

## Instructions for use of School Improvement Policy and Procedures Review Checklists

The School Improvement Policy and Procedure Review Checklists are tools to help school districts determine if they have certain policies and procedures in place in the areas of attendance, graduation, and suspension/expulsion for students with disabilities. Some of these policies and procedures are required by either Wisconsin statute or Federal regulation; others are considered best practices. By completing the checklists and documenting the source and location of related documents, the district is in a position to address any areas not covered that may be negatively impacting their students with disabilities.

District administrators are encouraged to use the checklists to identify and document the locations of policies and descriptions of procedures they already have in place. This information can then be used as part of their root cause determinations when examined through the lens of Policies and Procedures that promote positive outcomes for students with disabilities.

Below are summary tables that can be used to compile the results of the review forms.

Graduation	Yes/No
The list of specific criteria for granting a high school diploma includes options like the student's academic performance and the recommendations of teachers	
The local school district has a policy to waive graduation requirements in exceptional cases to suit the needs of a student.	
An alternative education program may be used as an option to meet credit requirements within the high school graduation policy.	
A student with a disability may meet the academic performance criterion in the district policy by meeting IEP goals.	
The policy includes a statement of non-discrimination	

Attendance	Yes/No
The policy includes a positive vision statement that includes a statement stressing the importance of good school attendance.	
The policy includes a statement of non-discrimination.	
The policy includes a statement identifying formal and informal means of communication with the home on a consistent basis about the role of the parent or guardian in assuming responsibility for the regular attendance of their children.	
The district tracks dropout risk indicators in <b>elementary school</b> and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability).	
The district tracks <b>daily class attendance</b> and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when there is a concern about daily class attendance.	
The district tracks <b>tardiness</b> and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability).	
The district tracks <b>skipped classes</b> and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability).	

Attendance	Yes/No
The district intervenes when a student skips classes.	
The district tracks <b>failing classes</b> and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when a student is failing classes.	
The district tracks <b>grade retention</b> and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when there is grade retention.	
The district tracks <b>number of times student changed schools</b> and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when there is a concern with the number of times student changed schools.	

Suspension	Yes/No
The policy includes a statement of non-discrimination.	
A suspended student has the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.	
A suspended student has the opportunity to complete course work missed during the suspension period.	
The district tracks when students are <b>sent to the office due to misbehavior</b> and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when there is a concern about the pattern of office referrals.	
The district tracks <b>incidents of detention</b> and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when there is a concern about the pattern of incidents of detention.	
The district tracks <b>in-school suspensions</b> and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when there is a concern about the pattern of in-school suspensions.	
The district tracks <b>out-of-school suspensions</b> and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability).	
The district intervenes when there is a concern about the pattern of out-of-school suspensions.	

Checklists available at [http://sped.dpi.wi.gov/sped\\_spp-grad](http://sped.dpi.wi.gov/sped_spp-grad)

2/6/2014 EMK