

PART I: DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Sec. 1. STUDENTS WITH DISABILITIES UNDER SECTION 504

International Leadership of Texas shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services. *34 CFR 104.35(a).*

International Leadership of Texas may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or alcohol to the same extent that International Leadership of Texas would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action. *29 U.S.C. 705(20)(C)(iv).*

**PART II: DISCIPLINE OF STUDENTS RECEIVING SPECIAL EDUCATION
SERVICES UNDER IDEA**

Sec. 1. SPECIAL EDUCATION STUDENTS

All disciplinary actions regarding students with disabilities who receive special education services under the IDEA must be determined in accordance with federal and state laws and regulation, including the procedures for use of restraint and time-out. *See International Leadership of Texas Board Policy PG-28.*

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted Admission, Review, and Dismissal (“ARD”) committee. Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student’s ARD committee conducts a manifestation determination review in accordance with federal law. Any disciplinary action shall be determined in accordance with federal and state law and regulations, including those requiring the provision of:

1. functional behavioral assessments (“FBAs”);
2. positive behavioral interventions, strategies, and supports;
3. behavioral intervention plans/behavior improvement plans (“BIPs”); and
4. the manifestation determination review (“MDR”).

Tex. Educ. Code Code 37.004(a) - (b).

**POLICY GROUP 6 - SPECIAL EDUCATION
DISCIPLINE OF STUDENTS WITH DISABILITIES**

Sec. 2. REMOVAL FOR TEN DAYS OR LESS

A student with a disability who violates the International Leadership of Texas Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities. *20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1).*

Services During Removal for Ten Days or Less. International Leadership of Texas is required to provide services during the period of removal if International Leadership of Texas provides services to a child without disabilities who is similarly removed. *34 C.F.R. 300.530(d).*

Sec. 3. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS

International Leadership of Texas personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement under 34 CFR 300.536. *34 C.F.R. 300.530(b)(1).*

Services During Subsequent Removals of Ten Days or Less. After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program ("IEP"). *20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4).*

Not later than the date on which the decision to take the disciplinary action is made, International Leadership of Texas shall notify the student's parents of the decision and of all procedural safeguards. *20 U.S.C. 1415(k)(1)(H).*

Sec. 4. REMOVALS THAT ARE A CHANGE IN PLACEMENT

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts an MDR.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:

**POLICY GROUP 6 - SPECIAL EDUCATION
DISCIPLINE OF STUDENTS WITH DISABILITIES**

- a. The series of removals total more than ten school days in a school year;
- b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
- c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

International Leadership of Texas determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. International Leadership of Texas's determination is subject to review through due process and judicial proceedings. *34 C.F.R. 300.536*.

International Leadership of Texas personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct. *20 U.S.C. 1415(k)(1)(A)*.

If International Leadership of Texas takes a disciplinary action regarding a student with a disability who receives special education services that constitutes a change of placement under federal law, International Leadership of Texas shall not later than the 10th school day after the change in placement:

- (1) seek consent from the student's parent or adult student to conduct a functional behavioral assessment (FBA) of the student, if a FBA has never been conducted on the student or the student's most recent FBA is more than one year old; and review any previously conducted FBA of the student and any BIP developed for the student based on that assessment; and
- (2) as necessary, develop a BIP for the student if the student does not have a plan, or if the student has a BIP, revise the student's plan.

Texas Education Code 37.004(b-1); 19 TAC 89.1050(k)

Sec. 5. MANIFESTATION DETERMINATION FOR CHANGE OF PLACEMENTS

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, International Leadership of Texas, parents, and relevant members of the ARD committee (as determined by the parent and International Leadership of Texas) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of International Leadership of Texas's failure to implement the IEP.

**POLICY GROUP 6 - SPECIAL EDUCATION
DISCIPLINE OF STUDENTS WITH DISABILITIES**

If International Leadership of Texas, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability. If International Leadership of Texas, the parent, and relevant members of the ARD committee determine the conduct was the direct result of International Leadership of Texas's failure to implement the IEP, International Leadership of Texas will take immediate steps to remedy those deficiencies. *20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e).*

a) *Not a Manifestation*

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting. *20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c).*

Services During Removal When Not a Manifestation

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting. *20 USC 1415(k)(1)(D); 34 C.F.R. 300.530(d)(1)–(2).*

b) *Manifestation*

If International Leadership of Texas, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct an FBA, and implement a BIP for the student, unless International Leadership of Texas had conducted an FBA before the behavior that resulted in the change in placement occurred; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES Section 6 below, the ARD committee shall

**POLICY GROUP 6 - SPECIAL EDUCATION
DISCIPLINE OF STUDENTS WITH DISABILITIES**

return the student to the placement from which the student was removed, unless the parent, and International Leadership of Texas agree to a change in educational placement as part of the modification of the BIP. *20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f).*

Sec. 6. SPECIAL CIRCUMSTANCES

International Leadership of Texas personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of Texas Education Agency (the "TEA") or International Leadership of Texas; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the TEA or International Leadership of Texas;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the TEA or International Leadership of Texas.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g). The ARD committee shall determine the interim alternative education setting. *20 U.S.C. 1415(k)(2).*

a) *Services During Removal for Special Circumstances*

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting. *34 C.F.R. 300.530(d)(1).*

Sec. 7. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, International Leadership of Texas may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student

**POLICY GROUP 6 - SPECIAL EDUCATION
DISCIPLINE OF STUDENTS WITH DISABILITIES**

or others. *20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151.*

When an appeal has been requested by a parent or International Leadership of Texas, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and International Leadership of Texas agree otherwise. *20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533.*

Sec. 8. REPORTING CRIMES

Federal law does not prohibit International Leadership of Texas from reporting a crime committed by a student with a disability to appropriate authorities. If International Leadership of Texas reports a crime, International Leadership of Texas shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom International Leadership of Texas reported the crime. International Leadership of Texas may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act ("FERPA"). *20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535.*

Sec. 9. STUDENTS NOT YET IDENTIFIED

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act, including the provision of the Manifestation Determination Review provisions, if International Leadership of Texas had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred. *20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a).*

a) *School Knowledge*

International Leadership of Texas shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to International Leadership of Texas supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other International Leadership of Texas personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other International Leadership of Texas supervisory personnel. *20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b).*

**POLICY GROUP 6 - SPECIAL EDUCATION
DISCIPLINE OF STUDENTS WITH DISABILITIES**

b) *Exceptions*

International Leadership of Texas shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c).

If International Leadership of Texas does not have knowledge (as described above), before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. *20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d).*