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|  | Wisconsin Department of Public Instruction  **PROCEDURAL COMPLIANCE**  **SELF-ASSESSMENT DISCIPLINE RECORD REVIEW CHECKLIST** | **INSTRUCTIONS:** For Local Use Only. Provided for documentation purposes. Except for state schools, use by the LEA is optional. NOTE: When reviewing a record of a student who is an adult, substitute “adult student” for “parent” in all checklist items. ‘*Documentation of student-level correction’ (last column), include called parent on [date], no new IEP team meeting, etc*. |

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|  | **Student Name** *First and Last* | **Student’s WISE ID** | **Reviewer’s Name** *First and Last* |
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| **Item** | **Compliance Statement** | **Directions and Standards** | **Correction** |
| **DISC-1**  **DISC-1 Cont’d**  **DISC-1 Cont’d** | After the 10th cumulative school day of removal in the same school year, the LEA provided services during any subsequent removals.  🞏 Yes  🞏 No | ***Directions:***  Examine evidence, such as teacher notes, attendance logs, or teacher time records, to determine whether the student was provided educational services during each removal beyond the 10th cumulative day of removal in the school year. The department has also developed a worksheet for documenting educational services provided during disciplinary removals (DW-1).  Mark “Y” if the student was provided educational services during **each** removal beyond the 10th cumulative day of removal in the school year.  Mark “N” if the student was not provided educational services during **each** removal beyond the 10th cumulative day of removal in the school year. If services were provided during some removals after the 10th day but not all, still mark “N.”  ***Standards:***  After a student has been removed for a violation of a code of student conduct for more than 10 cumulative school days in the same school year, during subsequent disciplinary removals, the LEA must provide the student educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP.  Examples of disciplinary removals include, but are not limited to:   * Out-of-school suspensions; * Certain in-school suspensions; * Certain bus suspensions; **and** * *De facto* suspensions.   Include in-school suspensions if:   * The student’s IEP was not implemented; * The student did not participate with nondisabled peers to the extent required by the IEP; **or** * The student did not have the opportunity to appropriately progress in the general curriculum.   Include a bus suspension if the student’s IEP includes transportation as a related service and the district did not provide for alternative transportation.  Include a removal as a *de facto* suspension if the student is removed from school or class for not following school rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count *de facto* suspension. A student is considered removed during periods when (1) the student’s IEP was not implemented; (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum.  Partial day removals must be included when determining the number of days of removal for a student. For example, if a student was suspended for four periods of an eight period day, then it must be counted as a ½ day of removal. | ***Student-level Noncompliance:***  The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student’s parents either:   * Develop a written document to amend or modify the student’s current IEP to reflect the compensatory services (complete [Form I-10](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms) and attach copy of IEP) or; * Discuss with the student’s parents and document agreement that no compensatory services are necessary (see [Sample Letter](http://sped.dpi.wi.gov/files/sped/pdf/sa-guide.pdf#page=126)).   ***Documentation of Student-level correction:***  ***Current Compliance:***  The district and ad hoc committee will choose actions to improve compliance with future records and then verify current compliance based on a new student record sample. What do you think the team should consider to ensure this error doesn’t occur in a future sample?   * Arrange staff training by non-district personnel (including regular education staff, as appropriate) * Conduct in-service with staff (including regular education staff, as appropriate) * Administrator observes IEP meeting(s) Meet with individual staff members (including regular education staff, as appropriate) * Review procedures, policies, and practices at department meeting(s) * Revise IEP form(s) * Revise staff handbook * Revise written special education procedures and policies * Send memorandum to staff (including regular education staff, as appropriate) * Staff will attend workshops (including regular education staff, as appropriate) * Use peer mentors to train staff (including regular education staff, as appropriate) * Other (provide details):   ***Other Notes:*** |