



Wisconsin Department of Public Instruction

PROCEDURAL COMPLIANCE SELF-ASSESSMENT

DISPROPORTIONALITY-DISCIPLINE RECORD REVIEW CHECKLIST

PI-SA-RRR-DISPRO-DISC-001 (Rev. 10-14)

INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. *For Local Use Only. Provided for documentation purposes. Use by the LEA is optional.*
**Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.*

GENERAL INFORMATION		
Student Name <i>First and last</i>	School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School	
Student Date of Birth <i>Mo./Day/Yr.</i>	Reviewer's Name <i>First and Last</i>	NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items.

RECORD REVIEW CHECKLIST					
Item No.		Item Description	Standards & Directions	Required Student-Level Corrective Action	Evidence Of Student-Level Corrective Action*
Dispro- DISC-1	<input type="checkbox"/> Yes	The IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Comment:	Locate Individualized Education Program: Present Level of Academic Achievement and Functional Performance (form I-4). Look under "Special Factors." If "no" is checked, enter "Not Applicable". If "yes" is checked or neither box is checked on I-4 under "Special Factors," locate Individualized Education Program: Special Factors (form I-5). If neither box is checked on form I-4, and there is no form I-5, the IEP does not meet the standard and the requirement is not met. If there is a form I-5, look at section A. If "no" is checked in section A, enter "Not Applicable". If "yes" is checked in section A, determine whether the IEP includes positive behavioral interventions, strategies, and supports to address the behavior impeding learning. An IEP that includes only negative measures, such as seclusion or restraint, suspension, or detention does not meet the standard.	Conduct a new IEP team meeting to consider the use of positive behavioral interventions, supports and other strategies to address behavior, and revise the IEP accordingly.* In determining what positive supports, interventions, and supports are needed, a functional behavioral assessment may be required. If a subsequent IEP team meeting was conducted, then first review the IEP in effect to determine whether the team considered the use of positive behavioral interventions, supports and other strategies to address behavior.	
	<input type="checkbox"/> No <input type="checkbox"/> N/A				
Dispro- DISC-2	<input type="checkbox"/> Yes	Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA, the parent, and relevant members of the student's IEP team must conduct a manifestation determination. Determine whether a manifestation determination was completed within ten school days of the date of the decision to change the student's placement. Note the ten school days is counted from the date the school district decides to move forward with a disciplinary change of placement, and not from the date the placement is changed. The date of the decision would be, for example, <ul style="list-style-type: none">• The date the LEA decides to proceed with expulsion,	The LEA must conduct a manifestation determination if one has not been conducted. If the behavior is a manifestation of the student's disability, the student must be returned to placement from which the student was removed, unless the parent and the LEA agree to a change of	
	<input type="checkbox"/> No <input type="checkbox"/> N/A				

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Dispro-DISC-2 contd.		<p>the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the LEA's failure to implement the IEP.</p> <p>Comment:</p>	<ul style="list-style-type: none"> The date the LEA decides to change the student's placement because of a violation of school code, or The date the LEA determines the pattern of removals constitute a change in placement. <p>Mark "Not Applicable" for this item if a disciplinary change in placement did not occur. A disciplinary change of placement occurs when the student is removed from the current placement for more than ten consecutive school days because of a violation of a code of student conduct.</p> <p>A disciplinary change of placement also occurs if the student has been subjected to a series of removals that constitute a pattern because:</p> <ul style="list-style-type: none"> The series of removals total more than ten school days in a school year; The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in a series of removals; and Of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. <p>Whether the series of removals constitutes a pattern is decided by the school district on a case-by-case basis and the decision should include consideration of any relevant information regarding the student's behaviors, including, where appropriate, any information in the student's IEP.</p>	<p>placement, or except in situations involving weapons, drugs, or serious bodily injury. See http://sped.dpi.wi.gov/sped_bu106-02#q17 to determine if this situation applies.</p> <p>If the behavior is a manifestation of the student's disability, the LEA must also conduct a functional behavioral assessment (FBA), unless one was previously conducted, and implement a behavioral intervention plan (BIP).</p> <p>If a BIP has already been developed, the IEP team must review the BIP, and modify it, as necessary, to address the behavior.</p> <p>The IEP team must also consider whether compensatory services are required.</p> <p>If a manifestation determination was conducted, but it was not conducted within 10 school days, no student-level correction is required, but the LEA must take corrective action steps to ensure future compliance.</p>	
Dispro-DISC-3	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a local educational agency representative.</p> <p>Comment:</p>	<p>Examine the student's <i>Manifestation Determination Review</i> (Form I-12) If the LEA determined the conduct was a manifestation of the student's disability, look for evidence that the LEA conducted a functional behavioral assessment (FBA) and developed and implemented a behavioral intervention plan (BIP). If there is an existing BIP, look for evidence that the IEP team reviewed and modified the plan, as necessary, to address the student's behavior.</p> <p>Mark "Not Applicable" for this item if the removals did not result in a disciplinary change in placement as defined in item Dispro-DISC- 2.</p>	<p>If the student does not have a behavioral intervention plan (BIP), the IEP team must conduct a functional behavioral assessment and develop and implement a BIP for the student. If the student already has a BIP, the IEP team must meet to review the plan, and revise as necessary to address</p>	

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Dispro-DISC-3 contd.		Mark "Not Applicable" for this item if it was determined the conduct was not a manifestation of the student's disability	the student's behavior. The IEP team must also consider whether compensatory services are required.	