SENATE FILE 2428
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SF 2044)

(As Amended and Passed by the Senate March 10, 2026)

_____ and [= New Language by the Senate

* = Language Stricken by the Senate

A BILL FOR

An Act relating to the responsibilities of school districts and charter schools related to the discipline of students who cause violent or nonviolent disruptions.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. Section 256.9, subsection 68, Code 2026, is amended to read as follows:

68. Develop and distribute to school districts and charter schools model policies that, if adopted by a school district or charter school, would satisfy the school district's or charter school's responsibilities under section 279.65A relating to the discipline of a student for ~~making a threat of violence or causing an incident of violence that results in injury or property damage or assault~~ causing a violent or nonviolent disruption.

Sec. 2. Section 256E.7, subsection 2, paragraph m, Code 2026, is amended to read as follows:

m. Be subject to and comply with the requirements of section 279.65A relating to the adoption of policies related to the discipline of a student ~~for making a threat of violence or causing an incident of violence that results in injury or property damage or assault~~ who causes a violent or nonviolent disruption in the same manner as a school district.

Sec. 3. Section 279.65A, Code 2026, is amended to read as follows:

279.65A Discipline of students who ~~make threats of violence or cause incidents of violence~~ cause violent or nonviolent disruptions — teacher authority.

1. The board of directors of each school district shall adopt, in collaboration with teachers and administrative staff employed by the school district, policies for different grade levels that describe how a school district may discipline a student for ~~making a threat of violence or causing an incident of violence that results in injury or property damage or assault~~ causing a violent disruption or nonviolent disruption. All of the following shall apply to the policies:

~~1.~~ *a.* The policies must incorporate strategies that are designed to correct the student's behavior.

~~2.~~ *b.* The policies must provide for parent or guardian conferences, counseling sessions, or mental health counseling

sessions, when appropriate. The policies must provide that the school district must receive the prior written consent of the student's parent or guardian before requiring the student to participate in a counseling session or a mental health counseling session.

~~3.~~ *c.* The policies must be consistent with ~~the~~ all of the following:

(1) The provisions of chapter 256B~~, the~~ and the administrative rules adopted by the state board for purposes of chapter 256B~~, the federal~~.

(2) The federal Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.~~, and the federal~~.

(3) The federal Rehabilitation Act of 1973, as amended and codified in 29 U.S.C. §701 et seq.

(4) The federal Family Educational Rights and Privacy Act, 20 U.S.C. §1232g et seq.

(5) The federal Americans with Disabilities Act of 1990, 42 U.S.C. §12101 et seq.

~~4.~~ *d.* The policies must provide for escalating levels of discipline each time the student ~~makes a threat of violence or causes an incident of violence that results in injury or property damage or assault~~ causes a violent disruption or nonviolent disruption.

~~5.~~ *e.* The policies must allow for the school district to select the level of discipline that the school district determines corresponds to the severity of the ~~threat of violence or incident of violence~~ violent disruption or nonviolent disruption.

~~6.~~ *f.* The policies must allow the school district to suspend the student, permanently remove the student from a particular class, expel the student, or ~~place~~ locate the student in an alternative learning environment, including a therapeutic classroom, when appropriate.

~~7.~~ *g.* The policies must require an individualized education program meeting if the student who ~~made the threat of violence~~

~~or caused the incident of violence that resulted in injury or property damage or assault~~ caused a violent disruption or nonviolent disruption, or who was removed from the classroom pursuant to this subsection, has an individualized education program.

h. (1) The policies must require each attendance center within the school district to create an oversight review committee that is responsible for determining when a student who was removed from a classroom pursuant to paragraph "*i*" or "*j*" may return to the classroom.

(2) The oversight review committee must consist of all of the following members:

(a) Two teachers who work in the attendance center and who must be selected by the teachers of the attendance center.

(b) One administrative employee, mental health professional, or behavioral interventionist who works in the attendance center and who must be selected by the principal of the attendance center.

i. (1) (a) The policies must authorize a teacher to remove a student who causes a nonviolent disruption from the teacher's classroom and place the student under the supervision of the principal of the attendance center in which the classroom is located, or the principal's designee, for at least thirty minutes, as determined by the principal or the principal's designee in accordance with the policies.

(b) The policies must prohibit the principal, or the principal's designee, from returning a student who is removed from the classroom pursuant to subparagraph division (a) to the teacher's classroom without the teacher's consent, unless the oversight review committee determines that the student should be returned to the classroom pursuant to paragraph "*h*", subparagraph (1).

(c) The policies must require the principal, or the principal's designee, to inform the teacher of the disciplinary actions taken against the student removed from the classroom

pursuant to subparagraph division (a) as soon as is reasonably possible after the student's removal.

(d) The policies must require a student who is removed from the classroom pursuant to subparagraph division (a) to make up any work that the student missed while the student was under the supervision of the principal or the principal's designee.

(2) The policies must require that, if a student is removed from a teacher's classroom pursuant to subparagraph (1), subparagraph division (a), more than once, the teacher or teachers who removed the student from the classroom; the principal of the attendance center in which the classroom or classrooms are located; a qualified guidance counselor licensed by the board of educational examiners under chapter 256, subchapter VII, part 3; the student's parent or legal guardian, if the student is not an emancipated minor; and the student shall participate in a meeting to discuss the student's nonviolent disruptions and to establish a behavioral plan and a course of discipline to correct the student's behavior, which may include locating the student in an alternative learning environment, including a therapeutic classroom, when appropriate.

j. (1) The policies must require a teacher to remove a student who causes a violent disruption from the teacher's classroom and place the student under the supervision of the principal of the attendance center in which the classroom is located, or the principal's designee.

(2) (a) The policies must prohibit the principal, or the principal's designee, from returning a student who is removed from the classroom pursuant to subparagraph (1) to the teacher's classroom without the teacher's consent, unless the oversight review committee determines that the student should be returned to the classroom pursuant to paragraph "*h*", subparagraph (1).

(b) Notwithstanding paragraph "*h*", subparagraph (1), and subparagraph division (a), the policies must provide that the

oversight review committee shall not have the authority to require a student to return to a teacher's classroom if all of the following criteria are satisfied:

(i) The teacher removed the student from the teacher's classroom because the student caused a violent disruption that included the student assaulting the teacher.

(ii) The teacher does not consent to allowing the student to return to the teacher's classroom.

(3) The policies must require that a student removed from the classroom pursuant to this paragraph be suspended, expelled, or located in an alternative learning environment, including a therapeutic classroom, when appropriate, as determined by the principal of the attendance center in which the classroom is located in accordance with the policies.

~~8.~~ *k.* The policies must be published on the school district's internet site and in applicable student handbooks.

l. The policies must require the principal of an attendance center to make a mental health professional, guidance counselor, or behavioral interventionist available to students, teachers, and other school employees to address the immediate trauma associated with a violent disruption or nonviolent disruption, upon the request of a teacher.

2. *a.* (1) Notwithstanding a policy adopted by the board of directors of the school district pursuant to subsection 1, if a student who has an individualized education program is removed from the classroom pursuant to subsection 1, paragraph "*i*" or "*j*", then the student's individualized education program team shall meet expeditiously after the student's removal from the classroom to determine whether an alternative educational location is best for the student; to carry out all manifestation determination review meetings, if required under the federal Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.; and to discuss all of the following:

(a) Whether the nature or severity of the student's disability is such that education in regular classes with the

use of supplementary aids and services cannot be achieved satisfactorily.

(b) The appropriateness of the student's current educational programming.

(c) Whether adjustments need to be made to the student's individualized education program to address the student's behaviors that led to the violent disruption or nonviolent disruption.

(d) Whether the student's current location or an alternative learning environment would provide the student with a free appropriate public education.

(e) The accommodations, modifications, and adaptations the student requires to be successful in a general education environment; whether it is possible for these accommodations, modifications, and adaptations to be provided within the general education environment; and the supports that are needed to assist the teacher and other personnel in providing these accommodations, modifications, and adaptations.

(f) Whether and to what extent the receipt of special education services and activities in the general education environment will impact the student.

(g) Whether and to what extent the provision of special education services and activities in the general education environment will impact other students.

(2) The teacher who removed the student from the classroom shall do all of the following:

(a) Ensure proper documentation of the removal is maintained and made available to the student's individualized education program team. Proper documentation includes all of the following:

(i) Information related to the date of the removal and the beginning and end times of the removal.

(ii) A description of the actions of the student before, during, and after the removal.

(iii) A description of the actions of the school district

employees involved in the removal before, during, and after the removal.

(iv) A description of the less restrictive means attempted as an alternative to the removal.

(v) A description of future approaches to address the student's behavior, including any consequences or disciplinary actions that may be imposed on the student.

(vi) The time and manner by which the school district notified the student's parent or guardian of the removal.

(b) Participate in the meeting of the student's individualized education program team described in subparagraph (1). The teacher must also have the opportunity to provide input related to the potential revision of the student's individualized education program.

b. (1) A student who has an individualized education program may be temporarily located in an alternative learning environment so long as such location would not constitute a change in placement.

(2) A student who has an individualized education program shall be accepted back into the classroom from which the student was removed when the student's individualized education program team has determined that such classroom satisfies the least restrictive environment requirements under the federal Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

(3) A student who has an individualized education program may be subject to a policy adopted pursuant to subsection 1 if the student's individualized education program team determines that the student's violent disruptions or nonviolent disruptions are not a manifestation of the student's disability and are not the result of an omission in, misapplication of, or misinterpretation of the student's individualized education program.

c. If, after considering the least restrictive environment requirements under the federal Individuals with Disabilities

Education Act, 20 U.S.C. §1400 et seq., the student's individualized education program team determines that the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, then the student's individualized education program shall be amended to reflect the necessary change in placement.

3. *a.* Notwithstanding a policy adopted by the board of directors of the school district pursuant to subsection 1, if a student who has a plan under section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, is removed from the classroom pursuant to subsection 1, paragraph "*i*" or "*j*", then the student's team shall meet expeditiously after the student's removal from the classroom to carry out all manifestation determination review meetings, if required under section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, and to discuss all of the following:

(1) Whether adjustments need to be made to the student's plan under section 504 of the federal Rehabilitation Act, 29 U.S.C. §794.

(2) The appropriateness of the student's current educational programming, including whether the child may be a child with a disability under the federal Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq., and should therefore be evaluated for eligibility.

b. A student who has a plan under section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, may be subject to a policy adopted pursuant to subsection 1 if the student's team determines that the student's violent disruptions or nonviolent disruptions are not a manifestation of the student's disability and are not the result of an omission in, misapplication of, or misinterpretation of the student's plan under section 504 of the federal Rehabilitation Act, 29 U.S.C. §794.

4. Information related to a student's violent disruptions and nonviolent disruptions shall be incorporated, as necessary,

into the student's individualized education program, behavioral intervention plan, and other similar documents.

5. This section shall not be construed to infringe on any right provided to any student under federal law, including but not limited to any of the following:

a. The federal Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

b. The federal Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.

c. Section 504 of the federal Rehabilitation Act, 29 U.S.C. §794.

d. The federal Americans with Disabilities Act of 1990, 42 U.S.C. §12101 et seq.

6. For purposes of this section:

a. "*Nonviolent disruption*" includes but is not limited to a disruption to classroom instruction that is a result of any of the following:

(1) Disorderly conduct.

(2) Abusive or profane language.

(3) Bullying, as defined under section 280.28.

(4) Repeatedly disruptive behavior.

b. "*Violent disruption*" includes but is not limited to a disruption to classroom instruction that is a result of a threat of violence or an incident of violence that results in any of the following:

(1) Injury.

(2) Property damage.

(3) Assault, as defined under section 708.1.