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DISCIPLINE, BEHAVIOR INTERVENTIONS & STUDENT CODE OF CONDUCT POLICIES AND PROCEDURES



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1. WELCOME:

At Creative Inspiration Journey School (CIJS), the governing board of CIJS (“Board”), in conjunction with Innovation Premier Services (IPS) works hard to develop a positive relationship between the teacher and child. We believe that the golden rule for engaging students is to create learning activities which strengthen student participation behaviorally, emotionally, and cognitively, and then discipline problems are minimal. If problem behavior does occur, CIJS begins with a positive approach if possible (contingent upon the infraction). CIJS believes the purpose of discipline is to teach self-discipline, and that discipline should rely on inductive methods of explanation, reinforcement and modeling.

Since CIJS adopted the School District of Osceola County Student Code of Conduct, CIJS enforced this policy in conjunction with the Osceola County Public School District (SDOC) Code of Student Conduct, Matrix of Infractions and Possible Consequences along with their Board Policy 9.63 (Civility and Orderly Conduct).

This policy applies to every child who is enrolled at CIJS and shall be in effect on school property where teachers and school administrations have jurisdiction over students. This policy also remains in effect while at a sponsored activity that takes place on or off the school property and shall apply at any time or place that conduct conflicts with the or obstructs the mission or operation of CIJS or the safety or welfare of other students and/or employees.

The SDOC Code of Conduct and all CIJS Policies are designed to inspire all of our scholars to reach their highest potential and are enforced in order to accomplish this goal. CIJS feels that safety is a number one priority and has designated policies to ensure that CIJS scholars have a safe and orderly academic experience.

Revisions may be made to the School Policies as approved by the CIJS School Board.

2. SCHOOL MISSION STATEMENT:

Creative Inspiration Journey School provides a groundbreaking, organized Reggio-inspired approach that offers interdisciplinary learning, through project-based experiences. We differentiate and enhance instruction through “gifted teaching methods”, that prepare every student for success in school and life. Our curriculum features environmental responsibility through an agricultural component and reliance on repurposed materials. We value compassion, mutual respect, creative and critical thinking, and collaboration, while recognizing the relevance of our actions locally, nationally and globally.

3. PARENT HANDBOOK & OTHER POLICIES:

CIJS has a Parent Handbook and other policies that provide information relating to additional regulations and policies including but not limited to uniforms, technology, bullying and the Student Attendance Agreement. These policies are given at the time of enrollment AND most are posted on the



website for your convenience. All of our policies are considered a part of our “CIJS Student Code of Conduct” and MUST be followed at all times. Each family has also signed acknowledgement of the Code of Conduct, Technology, Attendance Policy/Agreement and Parent Handbook among other policies during enrollment. This constitutes agreement that all parties understand and will follow said policies.

****It is beyond the scope of any of our handbooks to identify all potential relevant state laws, rules or regulations and/or CIJS Board Policies that may apply to a specific disciplinary case. Therefore, our handbooks/policies are not all inclusive and only represent examples of inappropriate behavior for which students may receive disciplinary consequences.**

4. FORTIFY FLORIDA:

All students have access to Fortify FL. The link is on our website, posted in conspicuous places in the facility and on student computers. Fortify FL allows both anonymous or non-anonymous reports for suspicious activity which allows instant relaying of threats to be sent to local law enforcement agencies and school officials.

5. PROMOTING POSITIVE STUDENT BEHAVIOR:

CIJS seeks to advance the school dynamic with optimal learning and student/ staff training in accordance with a positive school environment. Our overall goal is to continue creating a safe space for our mustangs while taking a proactive approach where our scholars have the best opportunity to grow academically and socially. On a case-by-case basis, our behavior team, (may include, but not limited to the principal, behavior specialist, counselor, director of behavior & IPS) may work together in providing our students with an assortment of positive behavioral support as a well as relevant opportunities for social and emotional learning. Team members come together to discuss any problems that are occurring, try to determine the underlying cause, and develop a plan to help the child/teacher understand the problems to find more constructive ways to achieve the student’s goals. Consistent with the CIJS focus on active documentation, meeting minutes may be used to document and serve as a reference for discussion, resulting plan, and to form a basis upon which any subsequent plans can be built. On a case by case basis, the behavioral team meeting might be recorded via audio when only CIJS staff are present and the resulting plan may be drawn up in writing and agreed to by some or all of the following members: Parents, teachers, principal, behavior specialist and management team (IPS) (Additional team members may be added based on referrals by the principal or IPS). In such circumstances, the student may move through the MTSS tiered system (2 and/or 3) for behavior. Data is collected to measure progress and make adjustments to the plan as necessary. Based upon mastery criterion the student may move forward with the MTSS process to further collect data.

6. STUDENT RIGHTS

CIJS recognizes that students have all the rights provided by law including: the right to equal education opportunities without regard to race, national origin, sex, disability, marital status or sexual orientation.



7. STUDENT RESPONSIBILITIES:

The cooperation of parents and students is crucial in order to achieve good discipline within the school. Parents may contribute to good discipline by the following:

- Maintain a positive attitude towards education;
- Show interest in their child's progress through regular communication;
- Teach their child to be neat, clean and dressed in an appropriate manner;
- Ensure their child regularly attends school;
- Drop off and pick up their child on time;
- Report and explain any absences promptly to CIJS;
- Teach their child respect for authority;
- Inform the school immediately of any condition or circumstances which may affect their child's ability to learn, to attend school regularly, or to participate in school activities; and
- Cooperate with school personnel in solving disciplinary problems.

Parents (when applicable) and students will:

- Treat others courteously and with respect;
- Treat school property and the property of others with respect;
- Respect the privacy of others;
- Listen courteously to the opinions and points of view of others;
- Maximize learning opportunities;
- Be secure in their personal privacy;
- Be informed of the rules of conduct;
- Express opinions, and personal points of view in a responsible, constructive and respectful manner
- Abide by CIJS dress code policies- (CIJS policy can be found on the website and in the Parent Handbook)
- Follow the school's guidelines to open direct communication;
- Work together with teachers and administration to solve concerns;
 - Follow the CIJS resolution process found on the website and in the Parent Handbook-
- Conduct themselves in a professional manner;
- Refrain from verbal or physical violence at ALL times;
- Have in their possession only those items allowed by law and/or CIJS School Board Rules or policies;
- Come to class with all necessary materials and be prepared to learn;
- Not interfere, impede, limit, or restrict the educational opportunity of any other student(s);
- Comply with all instructions and staff directions;
- Truthfully answer all questions posed by school staff
- Deliver to their parents or guardians all notes, notices, and papers provided by the school for home delivery;



- Timely notify parents or guardians of all assigned consequences for inappropriate behavior;
- Report hazardous or dangerous situations to an adult in authority so as to not act negligently or recklessly by placing other people at risk for injury or placing property in danger for damage;
- Use language that is deemed appropriate by the school (i.e. no foul language or gestures)
- Abide by the Florida Civility and Orderly Conduct Policy 9.63

*School authorities will place limitations on the rights of students when regulation is necessary in order to prevent disruption in the classroom or on school property.

*School authorities will place limitations on the rights of students as necessary to permit the staff to meet its primary responsibilities of providing each student the opportunity to receive a quality education in a safe and non-threatening environment.

Students are responsible for things they do as well as things they fail to do and constitutes a breach in CIJS policies. Students are expected to take responsibility for their actions and non-actions as well as consequences they may receive as a result of their choices whether intended or not.

8. STANDARDS OF BEHAVIOR- ACCOUNTABILITY AND SUPPORT:

Stakeholders including but not limited to IPS, staff, parents and students **MUST** become familiar with the policies and recognize the behavior which **ALL** students are required to meet along with the consequences of these requirements are not met. All stakeholders including but not limited to IPS, principal, behavior intervention specialist, director of behavior, school counselor, teacher and parents need to know the disciplinary ramifications based on the CIJS Polices, SDOC Student Code of Conduct and the CIJS Involuntary Student Dismissal Policy. The purpose of the CIJS policies are to ensure that **ALL** present and future CIJS Mustangs are held to the same standard of behavior and discipline.

The following are considered by CIJS in the evaluation and execution of this Policy:

- a) Considers attention span and skills of children, and do not expect them to behave at developmentally inappropriate levels.
- b) Relies on explanations, reinforcement, and modeling.
- c) Encourages staff to praise and motivate students to instill good behavior in the classroom, instead of focusing upon unacceptable behavior (when possible).
- d) Teaches students that making mistakes are a natural part of learning, and that scholars learn from their mistakes. They are expected to take responsibility for wrong doings and they do so.
- e) Does not permit any type of corporal punishment.

Teachers, parents, IPS and behavior intervention specialist work together as much as possible to deal with problematic behavior. Preventive measures are implemented by our behavior specialist and behavior plans may be created if the behaviors are socially significant and impeding learning. Our behavior specialist entrusts teachers to collect data. All parents and guardians should discuss each of these behaviors with their scholar.



The following are examples of problematic behaviors which are not permitted, but not limited to.

- a) Refusal to obey student Code of Conduct
- b) Refusal to complete all assigned work
- c) Leaving a supervised area (or the school grounds) without permission; (elopement), from a teacher, IPS or employee of CIJS.
- d) Intentionally throwing any items at anybody including another student and/or employee of CIJS.
- e) Self-injury or physical aggression towards peers/staff including but not limited to biting, spitting, kicking or pulling hair.
- f) Disrespect the position in which any persons in authority serve.
- g) Property Destruction/disruption.
- h) Throwing items in the school even at inanimate objects and/or destroying items within the school.
- i) Disrupting other student learning.
- j) Verbal bullying.
- k) Refusal to work/non-compliance.
- l) Tantrum; any combination of falling to the floor, loud crying and screaming.
- m) Cheating
- n) Smoking or use of any tobacco products
- o) Engaging in physical contact of a sexual nature
- p) Committing an act of indecent exposure
- q) Present or carry false identification
- r) Fight or engage in horse play
- s) Use profane, obscene, indecent, immoral language or gestures
- t) Use abusive language such as slander, public accusation, and racial or religious slurs,
- u) Possess or distribute any material prohibited by law, such as drugs, drug paraphernalia, alcohol, weapons, pornographic material, etc. (such items may not be stored in school lockers or in vehicles parked on school property),
- v) Dress in a manner consistent with gang-related apparel/appearance or in a manner which promotes drugs, drug paraphernalia, alcohol, tobacco, pornography, or violence,
- w) Commit any act of assault and/or battery on students or school personnel,
- x) Commit any act which disrupts the orderly conduct or function of the school, and
- y) Make false accusations towards their classmates. If accusations against classmates are found to be false, the student lodging the false accusation may receive the same punishment as would have been received by the wrongly accused individual. The consequence may be adjusted by the principal as he/she considers the circumstances of misdirected staff time and damage to the wrongly accused student and his/her family.



9. BEHAVIOR INTERVENTION POLICY-DISCIPLINARY TECHNIQUES:

At CIJS our vision is to provide the best education possible to meet almost every child's needs. We strive to work with parents to help every child experience success and grow toward his/her highest potential. Our Behavior Intervention Policy is designed to meet those goals.

The purpose of this process is to establish procedures for parents/guardians, teachers, and Creative Inspiration Journey School (CIJS) management to follow when planning to meet the needs of children when positive methods fail to teach constructive behavior. A parent/guardian, child's teacher, counselor, CIJS Principal and/or IPS (or designee) may be in attendance at a Behavior Intervention Meeting and agree in advance on the time and date.

A Behavior Intervention Meeting may be requested by the child's teacher, the CIJS Principal, IPS, counselor or either parent/guardian. Team members come together to discuss any problems that may be occurring, try to determine the underlying causes, and develop a plan to help the child understand the problems and find more constructive ways to achieve his/her goals. Consistent with the CIJS focus on active documentation, meeting minutes may be used to document and serve as a reference for discussion, resulting plan, and to form a basis upon which any subsequent plans can be built. The behavioral intervention meeting might be recorded via audio (With permission from CIJS ONLY), and the resulting plan may be drawn up in writing and agreed to by parents, teachers, and CIJS Principal and IPS. In such circumstances, the student may move through the MTSS tiered system (2 and/or 3) for behavior. Data is collected to measure progress and make adjustments to the plan as necessary. A FUBA BIP may be completed as part of the process. CIJS may also determine, should a Functional Behavior Assessment (FUBA) be required, that it is necessary to recommend that the student be placed in an alternative school within the Osceola County Public School District based on the charter contract.

Per the dismissal policies section within the charter contract, the following applies. The School is herein referred to as Creative Inspiration Journey School (CIJS). The district is herein referred to as Osceola County School District:

“Upon the School's decision to implement dismissal, the School shall refer the student to the District for appropriate placement with the District. Dismissal procedures shall be clearly defined in writing and included in any Parent Contract, shared with students and parents annually and provided to the District no later than two weeks prior to the opening of school each year. In each instance where dismissal is initiated, the parents will receive written notice of the dismissal including the reasons for dismissal and a summary of the actions taken to assist the student prior to dismissal. The District shall be provided a copy of the dismissal notice on the same day as the parent. The School shall work in conjunction with the parent(s) and the receiving school to assure that, to the greatest extent possible, such dismissals occur at logical transition points in the school year (e.g. grading periods or semester breaks) that minimize impact on the student grades and academic achievement.



The School may withdraw a student involuntarily for failure to maintain eligibility, such as District residency requirements, or for material violation of the School's Student Conduct Code, which must also be compliant with IDEA, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA) for student with disabilities. The School may not withdraw a student involuntarily for poor academic performance or for a minor infraction of the School's Code of Conduct"

In addition to previously stated methods, the school may use the following to track behavior and communicate with parents/guardians:

1. **Daily, Weekly or Monthly Reports** – a parent/guardian/school communication method to let parents know some of the child's successes during the day, and communicate any interactions that may be of concern.
2. **Routine daily documentation** of the children's activities through photos, videos, and audio tape provides a record of the child's successes, as well as the teacher's efforts to redirect, explain and reinforce that can often be helpful when parents and teachers meet.

CIJS relies upon parental/guardian involvement and cooperation in all aspects of discipline. The CIJS program grows out of cooperative interaction among children, teachers, parents and community, and CIJS believes that almost any situation can be resolved through such cooperation. Above all, it is our goal to provide a warm and loving atmosphere in which children can grow, learn, and grow to love learning.

Some specific disciplinary techniques that CIJS employees may use to deter or respond to problematic behavior (when possible) include, but not limited to Redirection;

1. Reinforcing good behavior;
2. "Think time/peace area"
 - a) Students may be taught that there is a safe area within the classroom where they can go to gain control of their emotions.
 - b) The teacher may model the use of the "think time /peace area", and explains situations where it might be used.
 - c) Going to the "think time/peace area" can be voluntary, but may be suggested sometimes by the teacher.
 - d) The teacher may help the child identify his/her problem behavior and possible alternatives.
3. Consequences that fit the hurtful behavior. For example, if a child is not treating the classroom center materials with respect, he/she will be removed from the center until a later time.
4. Consistent reinforcement.
5. Parent/Teacher Meeting

If the child's behavior is sufficiently problematic that teachers and CIJS employees cannot manage it with positive techniques, Parents will be informed as soon as practical. These conversations may



occur through a variety of methods such as email, upon pick up/drop off of the student, phone call, etc. CIJS may also ask the parents to schedule a behavioral intervention meeting with the teacher, Principal, IPS and/or any other pertinent CIJS staff member to devise a plan to restore a happy and constructive teaching and educating relationship.

When these methods are not successful and/or in the instance where a Material violation of the Code of Conduct occurs, additional consequences may occur based on the CIJS matrix of infractions such as Involuntary Student Dismissal from CIJS. The school may withdraw a student from CIJS involuntarily for failure to maintain eligibility, such as residency requirements, or for material violation of the School's Student Conduct Code. See the "Involuntary Students Dismissal Policy" above for details.

All meetings will be made by appointment only during times that work for both parties! CIJS Staff will do our best to meet within 24-48 hours of the request.

10. SUSPENSION:

Suspension is a disciplinary sanction that orders the temporary removal of a student from a class or all classes for a prescribed period of time. CIJS makes every effort to investigate the circumstances behind the infraction before suspension occurs. Below are some examples of reasons for suspensions, but not limited to:

- a. Suspension may occur if a child violates the code of conduct, becomes out of control to the place where safe and constructive teaching cannot continue and/or if the child threatens the physical or mental health, safety or well-being of one or more of the other children (This applies to all programs).
- b. The length and duration of suspension is determined on a case by case basis utilizing the discipline matrix found in the Osceola County Public School District Code of Student Conduct as it relates to the grade specific student infraction. If a meeting is required, CIJS holds it upon the child's return. Possible manifestation meetings are taken into consideration and the number of days in suspension are watched closely.
- c. If a student receives multiple suspensions which subject a student to more than fifteen (15) absences during an academic year, the student may lose his or her preference and may not be able to re-enroll the following year and may jeopardize the student's ability to promote to the next academic grade.
- d. A student who has been suspended may not participate in extracurricular, VPK wrap or extended care programs on the day in question. However, any fees (if applicable) will continue to be accrued and must be paid to retain the child's spot in that program.
- e. Suspension may occur if a child becomes out of control to the place where safe and constructive teaching cannot continue and/or if the child threatens the physical or mental health, safety or well-being of one or more of the other children (This applies to all programs).



11. AUTHORITY OF THE TEACHER:

Section 1003.32, Florida Statutes, grants teachers and other staff members the authority for the control and discipline of students assigned to them, as well as on campus, and in other places where they may be assigned supervision of students. Students are expected and required to follow the requests and directives of all teachers, school staff members, affiliates of CIJS and designated temporary affiliates (i.e. subs, chaperones etc.) at the place for which they are placed under supervision.

Relevant Florida Statutes:

Sections 1006.11 and 1003.32, Florida Statutes grants school personnel the power to use reasonable force to protect himself or herself, the student, or others from injury. In addition, teachers may have violent, abusive, uncontrollable, disruptive, disobedient, or disrespectful students removed from the classroom for behavior management intervention and/or directed for information or assistance from appropriate school personnel.

Section 1103.32 (4), Florida Statutes, authorizes a teacher to remove a student's whose behavior is determined by the teacher to interfere with the teachers' ability to communicate with the class or the ability of the student's classmates to learn.

Section 1006.11, Florida Statutes, provides that a principal, teacher, other staff member, or bus driver shall not be civilly liable for any action conducted in conformity with the School Board rules regarding control, discipline, suspension, and expulsion of students, except in the case of excessive force or cruel and unusual punishment.

Section 1003.32 (1) (i), Florida Statutes, empowers teachers and other instructional personnel to press charges against a student if a crime has been committed against a teacher or other instructional personnel on school property, on school sponsored transportation or during school sponsored activities.

12. CELL PHONE POLICY:

Cellular/Communication Device CPP - The act of utilizing any personal communication/electronic device such as, but not limited to alarm devices, pagers/beepers, cellular phones/camera phones, or other one-way/two-way communication devices without proper authorization on school grounds or in any building owned or operated by the School Board during school hours, or used causing disruption/interference with the orderly educational process, or disrupts or interferes with the safety-to-life issue for students being transported on a district school bus, such as, but not limited to playing loud music, passing devices amongst students and other distracting behaviors. Misuse of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act.



Florida Statute 1006.07(2)(f), says “a student may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time.”

In order to comply with Florida Statute 1006.07 (2)(f), CIJS has implemented a NO Cell Phone Policy. If found, CIJS will confiscate any phone brought to school and send it to the office. The parent will be permitted to pick it up from the front office.

Section 1006.07(02), Florida Statutes, sets forth the minimum requirements for the code of student conduct. CIJS School Board retain the power to regulate student conduct with regards to use of wireless devices.

13. INVOLUNTARY STUDENT DISMISSAL:

CIJS views a safe learning environment as a number one priority. Therefore, CIJS will begin implementing an Involuntary Dismissal Policy based on violations of the CIJS Student Code of Conduct that will go in effect beginning the 2024/2025 school year.

Involuntary Dismissal is determined on a case by case basis utilizing the SDOC CODE of Conduct Infractions and Matrix within the CIJS Policies which relates to the specific student infractions.

Per the dismissal policies section within the charter contract, the following applies. The School is herein referred to as Creative Inspiration Journey School (CIJS). The district is herein referred to as Osceola County School District:

“Upon the School’s decision to implement dismissal, the School shall refer the student to the District for appropriate placement with the District. Dismissal procedures shall be clearly defined in writing and included in any Parent Contract, shared with students and parents annually and provided to the District no later than two weeks prior to the opening of school each year. In each instance where dismissal is initiated, the parents will receive written notice of the dismissal including the reasons for dismissal and a summary of the actions taken to assist the student prior to dismissal. The District shall be provided a copy of the dismissal notice on the same day as the parent. The School shall work in conjunction with the parent(s) and the receiving school to assure that, to the greatest extent possible, such dismissals occur at logical transition points in the school year (e.g. grading periods or semester breaks) that minimize impact on the student grades and academic achievement.

The School may withdraw a student involuntarily for failure to maintain eligibility, such as District residency requirements, or for material violation of the School's Student Conduct Code,



which must also be compliant with IDEA, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA) for student with disabilities. The School may not withdraw a student involuntarily for poor academic performance or for a minor infraction of the School’s Code of Conduct”

Procedures for Involuntary Dismissal: The parents/guardians shall be informed of their right to request a hearing before the Behavior Team regarding the recommendation for Involuntary Dismissal. They shall also be informed of their right to obtain legal counsel, (at no cost to the CIJS Employees, IPS or CIJS School Board) to call and examine or cross examine witnesses, to introduce evidence and to submit rebuttal evidence. If no hearing is requested, the recommendation for Involuntary Dismissal may be placed on the consent agenda of the next possible CIJS School Board meeting.

At the hearing, the student may be represented by his parents/guardians or by parent paid counsel, and all parties may introduce and examine evidence, call and examine or cross-examine witnesses, and submit rebuttal evidence. The rules of evidence observed by courts shall not be applicable.

The decision of the Behavior Team shall be based solely upon evidence presented at the hearing, and a copy of the Findings of Fact and the decision of the CIJS Behavior Team shall be furnished to the student in writing. School staff will have the authority to confiscate forbidden items, which would be used as evidence in a recommendation for Involuntary Dismissal and may later be returned to the parent/guardian. Controlled substances will be handled in accordance with Florida Statutes and other applicable laws and regulations.

Recommendation for Involuntary Dismissal for Exceptional Student Education (ESE) Any recommendation for Involuntary Dismissal of any Exceptional Education Student shall be made in accordance with the rules promulgated by the State Board of Education and Federal Regulations outlined in the Individuals with Disabilities Education Act (IDEA). For any ESE student charged with an involuntary dismissal offense that could subject the ESE student to a change in placement, the ESE student shall be granted the same opportunity as students without disabilities to attend a hearing in front of the CIJS Behavior Team during which evidence and witnesses may be presented to challenge, on the basis of innocence or guilt, a disciplinary charge that had led to a recommendation for an Involuntary Dismissal. CIJS shall provide parents/guardians of ESE students with written and verbal notice of their right to attend such a hearing. Please be aware that such a hearing before the CIJS Behavior Team most likely will not be afforded to the student until after a manifestation determination meeting has been conducted.

Students recommended for expulsion or placement in an alternative school will be referred to the Sponsor, the School District of Osceola County for appropriate disposition. If the student remains enrolled at the School while placed at an alternative school, costs for the alternative school charged to the School, if any, will not exceed the Sponsor’s actual cost for such student unless mutually agreed to by the School and Sponsor in a contract negotiated separately from the Charter. Students with



disabilities shall be afforded a manifestation determination if required by the Individuals with Disabilities Education Act.

Recommendation for Involuntary Dismissal for Section 504: The same provisions shall apply to students determined eligible for disability-related services under Section 504 in accordance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).