



School Discipline and Students with Disabilities

Notification of Local Conduct Requirements

Schools must inform families about the local student code of conduct requirements/rules, which apply to all students.



Consideration of Positive Behavioral Supports

If a child's behavior limits their learning or that of others, the Individualized Education Program (IEP) Team must consider using positive behavioral interventions, strategies, and supports. This may include developing IEP goals and services specific to the child's needs or conducting a functional behavioral assessment (FBA). An FBA is a process to determine the underlying cause or functions of a child's behavior. The data collected during an FBA will be used to determine if a behavioral intervention plan (BIP) is needed. A BIP is a plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with learning.

Disciplinary Removals

If the child does not follow the rules listed in the school division's code of conduct, they could be recommended for a disciplinary removal from school. Discipline for students with disabilities may be classified as either a short-term removal or a long-term removal.

- **Short-term removals**

A short-term removal occurs when the child with a disability is removed from their educational placement for ten consecutive school days or less.

- **Long-term removals**

A long-term removal occurs if a child is removed for more than ten consecutive school days or when the series of short-term removals totals more than ten school days and constitutes a pattern of behavior. A long-term removal is considered a change in placement. When this occurs, the IEP Team determines the educational services a student will receive during the removal. Additionally, the IEP Team must convene a [Manifestation Determination Review](#) (MDR) meeting anytime a change in placement occurs.

Educational Services

Following ten total days of removal in a school year, children with IEPs must be provided with educational services that allows them to participate in the general curriculum and make progress towards their IEP goals. During a removal, educational services may occur in an alternative setting. The child should be included in statewide and division-wide assessment programs, including Virginia's Standards of Learning (SOL) tests.