ADVANCE FOUNDATIONS ADVOCACY CENTER

Empowering Families. Protecting Student Rights. Ensuring Equitable Education for Every Child.

FAITH. Education. Justice.

DISCIPLINE & REMOVAL TRACKER

Document the event. Count the days. Preserve the record. Protect the student's voice.

WHY USE THIS TRACKER?

School discipline can involve more than a formal suspension. A student may also experience early pickups, shortened days, time out of class, in-school removals, alternative placements, bus removals that affect access to school, or other exclusions. This tracker helps families document what actually happened, how long the student was removed, what instruction and services were provided, and what the school communicated.

THE PARENT HOLDS THE HISTORY

Professionals bring expertise. Parents bring history. The child brings lived experience and voice. All three matter. A parent may be the only person tracking removals across classrooms, administrators, school years, transportation issues, disability-related behavior, and changes in services. Written documentation helps the team see the full pattern.

AFAC KNOW-LEDGE

Do not rely only on the label the school uses. Record what actually occurred. A removal called an 'early pickup,' 'cool-down,' 'reset,' 'office day,' or 'parent pickup' may still matter when evaluating lost instructional time and a student's access to services. Whether a particular event legally counts as a disciplinary removal depends on the facts and applicable law.

1. STUDENT INFORMATION

Student Name: _____	**Date of Birth:** _____
School: _____	**Grade:** _____
Parent/Caregiver: _____	**School Year:** _____
IEP / 504 Plan? _____	**Case Manager / School Contact:** _____

2. WHAT TO DOCUMENT EACH TIME

☐ Date and exact start/end time of the removal

☐ What the school called the action

☐ Who directed or requested the removal

☐ Reason or behavior reported by the school

☐ Whether the parent was told to pick the student up

☐ Whether the removal was written, verbal, formal, or informal

☐ Where the student spent the removal period

☐ Whether instruction, assignments, special education, related services, accommodations, behavior supports, or other IEP/504 supports were provided

☐ Whether transportation was denied or changed

☐ Whether an incident, restraint, seclusion, injury, threat assessment, or law-enforcement contact occurred

☐ Documents received and documents still requested

☐ Student's account and parent observations

☐ Follow-up requested and school response

3. TYPES OF EVENTS TO TRACK

☐ Formal out-of-school suspension	☐ In-school suspension or separate setting
☐ Early pickup requested by school	☐ Shortened school day
☐ Removal from class / office placement	☐ Alternative disciplinary placement
☐ Bus suspension affecting school access	☐ Sent home without formal suspension paperwork
☐ Removal during extracurricular or school activity	☐ Emergency removal / safety response
☐ Repeated 'take a break at home' requests	☐ Other exclusion from instruction or services

4. DISCIPLINE & REMOVAL MASTER LOG

Use one row for each event. Record actual time out of the student's usual educational setting. If you do not know an answer, write 'unknown' and request clarification or records.

Date	Type of Removal / School Label	Start - End Time	Approx. Time / Day(s) Lost	Reason Given	Who Directed It	Instruction / Services Provided?	Documents / Evidence	Parent Follow-Up

5. CUMULATIVE REMOVAL DAY COUNT

Use this page to total disciplinary removal days during the school year. Partial days and informal removals can be fact-specific. Keep the raw dates and times even if you are unsure how the school will count them.

Removal #	Date(s)	Full Day(s)	Partial Day / Hours	School's Count	Parent's Running Total	Same / Similar Behavior?	Notes

6. SERVICES DURING REMOVAL TRACKER

For a student with an IEP or 504 Plan, document what happened to instruction, special education, related services, accommodations, behavior supports, assistive technology, health supports, and access to curriculum during the removal.

Date	Removal Setting	Instruction Provided	Special Ed / Related Services	Accommodations / Supports	Assignments / Access	Missed Service or Support	Make-Up / Follow-Up

7. INCIDENT / DISCIPLINE DOCUMENT REQUEST LOG

Date Requested	Record Requested	Sent To	Date Received	Complete?	Missing / Disputed Information	Follow-Up Date

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Date Requested	Record Requested	Sent To	Date Received	Complete?	Missing / Disputed Information	Follow-Up Date

8. DOCUMENTS TO REQUEST OR SAVE

☐ Discipline referral / write-up
☐ Suspension or removal notice
☐ Student handbook / discipline policy
☐ Attendance record showing removal dates
☐ Incident report
☐ Witness statements maintained as education records, when accessible
☐ Video or recording access / preservation request, when relevant
☐ Restraint or seclusion documentation, when applicable
☐ Injury / nurse records
☐ Threat assessment records or notices, when accessible
☐ Behavior data, FBA, BIP, or intervention records
☐ IEP / 504 Plan and amendments
☐ Service logs and progress data
☐ Emails, messages, and parent pickup requests
☐ Transportation notices or bus discipline records
☐ Schoolwork / assignments provided during removal
☐ Prior Written Notice, procedural safeguards, or MDR documents when applicable

9. IDEA DISCIPLINE CHECKPOINT FOR STUDENTS WITH IEPs

For students protected by IDEA, disciplinary removals can trigger additional protections. This tracker is designed to help a parent recognize when to ask more questions.

☐ Yes ☐ No ☐ Unsure Has the student been removed for more than 10 consecutive school days?

☐ Yes ☐ No ☐ Unsure Has the student accumulated more than 10 school days of removal in the same school year?

☐ Yes ☐ No ☐ Unsure If removals exceed 10 cumulative school days, is there a pattern based on factors such as length, total time removed, proximity of removals, and substantially similar behavior?

☐ Yes ☐ No ☐ Unsure Has the school described the removal as a change of placement?

☐ Yes ☐ No ☐ Unsure Was a Manifestation Determination Review (MDR) required or scheduled?

☐ Yes ☐ No ☐ Unsure Did the school provide required educational services during removals beyond the applicable threshold?

☐ Yes ☐ No ☐ Unsure Were the student's IEP, FBA, BIP, behavior supports, accommodations, or related services being implemented before the incident?

☐ Yes ☐ No ☐ Unsure Is an FBA, BIP review, IEP meeting, or other intervention needed because behavior is interfering with learning?

IMPORTANT

Ten school days is an important IDEA discipline threshold, but not every situation is decided by simply adding days. A removal of more than 10 consecutive school days is a change of placement. A series of removals may also be a change of placement when it totals more than 10 school days in a school year and forms a pattern under IDEA's criteria. Families should preserve the dates, lengths, reasons, and similarities among incidents.

10. INFORMAL REMOVAL / 'COME PICK THEM UP' CHECK

If the school repeatedly calls and asks you to pick up your child because of behavior, disability-related needs, staffing, inability to manage the student, or another concern, document each event even when no suspension notice is issued.

Who asked for pickup?

_____

What exact reason was given?

_____

Was I told pickup was required or optional?

_____

What would have happened if I could not come?

_____

Was the student allowed to return the next school day?

_____

Was attendance coded as absent, excused, suspended, or something else?

_____

Did the student lose special education or related services?

_____

Did this happen before? How often?

_____

Was an IEP/504 or behavior meeting offered?

_____

Did the school put the reason in writing?

_____

11. PARENT FOLLOW-UP AFTER A REMOVAL

AFAC LANGUAGE TO USE

"I am documenting today's removal from instruction. Please confirm in writing the reason for the removal, the start and end time, how the school will code the event, whether it is being counted as a disciplinary removal, what instruction and IEP/504 services were provided, and whether any missed services or assignments will be addressed. Please also provide copies of the discipline and incident records related to this event."

12. PATTERN SUMMARY FOR A MEETING OR COMPLAINT

Total number of removal events I documented:

_____

_____

Total full school days removed:

_____

_____

Total partial-day removals / approximate hours:

_____

_____

Behaviors or reasons that repeat:

_____

_____

Settings, staff, times, or triggers that repeat:

_____

_____

Services / supports missed:

_____

_____

Educational, emotional, behavioral, social, or safety impact I observed:

_____

_____

Requests I made to the school:

_____

_____

School responses:

_____

_____

What I want the IEP / 504 / school team to address now:

_____

_____

13. KNOW THE DIFFERENCE

Discipline record vs. actual exclusion

A school's code or label is important, but families should also document the actual loss of instruction, services, access, and time in the student's usual setting.

One incident vs. a pattern

A single event may require follow-up. Repeated events can reveal a larger implementation, behavior-support, access, disability, or placement concern.

Behavior consequence vs. disability protection

Schools may discipline students with disabilities, but IDEA and Section 504 can add procedural and substantive protections depending on the facts.

Tracking vs. proving a violation

This tracker organizes evidence. It does not by itself determine whether a legal violation occurred or what remedy is required.

14. PRIMARY LEGAL FOUNDATION

- IDEA discipline regulations, 34 C.F.R. §§ 300.530 through 300.536.
- IDEA change-of-placement rule for disciplinary removals, 34 C.F.R. § 300.536.
- IDEA parent participation and records-access protections, including 34 C.F.R. §§ 300.501 and 300.613.
- Section 504 of the Rehabilitation Act and applicable disability-discrimination protections may also apply to discipline of students with disabilities.
- Louisiana school discipline rules and local school system policies may impose additional procedures, documentation requirements, and appeal rights.

ADVOCACY SUPPORT NOTE

This AFAC tracker is provided for parent education, documentation, and advocacy support. It is not legal representation or individualized legal advice. Whether an event is a disciplinary removal, change of placement, denial of FAPE, disability-discrimination issue, or other violation depends on the specific facts and applicable law.