

LEA Self-Rating for Disproportionality Compliance Review – Discipline

LEA Name: _____ **Date:** _____

The State must determine if the local education agencies (LEAs) have disproportionality and provide a review of policies, procedures, and practices that contributed to the disproportionality. [34 C.F.R. § 300.646](#) In an effort to conduct a review of policies, procedures, and practices, the State conducts a compliance review and requires the LEAs to convene a team of stakeholders to self-assess and complete the compliance review documents. To effectively begin the review, each LEA must identify appropriate stakeholders such as regular and special education staff, administrators, professional learning staff, parents, curriculum and instruction staff, school psychologists, and school improvement staff.

Directions for Completing Self-Rating Form		
All student files should be from the 2020-2021 school year.		
Discipline: Greater than 10 Days	Total Disciplinary Removals	Significant Discrepancy
<p>If a LEA has a determination in any of the 3 disproportionality areas above: complete ALL sections of this form and select 10 student files for submission (<i>see Section 3 for evidence to be submitted</i>). Student files should include those students who have accumulated removals greater than 10 days. Please note, removals can include both In School Suspension (ISS) and Out of School Suspension (OSS).</p> <p>Scenario A: <i>Select 10 students who have been suspended greater than 10 days this school year and submit the required files. If you do not currently have 10 students to submit, submit the students files you currently have, and the remainder can be students suspended 1-10 days. A total of 10 student files should be submitted.</i></p> <p>Scenario B: <i>If you are a LEA that does not currently have ANY students who have been suspended greater than 10 days this school year, randomly select 10 students who have been suspended between 1-10 days for submission.</i></p>		
Discipline: Up to 10 Days		
<p>If a LEA has a determination in the disproportionality area above: complete ONLY sections: 1, 2, 4, and 5 of this form AND select 10 student files for submission. (<i>Evidence to be submitted: Discipline records, current IEP (behavior intervention plan, if applicable), meeting minutes</i>)</p> <p>Student files should include those students who have accumulated removals for 10 days or less. <i>Please note, removals can include both In School Suspension (ISS) and Out of School Suspension (OSS).</i> *</p> <p>If you do not currently have 10 students to submit, submit the student files you currently have.</p>		

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Section 1

List the Compliance Review Team (Stakeholders) below.

<i>Stakeholder Name</i>	<i>Position</i>

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Section 2

Discipline				
Directions: Review your LEA’s written policies, procedures, and practice for Discipline. Then, complete the following checklist and gather the evidence to support your answers. The supporting evidence must be submitted to GaDOE for the Disproportionality Compliance Review.				
<i>Professional Learning, Technical Assistance, Supervision & Monitoring</i>				
Indicators	Rate Your Compliance		Supporting Evidence	List the evidence and/or documentation to support each indicator (must be submitted)
	Yes	No		
1. The LEA has written policies, procedures, and practices that are compliant with the Discipline Rule .			<ul style="list-style-type: none"> <i>Compliant written policies, procedures, and practices for the Discipline rule</i> 	
2. The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the Discipline Rule .			<ul style="list-style-type: none"> Documentation that all components of the Discipline rule are addressed during Professional Learning (PL) (e.g. PowerPoint, other training material) Agenda(s) for PL Sign-in sheet(s) for PL 	
3. The LEA provides sustained supervision to monitor the implementation of compliant practices for the Discipline Rule .			<ul style="list-style-type: none"> Evidence of who is responsible for monitoring school data and when and how often it is done Evidence that PL implementation is monitored 	

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Section 3

Individual Student Records Review -All student files should be from the **2020-2021** school year.

Directions: Complete the Individual Student Record Review for each student who has accumulated removals greater than 10 days. ***Please note, removals include both In School Suspension (ISS) and Out of School Suspension (OSS).** Enter the last name and first initial for each student in the spaces provided. Then, enter the appropriate response to each indicator for the individual student records based on the results of your review. ***Reminder, no more than ten (10) student records must be submitted.**

- If disproportionate for **ISS greater than 10 days**, submit student records that include both ISS and OSS (if applicable).
- If disproportionate for **OSS greater than 10 days**, submit student records that include both ISS and OSS (if applicable).

List of evidence to be reviewed and submitted to GaDOE for each student:

1. Discipline records
2. Discipline meeting minutes
3. Parental notification for change in placement
4. Current IEP, current Behavior Intervention Plan (BIP), if applicable
5. Evidence that Functional Behavioral Assessment and/or BIP were reviewed and/or updated
6. All Manifestation Determination Reviews with supporting evidence for team decision
7. Evidence parents were provided Procedural Safeguards
8. Evidence of services provided to the student during subsequent days of removal beyond 10 days, if applicable

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Discipline										
Key Y = Yes N = No N/A = Not Applicable										
1	The IEP team documented parent's receipt of Procedural Safeguards and other rules and regulations applicable to children with disabilities.									
2	The IEP team documented a written statement within the IEP that addresses academic achievement and functional performance for a child whose behavior impedes the child’s learning or that of others.									

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Key Y = Yes N = No N/A = Not Applicable										
3	A manifestation determination meeting was conducted within 10 days each time a decision was made to change the placement of a child with a disability who violated the student code of conduct. Each manifestation determination review (MDR) from the current school year, must be uploaded.									
4	During the MDR, the LEA, the parent, and the relevant members of the child’s IEP Team documented a review of all relevant information in the child’s file, including the child’s IEP, any teacher observations, and other applicable 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. Each MDR from the current school year, must be uploaded.									
5	The LEA provided evidence (e.g., teacher/provider service log, student assignments, communication log, etc.) of services provided to the student during subsequent days of removal beyond 10 days.									

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<p>Key Y = Yes N = No N/A = Not Applicable</p>											
<p align="center">6</p>	<p align="center">The LEA submitted documentation that parents were notified of each Manifestation Determination Review/IEP team meeting, if applicable. Each MDR from the current school year, must be uploaded.</p>										

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Section 4

Directions for Completing Individual Discipline Records Review Chart

Please provide an answer to all questions on page 9.

If a LEA has a determination in any 3 of the disproportionality areas below:

-DISCIPLINE: GREATER THAN 10 DAYS -TOTAL DISCIPLINARY REMOVALS -SIGNIFICANT DISCREPANCY

- Utilize the **SAME** 10 files from the Student Record Review above and answer the seven questions in the chart below.

If a LEA has a determination in the disproportionality area of:

-DISCIPLINE: UP TO 10 DAYS

- Select 10 student files from the 2020-2021 school year and answer the seven questions in the chart below. *Student files should include those students who have accumulated removals for 10 days or less. Please note, removals can include both In School Suspension (ISS) and Out of School Suspension (OSS). **

IMPORTANT NOTE: Question 7 applies strictly to ISS. It can be answered for students with days of ISS or days of ISS and OSS combined. Question 7 **DOES NOT** apply to students with days of OSS ONLY. Please answer, N/A for students with days of OSS ONLY.

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Individual Discipline Records Review Chart - All student files should be from the **2020-2021 school year**.

Directions: Enter the first initial and last name for each student in the spaces provided. Then, enter the appropriate response to each question.

Student Name (Last Name, First Initial)	1. Does the student's IEP include behavior goals?	2. Does the student have a Behavior Intervention Plan which includes positive behavior interventions and supports?	3. Did the IEP team review and revise the IEP to address student behavior and concerns surrounding ISS, OSS and/or behavior referrals?	4. How many OSS days were accumulated for the 2020-2021 school year?	5. How many days ISS were accumulated for the 2020-2021 school year?	6. Did the "removal" constitute a change of placement based upon the Discipline Rule?	7. See Important Note on Page 8. In the occurrence of ISS, which of the following took place? The student: a) was afforded the opportunity to continue to appropriately participate in the general curriculum. b) continued to receive the services specified in his/her IEP. c) continued to participate with nondisabled children to the extent he/she would have in his/her current placement. d) None of the above
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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Section 5

Compliance Review Discussion Questions

Directions: Answer the questions below based on the records that you selected and reviewed for Section 3 and 4.

1. Are there groups, settings, or schools disproportionately impacted by removals? What could be contributing to these gaps?
2. Are children with disabilities (demonstrating a pattern of removals) receiving access to positive behavioral interventions and supports?
3. What interventions and supports appear to be most effective? What data was reviewed to support your findings?

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4. What interventions and supports appear to be least effective? What data was reviewed to support your findings?

5. Are there discrepancies in suspensions and length of suspensions by Disability? Race? Gender?

6. How does your discipline data inform your interventions and discipline practices?

7. Describe how the LEA provides professional learning and training for the discipline rule on written policies, procedures, and practices. How can current policies, procedures, and practices be modified to address current disproportionality findings in your LEA?