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| **LEA Name:** |  |
| **Date:**  |  |
| **Date Updated:** |  |

## Essential Elements

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| Data Collection Name:[[1]](#footnote-2) Reference the name the collection is known by in the LEA. For accuracy of communication throughout the LEA, reference each data collection by only one name.  |
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| Required Data (Unduplicated Counts of Children and Disciplinary Events) and Data Definitions and Descriptions |
| **Data containing unduplicated counts of children:*** Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting
* Children with Disabilities (IDEA) Suspensions/Expulsions
* Children with Disabilities (IDEA) Disciplinary Removals
* Educational Services During Expulsion

**Data containing unduplicated counts of disciplinary events:*** Children with Disabilities (IDEA) Reasons for Unilateral Removal
* Children with Disabilities (IDEA) Total Disciplinary Removals

**Dangerous weapon:** A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. (18 USC section 930(g)(2))**Drug offenses:** The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Section 812(c). These offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco. **Interim alternative educational setting:** An appropriate setting determined by the child’s IEP team or a hearing officer in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.**Removal by a hearing officer:** Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer’s determination that maintaining the child’s current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.**Serious bodily injury:** A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))**Unilateral removals:** Instances in which school personnel (not the IEP team) order the removal of the children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decision by the child’s IEP team to change a student’s placement.**Expulsion:** An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.**In-School Suspensions:** Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.**Out-of-School Suspensions:** Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP. |
| Data Staff:[[2]](#footnote-3) Provide titles and names, contact information, department, and any notes for persons responsible for collection, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all (e.g., special education data manager, discipline data manager, district data manager, special education coordinator). |
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| Data Collection Elements and Levels:[[3]](#footnote-4) These are the data collection elements and levels at which the LEA collects and submits data to the SEA. |
| * Student demographics (race/ethnicity, gender, disability, English learner status)
* Type of removal
* Duration of removal
* Event level
* Student, School and LEA levels
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| LEA Collection Period and Submission Schedule: Provide a list of dates necessary for this data collection, including when the data collection period opens and when data are due from schools. |
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Processes

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| Collection: Provide detailed information about how the LEA pulls data from the database, how schools submit data to the LEA, etc., including the titles of persons responsible. |
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| Data Validation:[[4]](#footnote-5) Describe the data cleaning processes the LEA uses to prepare these data for submission.  |
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| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off and timelines). |
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| Submission:[[5]](#footnote-6) Describe the process for generating and submitting the data to the SEA. |
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| Responding to State Request for Information About Discrepancies in Data: Describe how the LEA responds to the SEA’s requests for information about inconsistent or incomplete data submissions. Identify the position of the lead contact for handling this request and describe how the LEA communicates the request to the school level. Include information regarding the timeline for responding. |
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| Addressing and Responding to Determinations of Noncompliance: Document the steps the LEA takes to address noncompliance (e.g., school action plan, professional development, etc.) and persons responsible for conducting the verification of correction. |
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| Data Analysis:[[6]](#footnote-7) Describe the process for data analysis.  |
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| Data Use: Record any strategies and procedures for the LEA or schools to use Discipline data (e.g., for professional development, student supports, systems improvement). Describe how the LEA engages with the schools to help them utilize data for school improvement. |
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| Data Governance: Describe the process for reviewing potential or actual future changes to the data collection and associated requirements and procedures for archiving data.  |
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| Blank Heading: Use this row for additional topics. Create new heading rows as needed. |
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1. **Data Collection Name:** This template is customizable and users should update it to reflect the language used within the state. Local education agencies may be referred to as LEAs, districts, etc. [↑](#footnote-ref-2)
2. **Data Staff:** When reviewing processes and procedures for Discipline data collection and submission, include all departments associated with this collection. This often includes data and special education personnel and other school coordinators. [↑](#footnote-ref-3)
3. **Data Collection Levels:** The LEA captures Discipline data for students with disabilities at the student level for any event that results in the removal of the student from his/her current individualized education program (IEP) educational or environmental setting. Data include a count of the total number of individual removal events as well as an unduplicated count of students with disabilities who had discipline-related removals.

 Data also include information about each removal (including type of removal and the amount of time for which the student is removed). [↑](#footnote-ref-4)
4. **Data Validation:** Document and/or verify

	* how to address duplicates (e.g., two students with same student identifier but different names, two student identifiers likely referencing a single student);
	* how the local district handles counts of days for students who transfer from one school to another in a single year (e.g., Are the days only associated with the last school? If so, are all event days in the year attributed to the second school—or only the days the student was removed while at the second school?);
	* how to address missing data (e.g., a suspension event for a student has a start date but no end date);
	* how to address weekends, vacations, summers, etc., with respect to calculating days of suspension (school days vs. calendar days);
	* how to address “in-school suspensions.” (It is important to know state agency and LEA policy as well as local practice on services for students receiving in-school suspension);
	* how to address time between removal event and subsequent placement in a behavioral center or interim alternative educational setting (IAES). Time in these settings is not considered suspension or expulsion time;
	* how to address time counted for a student who was suspended in a school year prior to the point he/she was found eligible for IDEA (e.g., Is only post-IDEA eligible time counted?);
	* how schools and the LEA address expulsions that cross school years (e.g., suspended in May for 3 months);
	* that a procedure for including data for students ages 3–5 is in place;
	* that the reported number is the actual number of children with disabilities (IDEA) who were ages 3 through 21 and unilaterally removed by school personnel (not the IEP team) from their current educational placement to an IAES (determined by the IEP team) due to drug or weapon offenses or serious bodily injury;
	* that an event that affects more than one student with disabilities is associated with each student (e.g., fight between two students);
	* that when multiple children are involved in a single event, the number of children removed to an IAES is greater than or equal to the number of events. [↑](#footnote-ref-5)
5. **Submission:** Describe where and how the LEA stores or accesses a copy of the submitted Discipline file(s) for future reference. [↑](#footnote-ref-6)
6. **Data Analysis:** Review data year to year, looking for patterns districtwide and within schools, outliers, and information about whether targets are met or not met. Are there systems in place for the LEA to determine

	* if there are one or more racial/ethnic groups that have significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and
	* if there are policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards? [↑](#footnote-ref-7)