Discipline Tracking Record

Instructions

Column 1: Only list behavioral incidents that constitute “days of removal” as defined in the Wayne RESA Discipline Procedures for Students with Disabilities section of the student code of conduct (see attached definition). The behavioral description should provide the specific circumstances of the incident as opposed to identifying generic categories such as “disruptive behavior.”

Column 2: The date of removal is the day when it was decided to issue a removal to the student. It might not be the same date as the first day of the removal because the decision is sometimes issued during the last class period or at the close of the school day, with the removal taking effect the following day.

Column 3: If the length of the removal was known on the date that the removal was actually issued (i.e., the date in Column 2), then record that date in this column. If not, record the date that the removal length was finalized.

Column 4: The length of removal is the total number of school days involved in the removal. Count partial days as a full day.

Column 5: Record the beginning and ending dates of the removal.

Column 6: Add the length of removal (i.e., Column 4) to the previous number of removal days issued to the student and record the cumulative total.

Column 7: If the student’s new cumulative total is 10 school days or less, then check N.A. in this column. If it is a removal that constitutes a “Change in Placement”, check yes. A “Change in Placement” occurs in one of two situations:

1. A single removal that will exceed 10 consecutive school days.
2. A pattern of removal. (This determination is based on the following)
   a. the removals exceeding 10 days in accumulation
   b. the student’s behavior being substantially similar in the various removals, and
   c. because 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.

Thereafter, each additional removal is reviewed by the case manager and building administrator as to whether it also constitutes a pattern of removal as defined above. If so, check yes. If there is no pattern of removal and this removal does not exceed 10 days, check no.

Column 8: Parents must be sent written notification, to include procedural safeguards, in each situation that results in a yes check in column 7. The timing of this notice is important. Regulations require that the notice be sent on the same day on which a decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of code of student conduct. Record the date that the notice was mailed to the parent in this column. The notice date should match the date recorded in column 3. If “N.A.” or “no” is checked in column 7, then check N.A. in this column and no date is recorded.

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**Column 9:** Any time a removal results in a yes check in Column 7, a MDR meeting will need to be scheduled for the student. The meeting must occur within 10 school days of the date recorded in Column 3. In no case should the student’s consecutive school days of removal exceed 10 before the convening of the MDR meeting. Record the dates of the MDR meetings in this column.

A FBA/BIP must be developed or reviewed in all cases where an MDR concluded that the behavior was a manifestation of the student’s disability. In cases where it is not determined to be a manifestation of the student’s disability, a FBA/BIP must be developed as appropriate. Document the FBA/BIP dates at the bottom of the DTR form.

**Days of Removal:** In the context of recording disciplinary removals issued to students with disabilities;

- A partial day counts as a full day of removal and will be recorded as such on the student’s on-going tracking record.
- If the district imposes restrictions or conditions upon the student’s return to school, each day, until the conditions are met, is considered a day of removal (e.g., parent meeting, psychiatric evaluation).

The term does **not** include;

- Bus removals, unless this service is on the student’s IEP and the student is unable to make it to school as a result of the removal.
- In-school removals that are continually supervised by a certified teacher or a paraprofessional who is supervised by a certified teacher, and that afford the student the opportunity to progress in the general curriculum, to participate with students without disabilities to the extent that they normally do, and to receive the services specified in the student’s IEP.
- Class removals for no longer than 1 class period. However, consideration should be given when looking at repeat behaviors/removals as part of a “pattern”.
- Necessary delays in admitting the student due to a lack of required documentation, e.g., immunization records.