**Disciplinary Removals Self Assessment Inventory**

This checklist is designed to assist districts in the evaluation of their procedures relevant to the removal of students and the record keeping and reporting required for the Department. Please address all items for which you are unable to answer “yes” in the comments sections, identifying how the district or school will get to “yes.” This checklist may be completed at the building level or at the district level.

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| **SELF ASSESSMENT CHECKLIST** | **Yes** | **No** |
| **1. Definition: Suspension consists of a disciplinary removal for at least half of the school day from the student’s regularly scheduled school activities (whether in-school or out-of-school).**  |
| * **Our district and all schools in the district define suspension consistent with the definition above.**
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| * **Each of our schools has a person(s) designated to keep consistent and accurate data on all removals of students from instruction. For this self-assessment this person(s) will be referred to as the “removal reporter(s)” (RR).**
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| * **All teachers know the RR for their school, and they ensure that the RR is informed whenever a removal occurs.**
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| * **The RR only counts and reports in-school removals as suspension to the state when the removal is at least half a school day and the student does not receive his/her regularly scheduled school activities and services.**
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| * **The RR only counts and reports out-of-school removals as suspension to the state when the removal is at least half a school day and the student is moved out of the school and his/her regularly scheduled activities.**
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| **Comment(s) related to Section #1:** |
| **2. Record keeping** |
| * **Removals are recorded in a consistent format that allows a reader to determine when a removal is a “suspension” – using the definition for suspension provided above.**
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| * **Each time a removal occurs, the RR maintains information on the date of the removal and the duration in hours and/or days.**
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| * **For each removal, the RR maintains information on the reason for the removal as well as the teacher or other staff member ordering such removal.**
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| * **For each removal, if instruction is provided and/or IEP services are provided, the information is noted in the records.**
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| * **The RR informs the parent/guardian of each removal of his/her child with an IEP, and a record of this communication is logged.**
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| * **Records on removals are readily available and, as individually identifiable information is included, are kept in a locked file.**
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| **Comment(s) related to Section #2:** |
|  **3. Reporting and Monitoring Data** |
| * **The RR, with the building principal (or his/her designee), monitors all removals at least monthly to ensure that patterns of behavior for students (or teachers) do not go unnoticed including:**
* **Numbers of removals (e.g. Are there several one-hour removals during a certain class? If the number represents one student with several removals, it may be the subject area, the instructional style and/or the teacher that the student is trying to avoid through misbehavior. If the number of removals includes multiple students, the teacher may need some assistance.)**
* **Similarity of behaviors in removals (e.g. Is the student always being removed for talking back? Has anything been done to address this behavior?)**
* **Frequency of removals (e.g. A certain student is consistently being removed at the end of the day. Has a reason been looked into for this pattern?)**
* **Amount of time of each removal (e.g. A student with disabilities is consistently suspended for multiple days, but never 10 consecutive days. Is this simply avoiding the civil rights issues related to students with disabilities? If this is a pattern that has exceeded 10 cumulative days of removal, it warrants a specific response.)**
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| * **The RR, with the building principal (or his/her designee), reviews all removal data to ensure that suspensions are properly recorded and data entered for submission to the Department (whether data entry for submission to the Department occurs at the building level or district level).**
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| * **All RRs provide building level data to a designated central person at the district office at specified intervals for district review, as needed.**
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| * **The building or district has specific, consistent procedures to ensure the provision of accurate and timely suspension data to ESE through SIMS and SSDR at required times.**
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| **Comment(s) related to Section #3:****Comment(s) related to Section # 3 (continued):** |
| **4. Best Practices (optional self-assessment)**  |
| * **Our school/district has discussed our philosophy and has determined that we do not support removing students except in extremely limited circumstances and we have identified those circumstances.**
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| * **Our school/district has a plan and procedures in place to provide “comparable” instructional services, including special education services (if appropriate), at any time that a disciplinary removal from a general education classroom occurs. We have worked hard to make our comparable services reasonable, consistent with the definition of Student Learning Time, and responsive to the individual student’s needs, and of assistance in allowing the student to continue to make effective educational progress.**
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| * **Our school/district has a plan and procedures in place to review all disciplinary removals with the intent of reducing the need for such removals to as close to “zero” as possible.**
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| * **Our school district regularly considers the professional development needs of our teachers to help them feel prepared and able to avoid the need for disciplinary removals.**
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| **Comments related to Section #4:** |

**Name (person completing checklist): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**