

DISCIPLINE FILE REVIEW – CHECKLIST (2023)

The information from this file review will be included into the final monitoring report

Item	AUTHORITY	COMPLIANCE ITEM	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Yes	No	NA	
DC 1.1	Policy 2419 Chapter 7 WVBE Policy 4373	WVEIS Discipline Data Entry	All disciplinary actions resulting in removal from classroom setting are accurately entered AND there is a match between student discipline and attendance records in WVEIS AND WVBE Policy 4373 has been followed specific to the application of appropriate consequences for inappropriate behavior.	Disciplinary actions resulting in removal from classroom setting are NOT accurately entered OR there is NO match between student discipline and attendance records in WVEIS OR WVBE Policy 4373 has NOT been followed specific to the application of appropriate consequences for inappropriate behavior.	NA is not an option for this item	<ul style="list-style-type: none"> • WVEIS Attendance Record • WVEIS Discipline Records • Individualized Education Program (IEP) <p>Note: The Discipline File Review Form will be used to document specific steps involved to ensure that LEA policies, procedures and practices related to potential significant discrepancy in suspension and expulsion (SPP/ APR indicator 4A/4B) meet compliance requirements.</p>
DC1	34 CFR §300.536 126 CSR 16-Ch. 7 §2	Change of Placement: Determination	On the Disciplinary Action Review Form (DARF), EITHER the change of placement Box A or Box B, was checked, OR no change of placement was identified and Section 5 was completed requiring teacher consultation and specific services to be provided to the student starting after the 10th day of suspension.	On the DARF, NEITHER of the change of placement box-es (A or B) were checked AND Section 5 was not completed.	NA is not an option for this item	<ul style="list-style-type: none"> • Disciplinary Action Review Forms • Documentation of services provided beginning with the 11th day of suspension.

Item	AUTHORITY	COMPLIANCE ITEM	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Yes	No	NA	
DC2	34 CFR §300.504 34 CFR §300.350(h) 126 CSR 16-Ch.7 §2(B)	Change of Placement: Procedural Safeguards	If school personnel determined the removal was a change of placement, the parent DID receive ALL of the following on the same day the suspension was determined: 1. Same day written notice of the removal 2. Prior written notice (PWN) 3. The procedural safeguards	If school personnel determined the removal was a change of placement, the parent DID NOT receive ALL of the following on the same day the suspension was determined: 1. Same day written notice of the removal 2. Prior written notice (PWN) 3. The procedural safeguards	School personnel determined the removal was NOT a change of placement	<ul style="list-style-type: none"> • Disciplinary Action Review Forms • Written Suspension Notification Letters • Prior Written Notices • Documentation that Procedural Safeguards were sent same day (including date and method of delivery)
DC3	34 CFR §300.350(e)(1) 126 CSR 16-Ch.7 §2(C)	Change of Placement: Manifestation Determination Review (MDR)	If school personnel determined the removal was a change of placement, ALL of the following: 1. The MDR was held within 10 school days 2. Parents were notified in writing of the MDR meeting 3. MDR team included appropriate members 4. All pertinent information in the student's file was considered. 5. Decision made by team if the conduct was caused by or had a direct and substantial relationship to the student's disability. 6. Decision made by team if the conduct was a direct result of the LEAs failure to implement the IEP.	If school personnel determined the removal was a change of placement and ONE or MORE of the "YES" criteria was NOT met	School personnel determined the removal was not a change of placement.	<ul style="list-style-type: none"> • Discipline Action Review Forms • Written documentation the parent/guardian was invited to and participated in the MDR. • MDR Prior Written Notice. • Targeted IEP if MDR was conducted within an IEP meeting.

Item	AUTHORITY	COMPLIANCE ITEM	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Yes	No	NA	
DC4	IDEA §300.350(e) IDEA §300.350(f) IDEA §145(k)(1)(F) 126 CSR 16-Ch.7 §2(C)	Manifestation of the student's disability	<p>If school personnel determined the removal was a manifestation:</p> <ol style="list-style-type: none"> 1. A functional behavior assessment (FBA) was initiated with parent consent and completed. 2. A behavior improvement plan (BIP) was developed or and existing BIP was reviewed and revised, as needed, to address the current behavior(s) so they do not reoccur; and 3. The student was returned to the previous placement the next school day (except drugs, weapons, or serious bodily injury removals) unless the parent and LEA mutually agree to change the student's placement. 4. If the behavior in question involved weapons, drugs or serious bodily injury(ies) the student was placed in an Interim Alternate Educational Setting. <p>AND an IEP meeting was held to change the student's least restrictive educational placement to Out-of-School environment.</p>	<p>If school personnel determined the removal was a manifestation and ONE or MORE the "YES" criteria was NOT met</p> <p>OR The student was suspended a second time for the <u>same</u> type of incident that has already been determined to be a manifestation based on a causal relationship to the student's disability.</p>	<p>School personnel determined the removal was not a manifestation of the student's disability.</p>	<ul style="list-style-type: none"> • Discipline Action Review Forms • Targeted IEP Reviews • MDR/IEP Prior Written Notice • Attendance Record • Incident Discipline Record

Item	AUTHORITY	COMPLIANCE ITEM	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Yes	No	NA	
DC5	34 CFR §300.530(c) 34 CFR §300.530(d) (i) 34 CFR §300.530(d) (ii) 126 CSR 16-Ch.7 §2(C) WVBE Policy 4373	Not a manifestation of the student's disability	If school personnel determined the removal was not a manifestation: 1. Disciplinary action was administered 2. Documentation available describing the specific educational services enabling the student to continue to participate in the general curriculum, although in another setting, and to progress toward IEP goals; and 3. Documentation that an IEP, FBA or BIP was updated or initiated, as appropriate.	If school personnel determined the removal was not a manifestation and ONE or MORE of the "YES" criteria was NOT met.	School personnel determined the removal was not a change of placement, or it was a manifestation of the student's disability	<ul style="list-style-type: none"> • Discipline Action Review Form • Student's targeted or subsequent IEP. • FBA • BIP
DC6	34 CFR §300.530(d) (4) 126 CSR 16-Ch.7 §2(C)	Teacher consultation	For this suspension and each subsequent removal beyond 10 cumulative school days that is not a change of placement school personnel, in consultation with at least one teacher of the student, determined the extent services were needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to make progress toward IEP goals.	If school personnel determined the removal was NOT a change of placement and the "YES" criteria were NOT met	NA is not an option for this item	<ul style="list-style-type: none"> • Discipline Action Review Forms • Documentation that the agreed services were provided.

Item	AUTHORITY	COMPLIANCE ITEM	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Yes	No	NA	
DC7	34 CFR §300.530(d)(ii) 126 CSR 16 7 §2(C)	Positive Behavior Intervention and Supports (PBIS)	The student's file provides evidence that the IEP Team consistently revised the IEP to include use of PBIS and other strategies (i.e., PLEPs, annual goals, services, and/or BIPs) to address continued impeding behavior(s) when appropriate; OR strategies have been documented as part of a schoolwide PBIS system of supports for all students.	The student's file does NOT provide evidence that the IEP Team consistently revised the IEP to include use of PBIS and other strategies (i.e., PLEPs, annual goals, services, and/or BIPs) to address continued impeding behavior(s) when appropriate; OR strategies have been documented as part of a schoolwide PBIS system of supports for all students.	NA is not an option for this item	<ul style="list-style-type: none"> • School PBIS Plan • Student's IEP