

HOUSE REPUBLICAN STAFF ANALYSIS

Bill:	SF 2428	House Committee: Passed on 3/19 (16-7)
Committee:	Education	House Floor: Passed on 4/7 (89-4)
Floor Manager	Representative Wheeler	Senate Floor: Passed on 4/22 (44-0)
Date:	April 29, 2026	Governor: Signed 6/1
Staff:	Kristin Rozeboom (1-3015)	

Senate Classroom Behavior Bill

- Requires the Dept. of Ed. to develop training materials related to least restrictive environment.
- Codifies Risk Assessment monitoring by the Dept. of Ed. for underreporting or late reporting data on school discipline.
- Allows teachers to exclude a student from the classroom if they meet certain criteria.
- Students who are removed from the classroom cannot return until a meeting between the teacher and principal takes place.
- Districts must have an Oversight Review Committee that establishes policy for when a student should be allowed back in the classroom, as well as give recommendations for when students can be allowed back in the classroom.
- Allows teachers to appeal to the school board.
- Requires teachers to read updates to IEPs and 504 plans.
- Requires paras to be at the IEP meetings.
- Teachers may request an IEP team to meet.
- The IEP team shall discuss appropriateness of the learning environment or if modifications need to be made.
- Teachers shall be granted a leave of absence with full pay for physical injury up to 3 days and more if a doctor's note requires it.
- School district's professional learning plan shall include instruction on FAPE, IEPs, and least restrictive environment under IDEA.

Section by Section Analysis

Section 1. Section 256.9 New Subsection

The Dept. of Ed. will develop and distribute to school districts a training program and training materials for members of a student's IEP team that is related to the least restrictive environment requirements under federal IDEA.

Section 2. Section 256.11(10)

Amended to say in applying and taking monitoring enforcement action under the accreditation subsections, the Dept. shall consider the timeliness and accuracy of the information a school district or nonpublic school provides to the Dept., including potential underreporting or late reporting of data related to school discipline and school safety necessary to monitor and implement the provisions of chapter 280.

Section 3. Section 256.20 Schools for students requiring special education or students with behavioral issues—pilot project—New Section

The Dept of Ed. shall develop and administer a pilot program that requires a rural school district and an urban school district to each establish an attendance center to be used to provide educational services, including special education services, to eligible students who are enrolled in the rural district or urban district, as applicable.

The Dept. shall determine the rural district and urban district that will be required to participate. The schools shall not be required to participate unless any one of the following applies:

- The rural school or urban school agrees to participate in the pilot program and provides notice to the department indicating they have the ability to fully fund their participation in the pilot program.
- The Dept. fully funds the rural or urban schools' participation in the pilot program using moneys appropriated by the GA for purposes of this section.

The Dept., in consultation with the rural and urban district, shall determine all of the following:

- The courses of study and curricula that the rural and urban district will use to provide educational services to eligible students as part of the pilot program.
- The instructional facilities that the rural and urban districts will use to provide educational services to eligible students as part of the pilot program.

Annually, on or before June 1 of each year, the rural and urban district shall submit to the dept. an annual report that contains all of the following:

- The number of eligible students who participated in the pilot program during the current school year.
- Information related to the academic performance of eligible students who participated in the pilot program during the current school year.
- Feedback from eligible students who participated in the pilot program during the current school year related to the effectiveness of the program.
- Feedback from the parents or guardians of eligible students who participated in the pilot program during the current school year related to the effectiveness of the program.
- Feedback from teaches who provided educational services to eligible students who participated in the pilot program during the current school year related to the effectiveness of the program.
- Challenges associated with operating the pilot program.
- Recommendations related to how to improve the pilot program.
- Any other information requested by the Dept. that will allow the Dept. to monitor and assess the pilot program.

Annually, on or before June 30 of each year, the Dept. shall compile the annual reports submitted to the Dept. and shall submit the compilation to the GA.

"Eligible student" means any of the following:

- Children requiring special education.
- A student whose emotional, social, or behavioral needs interfere with the student's ability to be successful in the regular educational environment, even with the use of supplementary aids and services.

"Rural school district" means a district that is located in a county with a population of greater than 17,500 but less than 18,000, and that contains a city with a population of greater than 5,400, but less than 5,500.

"Urban school district" means a district with a total enrollment of at least 7,000 students.

This section is repealed July 1, 2031.

Section 4. Section 256E.7(2) New Paragraph

Charter schools are subject to and must comply with classroom discipline updates.

Section 5. Section 256F.4(2) New Paragraph

Charter schools are subject to and must comply with classroom discipline updates.

Section 6. Section 279.65A(3)

Amended to include the below section in the student discipline code section.

Section 7. Section 279.65B Discipline of Students for Disorderly Conduct—New section

“Nonviolent disruption” includes but is not limited to a disruption to classroom instruction that is a result of any of the following:

- Disorderly conduct
- Abuse or profane language
- Bullying, as defined as 280.28
- Repeatedly disruptive behavior.

“Principal” means the same as defined in section 256.145 and includes all of the following:

- Assistant principal
- Vice principal
- An administrator who is responsible for day-to-day operations of an attendance center

“Teacher” means the same as defined in 256.145

“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:

- Injury
- Property damage
- Assault, as defined in 708.1

A teacher may remove a student who causes a nonviolent disruption from the teacher’s classroom and place them under the supervision of the principal for at least 30 minutes.

A student who is enrolled in K-5, and removed from the classroom, shall not be readmitted until after the principal and teacher meet to discuss the readmission of the student.

A student who is enrolled in grades 6-12, and removed from the classroom, shall not be readmitted until the principal and teacher meet to discuss the readmission of the student. The student shall not be readmitted until the subsequent school day at the earliest.

The principal shall inform the teacher of the disciplinary actions taken against the student as soon as reasonably possible after their removal.

The student removed shall be required to make up any work the student missed.

If a student is removed more than once, the teacher or teachers who removed the student, the principal, a qualified guidance counselor, the student’s parent or legal guardian, and the student shall participate in a meeting to discuss the nonviolent disruptions and establish a behavioral plan and course of discipline to correct the behavior, which may include locating the student in an alternative learning environment, including a therapeutic classroom, when appropriate.

A teacher shall remove a student who causes a violent disruption from the teacher’s classroom and place the student under the supervision of the principal.

A student who is enrolled in K-5, and removed from the classroom, shall not be readmitted until after the principal and the teacher meet to discuss readmission of the student.

A student who is enrolled in 6-12, and who was removed from the classroom, shall not be readmitted until after the principal and the teacher meet to discuss the readmission of the student. The student shall not be readmitted until the subsequent school day, at the earliest.

Notwithstanding any policy adopted by the oversight review committee, the student shall not be readmitted to a teacher’s classroom if all of the following criteria are satisfied:

- The teacher removed the student because they caused a violent disruption that included the student assaulting the teacher.
- The teacher does not consent to allowing the student to return to the teacher's classroom.

If the principal determines that disciplinary action should be taken, they shall do all of the following:

- Take such disciplinary action.
- Provide written, and if possible, electronic notice of the disciplinary action to the student's parent or guardian.

If a student was excluded two or more times in a semester, or the trimester or quarter equivalent, the principal shall discipline by doing any of the following:

- Assigning the student to in school or out-of-school suspension
- Recommending to the superintendent that the student be placed in an alternative learning environment that has been approved by the superintendent.

If a student was excluded from the classroom because the student's conduct, statements, or other actions were severe or pervasive, and if requested by the teacher, the principal shall impose the maximum amount of punishment applicable as provided in policies adopted by the school, including placing a student in an alternative learning environment approved by the superintendent.

The school board shall require each attendance center within a district to create an oversight review committee that is responsible for developing policy, consistent with this section, that establishes when a student who has been excluded from the classroom may be readmitted to the classroom.

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

- Two teachers who work in the attendance center and who must be selected by the teachers of the attendance center.
- 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.

The oversight review committee may issue recommendations related to when a student who was removed should be readmitted into the teacher's classroom.

If a student who has an IEP was excluded from a teacher's classroom then all of the following shall apply:

- All of the following individuals shall, if practicable, participate in the meeting of the student's IEP team that takes place immediately subsequent to the student's exclusion from the classroom:
 - The teacher who excluded the student from the classroom.
 - Any teacher who is not described above and who provides classroom instruction to the student.
 - Any other employee of the school district who does not hold a license issued by the BOEE, including paraeducators and bus drivers, and who was directly involved in the student's conduct, statements, or other actions that led to the student's exclusion from the classroom.
- If a teacher or other employee is not able to participate in the meeting of the student's IEP that takes place immediately subsequent to the student's exclusion from the classroom, then the teacher or other employee shall review the minutes or summary of the meeting and shall provide written notice to the IEP team indicating that the teacher or other employee has read the minutes or summary.

In the IEP meeting that takes place immediately subsequent to the student's exclusion from the classroom, the student's IEP team shall discuss all of the following:

- The appropriateness of the student's current educational programming.
- Whether adjustments need to be made to the student's IEP to address the student's behaviors.
- Whether the student's current placement or an alternative learning environment would best provide the student with a free appropriate public education.
- The accommodations, modifications, and adaptations that are required to allow the student to be successful in a general education setting, what supports are needed to assist the teacher and other school district

employees in providing those accommodations, modifications, and adaptations, and whether it is possible for the school district to provide those supports, accommodations, modifications, and adaptations.

- Whether and to what extent the provision of special education services and activities in the general education environment will impact the student and the other students in the classroom.

If a teacher or other employee is not able to participate in the meeting of the student's IEP team that takes place immediately subsequent to the student's exclusion from the classroom, then the IEP team shall prepare minutes or a summary of the meeting and provide the minutes or summary to the teacher or other employee.

If the student was excluded from the classroom 5 or more times within any 15 consecutive school day period, then the IEP team shall meet to discuss the student's behavior.

A teacher may appeal all the following to the school board:

- A principal's refusal to allow the teacher to exclude a student from the teacher's classroom.
- A principal's readmission of a student to the teacher's classroom prior to when they should have been readmitted.

The school board shall immediately grant a teacher a leave of absence for physical recovery with full pay for not more than three days if the teacher is injured due to a student's violent disruption, provided however that the school board may grant a teacher a leave of absence for 4 or more days if the teacher provides to the school board a note from a physician indicating that a leave of absence is needed.

Each principal shall 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, upon request of a teacher.

A mental health professional, guidance counselor, or behavioral interventionist shall not provide any mental health services to a student unless the student's parent or guardian consents.

Each principal shall carry out the responsibilities in an expeditious manner and shall do all of the following in an expeditious manner:

- Carry out all manifestation determination review meetings as required under section 504.
- Impose the appropriate amount of punishment in accordance with school policies and federal law.
- Perform functional behavior assessments as needed.
- Adjust behavioral intervention plans as needed.

This section shall not be construed to do any of the following:

- Infringe on any right provided to any student under federal law, including but not limited to all of the following:
 - Section 504
 - IDEA
 - FERPA
 - ADA
- Supersede, abrogate, or preempt any federal law, rule, or regulation.
- Relieve any person from any duties, obligations, or requirements imposed by federal law.

Section 8. Section 279.89 Teacher Authority to Request a Meeting of a Student's Individual Education Program Team—New Section

A teacher may request a meeting of a student's IEP team at any time by submitting an electronic or written request to an administrator.

An administrator may deny a teacher's request for a meeting of a student's IEP team provided that such a denial must satisfy all of the following requirements:

- Be provided to the teacher in writing.
- Describe why applicable federal law does not require the meeting of the student's IEP team.

Section 9. Section 279.90 Individualized Education Programs and Section 504 Plan Requirements

The school board shall ensure all of the following:

- That each student's IEP is accessible to, and read by, each school district employee who is responsible for the implementation of the student's IEP, including regular education teachers, special education teachers, and any other service providers.
- Each teacher and service provider is informed of all of the following:
 - The teacher's or service provider's specific responsibilities related to implementing the student's IEP.
 - The specific accommodations, modification, and supports that must be provided for the student in accordance with the student's IEP.
- After a regular teacher has read a student's IEP, the regular education teacher shall provide written notice to the special education teacher who is on the student's IEP team indicating that the regular education teacher has read the IEP.

Each teacher employed by the district who teaches a student who has a 504 plan shall read the plan. After the teacher has read the plan, the teacher shall provide written notice to any special education teacher who provides special education services to the student, or to the principal of the attendance center, indicating that the teacher has read the plan.

At least one para-educator or other employee of the district who assists a teacher in providing classroom instruction to a student who has an IEP or 504 plan shall attend all meetings related to the IEP or 504 plan. If practicable, meetings related to a student's IEP or 504 plan that a paraeducator or other employee is required to attend shall take place during normal business hours.

The school board of each school district shall provide training to all members of an IEP team related to the least restrictive environment requirements under IDEA that is based on the training and materials distributed by the Director of the Dept. of Ed. to the district.

Section 10. Section 284.6(3)

Amends the district's professional development plan to include programs and offerings for all teachers to support serving students with disabilities and include information related to the following:

- The general requirements related to FAPE, including the district's obligation to identify and evaluate a student who may have a disability.
- The provision of supports and services through a student's IEP, including each individual teacher's responsibilities relating to the development and implementation of a student's IEP.
- The general requirements related to providing education to a student with a disability consistent with the least restrictive environment required under IDEA.

Section 11. State Mandate Specified

The state cost of requiring compliance with any state mandate shall be paid by the district from school foundation aid. This shall be deemed to meet all of the state funding-related requirements and no additional state funding shall be necessary for the full implementation of this Act by and enforcement of this Act against all affected school districts.