

## SECTION 615 DISCIPLINE

SECTION	IDEA 2004 LAWS	SUMMARY
<b>PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING – AUTHORITY OF SCHOOL PERSONNEL</b>		
<p>615(k)(1)(A), (B), (C) &amp; (D)</p>	<p>(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.— (1) AUTHORITY OF SCHOOL PERSONNEL.-- (A) CASE-BY-CASE DETERMINATION.--School personnel <b>may consider any unique circumstances on a case-by-case basis</b> when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. (B) AUTHORITY.--School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities). (C) ADDITIONAL AUTHORITY.--If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to subparagraph (E), the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except as provided in section 612(a)(1) although it may be provided in an interim alternative educational setting. (D) SERVICES.--A child with a disability who is removed from the child's current placement under subparagraph (G) (irrespective of whether the behavior is determined to be a manifestation of the child's disability) or subparagraph (C) shall— (i) continue to receive educational services, as provided in section 612(a)(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and (ii) <b>receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.</b></p>	<p><u>CASE-BY-CASE DETERMINATION</u> · School personnel have been given the new authority, in handling student disciplinary matters, to consider any unique circumstances on a case-by-case basis when deciding whether to change a student's placement. Section 615(k)(1)(A).</p> <p><u>AUTHORITY</u> · Principals' authority to exclude a student with a disability from school for a disciplinary violation for fewer than 10 days, equivalent to discipline imposed on students without disabilities for the same offense, has not changed. Section 615(k)(1)(B).</p> <p><u>ADDITIONAL AUTHORITY</u> · Clarifies that FAPE must be provided to an eligible student excluded from school for more than 10 days even if the conduct was not a manifestation of the student's disability. Section 615(k)(1)(C).</p> <p><u>SERVICES</u> · When student with a disability is removed under either (G) or (C), that student shall receive, as appropriate, a functional behavioral assessment, behavior intervention services and modifications designed to address the behavior violation to prevent reoccurrence. <u>Special Note:</u> Statute does not give any required timeframe, but current regulations (34 CFR 300.520(b)) require the Team to convene "not later than 10 business days after either first removing the student for more than 10 school days in a school year or commencing a removal that constitutes a change of placement" to develop assessment plan for conducting an FBA and implementing a BIP, or reviewing the current plans.</p>

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<b>PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING – MANIFESTATION DETERMINATION</b>		
<p>615(k)(1)(E), (F) &amp; (G) 615(k)(3)</p>	<p>(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.—            (1) AUTHORITY OF SCHOOL PERSONNEL.—            (E) MANIFESTATION DETERMINATION.—                (i) <b>IN GENERAL.--Except as provided in subparagraph (B), within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine--</b>                    (I) <b>if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or</b>                    (II) <b>if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.</b>                (ii) <b>MANIFESTATION.--If the local educational agency, the parent, and relevant members of the IEP Team determine that either subclause (I) or (II) of clause (i) is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.</b></p> <p><b>(F) DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION.--If the local educational agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall--</b>                (i) <b>conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described in subparagraph (C) or (G); (ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and</b>                (iii) <b>except as provided in subparagraph (G), return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.</b></p> <p><b>(G) SPECIAL CIRCUMSTANCES.--School 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 child's disability, in cases where a child--</b>                (i) <b>carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;</b></p>	<p><u>MANIFESTATION DETERMINATION</u></p> <ul style="list-style-type: none"> <li>· IF the district, the parent and relevant members of the Team review all relevant information including the student's file, the IEP, teacher observations and parentally provided information, and determine that the student's behavior was caused by his/her disability or the district's failure to implement the student's IEP, or if there is a direct and substantial link between the student's behavior and his/her disability, THEN they shall find that the behavior was a manifestation of the student's disability.  <u>Special Note:</u> The statute no longer specifies particular considerations for making this determination, such as the student's ability to understand the consequences of his or her behavior. Section 615(k)(1)(E)(i).</li> </ul> <p><u>BEHAVIOR WAS A MANIFESTATION</u></p> <ul style="list-style-type: none"> <li>· IF, prior to the student's misconduct, the district had not conducted a functional behavioral assessment or implemented a behavior intervention plan, THEN the Team must do so, or they must review the existing behavior intervention plan and modify it as necessary. The district and the parent may agree to a change of placement as part of a behavior intervention plan; otherwise the student must return to the placement from which s/he was removed unless the special circumstances in (G) apply. Section 615(k)(1)(F).</li> </ul> <p><u>SPECIAL CIRCUMSTANCES</u></p> <ul style="list-style-type: none"> <li>· <u>Additional</u> circumstances under which a district may change a student's placement to an interim alternative educational setting (IAES) determined by the Team for up to 45 days regardless of manifestation determination:</li> </ul>

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	<p>(ii) 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 a State or local educational agency; or</p> <p>(iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.</p> <p><b>(H) NOTIFICATION.</b>--Not later than the date on which the decision to take disciplinary action is made, the local educational agency shall notify the parents of that decision, and of all procedural safeguards accorded under this section.</p> <p><b>(2) DETERMINATION OF SETTING.</b>--The interim alternative educational setting in subparagraphs (C) and (G) of paragraph (1) shall be determined by the IEP Team.</p> <p><b>(3) APPEAL.</b>—</p> <p><b>(A) IN GENERAL.</b>--The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing.</p> <p><b>(B) AUTHORITY OF HEARING OFFICER.</b>—</p> <p><b>(i) IN GENERAL.</b>--A hearing officer shall hear, and make a determination regarding, an appeal requested under subparagraph (A).</p> <p><b>(ii) CHANGE OF PLACEMENT ORDER.</b>--In making the determination under clause (i), the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may—</p> <p><b>(I) return a child with a disability to the placement from which the child was removed; or</b></p> <p><b>(II) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.</b></p>	<p>-- At school; On school premises; At a school function a student:</p> <ul style="list-style-type: none"> <li>- carries or possesses a weapon (also includes carries or possesses "to" school)</li> <li>- knowingly possesses or uses or sells or solicits the sale of illegal drugs</li> <li>- inflicts serious bodily injury upon another person.</li> </ul> <p>Section 615(k)(1)(G). <u>Special Note:</u> A student placed in an IAES must still continue to receive FAPE, and receive a functional behavioral assessment, behavioral intervention services and modifications to help ensure that the conduct does not recur. <u>See</u> Section 615(k)(1)(G).</p> <p><u>NOTIFICATION</u></p> <ul style="list-style-type: none"> <li>· Not later than the date on which the decision to take disciplinary action is made, the district must notify parents of the decision and of the relevant procedural safeguards. Section 615(k)(1)(H).</li> </ul> <p><u>APPEAL</u></p> <ul style="list-style-type: none"> <li>· Parents may request a hearing to challenge the Team's placement decision or the manifestation decision.</li> <li>· The district may request a hearing if maintaining the student's current placement is substantially likely to result in injury to the student or to others. Section 615(k)(3)(A).</li> </ul> <p><u>AUTHORITY OF HEARING OFFICER</u></p> <ul style="list-style-type: none"> <li>· The hearing officer may order a change in placement to an IAES not to exceed 45 days, or to the placement from which the student was removed. Section 615(k)(3)(B).</li> </ul>
<b>PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING – PLACEMENT DURING APPEALS</b>		
615(k)(4)	<p>(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.—</p> <p><b>(4) PLACEMENT DURING APPEALS.</b>--When an appeal under paragraph (3) has been requested by either the parent <b>or the local educational agency</b>—</p>	<ul style="list-style-type: none"> <li>· When parent or the school district requests a hearing, the student shall remain in the interim alternative educational setting pending</li> </ul>

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	<p>(A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in paragraph (1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise; and</p> <p>(B) the State or local educational agency shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.</p>	<p>the hearing officer's decision or for the duration of the imposed discipline. Section 615(k)(4)(A).</p> <p>· All hearings on disciplinary matters must be expedited. The hearing must be completed within 20 school days from request, and the hearing officer's determination must be rendered within 10 school days of hearing. Section 615(k)(4)(B).</p>
<b>PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING – PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES</b>		
<p>615(k)(5)</p>	<p>(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.—</p> <p>(5) PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.—</p> <p>(A) IN GENERAL.--A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this part if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.</p> <p>(B) BASIS OF KNOWLEDGE.--A local educational agency shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred—</p> <p>(i) the parent of the child has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;</p> <p>(ii) the parent of the child has requested an evaluation of the child pursuant to section 614(a)(1)(B); or</p> <p>(iii) the teacher of the child, or other personnel of the local educational agency, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of such agency or to other supervisory personnel of the agency.</p> <p><b>(C) EXCEPTION.--A local educational agency shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child pursuant to section 614 or has refused services under this part or the child has been evaluated and it was determined that the child was not a child with a disability under this part.</b></p> <p>(D) CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE.—</p> <p>(i) IN GENERAL.--If a local educational agency does not have knowledge that a child is a child with a disability (in accordance with subparagraph (B) or (C)) prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors consistent with clause (ii).</p>	<p><u>BASIS OF KNOWLEDGE</u></p> <p>· A student not yet eligible for special education may be protected under the IDEA if the district had knowledge that the student has a disability. Knowledge may be presumed if, prior to the student's misconduct that precipitated the disciplinary action, a parent expressed a concern in writing to <b>supervisory</b> or <b>administrative</b> personnel or a teacher of a student. As under current law, the protections also apply if the student's parent has requested an evaluation.</p> <p><u>Special Note:</u> The student's behavior or performance is no longer a standard for a district to be deemed to have knowledge that the student has a disability. Rather, a teacher or other school personnel must have expressed concern about a student's <b>pattern of</b> behavior. Section 615(k)(5)(B)(iii).</p> <p><u>EXCEPTION</u></p> <p>· As under current law, knowledge of disability may not be presumed if the district had conducted an initial evaluation and found a student ineligible for special education. Also, the law now states that knowledge of a student's disability cannot be presumed if the parent has not allowed an initial evaluation, or if the parent has refused special education services. Section 615(k)(5)(C).</p>

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	<p>(ii) LIMITATIONS.--If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this subsection, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services in accordance with this part, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.</p>	
<b>PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING – DEFINITIONS</b>		
<p>615(k)(6) &amp; (7)</p>	<p>(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.—                      (6) REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES-</p> <p>(A) RULE OF CONSTRUCTION. --Nothing in this part shall be construed to prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.</p> <p>(B) TRANSMITTAL OF RECORDS. --An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.</p> <p>(7) DEFINITIONS.--In this subsection:</p> <p>(A) CONTROLLED SUBSTANCE.--The term `controlled substance' means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).</p> <p>(B) ILLEGAL DRUG.--The term `illegal drug' means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.</p> <p>(C) WEAPON.--The term `weapon' has the meaning given the term `dangerous weapon' under section 930(g)(2) of title 18, United States Code.</p> <p><b>(D) SERIOUS BODILY INJURY.--The term `serious bodily injury' has the meaning given the term `serious bodily injury' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.</b></p>	<p><u>SERIOUS BODILY INJURY</u>                      · This new definition has now been introduced into IDEA 2004, adding specificity. Section 615(k)(7)(D).</p>