 - Put “NA” (not applicable) in the column if the item is not applicable to this student. An item should be noted as NA if it clearly does not pertain to the individual student.

Examples:

Documentation for the individual evaluation procedure that “materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure they measure the extent to which the student has a disability and needs special education, rather than measure the student’s English language skills” (§200.4(b)(6)(xvi)) would be “NA” if the student does not fit into the category of limited English proficient.

Documentation for the eligibility procedure that “the district provided a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent” would be “yes” if there is documentation that the parent received these in the educational record.

Column 3 - Indicate the specific record information used to make a determination. Provide comments such as “the evaluation should have been in the native language, other than English, but was not.”

Table 4 - Using the information from the first 3 tables, complete Table 4, Student Records Review Summary Sheet. Each compliance issue must have a notation for each student record reviewed.

Appropriate Number of Records

20 or fewer students	Review all records
21-200 students	Randomly select 20 students
200 students	Randomly select 30 students

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District: _____ School: _____

Person Completing Form: _____ Date of Record Review: _____

Student Name/ID: _____ DOB: _____

Grade/Disability: _____ Race/Ethnicity: _____

Attachment 3: Table 1 Individual Student Records Review - Individual Evaluation		
1. Individual Evaluation	2. Y/N/NA	3. Source of Data/Comments
Assessments and other evaluation materials used to assess a student under this section:		
1. are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;		
2. are used for purposes for which the assessments or measures are valid and reliable;		
3. are administered by trained and knowledgeable personnel in accordance with the instruction provided by those who developed such assessments; and		
4. are selected and administered so as not to be discriminatory on a racial or cultural basis.		
5. No single measure or assessment is used as the sole criterion for determining whether a student is a student with a disability or for determining an appropriate educational program for a student.		
6. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.		
7. Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the student's English language skills.		

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Attachment 3: Table 2 Individual Student Records Review – Eligibility Determinations		
1. Eligibility Determinations	2. Y/N/NA	3. Source of Data/Comments
1. Upon completing the administration of tests and other evaluation materials, the special education and other qualified individuals must determine whether the student is a student with a disability.		
2. A student received appropriate consideration of the determinant factors: lack of appropriate instruction in reading; lack of instruction in math; or limited English proficiency.		
3. In interpreting the evaluation data, the district used a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child’s physical condition, social or cultural background, and adaptive behavior.		
4. An eligibility report which documents the area of disability was completed and placed in each child’s special education folder. The eligibility report provided statements for each component of the eligibility and shall be comprehensive enough to serve as the evaluation report when necessary.		
5. The district provided a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.		

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<i>Attachment 3: Table 3 Individual Student Records Review - LRE</i>		
1. Least Restrictive Environments (LRE)	2. Y/N/NA	3. Source of Data/Comments
1. The LRE decision was made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.		
2. The child's placement was determined at least annually, is based on the child's IEP and is as close as possible to the child's home.		
3. Unless the IEP of a child with a disability requires some other arrangement, the child was educated in the school that he or she would attend if nondisabled.		
4. The student received the appropriate provision of supplementary aides and services determined appropriate by the IEP team in order to allow children with disabilities an equitable opportunity for participation in nonacademic and extracurricular activities.		
5. The district ensured that the consideration for a continuum of services was made available to meet the needs of this child with a disability for special education and related services.		
6. A child with a disability was not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.		
7. The child with a disability participated with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of the child.		

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Attachment 3: Table 4 - Individual Student Records Review Summary Form																			
Student Name	Individual Evaluation Items Y/N/NA							Eligibility Determinations Items Y/N/NA					Least Restrictive Environment Items Y/N/NA						
	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7

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Attachment 3: Table 4 - Individual Student Records Review Summary Form																			
Student Name	Individual Evaluation Items Y/N/NA							Eligibility Determinations Items Y/N/NA					Least Restrictive Environment Items Y/N/NA						
	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7

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Attachment 3: Table 4 - Individual Student Records Review Summary Form																		
Student Name	Individual Evaluation Items Y/N/NA							Eligibility Determinations Items Y/N/NA					Least Restrictive Environment Items Y/N/NA					
	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6