
FUNCTIONAL BEHAVIORAL ASSESSMENTS, MANIFESTATION DETERMINATIONS AND BEHAVIOR INTERVENTION PLANS (SED-P023)

WENATCHEE SCHOOL DISTRICT

1.0 SCOPE:

- 1.1 This outlines the process, consistent throughout the district, for the development of Functional Behavioral Assessments, Manifestation Determination and Behavior Interventions Plans (BIP) that are required for all special education students who are expelled or suspended long-term (within ten business days after first removing a student for ten (10) school days in a school year).

**The online version of this
procedure is official;
therefore, all printed versions
are unofficial copies.**

2.0 RESPONSIBILITY:

- 2.1 Director of Special Education, Assistant Director of Special Education, Building Principals, Special Education Teachers, School Psychologists, other staff that may be working with the individual student.

3.0 APPROVAL AUTHORITY:

- 3.1 Director of Special Education or Assistant Director of Special Education

4.0 DEFINITIONS:

- 4.1 Functional Behavior Assessment (FBA) - is a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the problem behavior. Functional behavioral assessment should be integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student's IEP.
- 4.2 Behavior Intervention Plan (BIP) takes the observations made in a Functional Behavioral Assessment to develop an action plan for managing a student's behavior. A BIP may include ways to change the environment, provide positive reinforcement, and provide supports needed to help the student make better choices. The IEP team, including the parents, is responsible for developing the plan. The IEP Manager is responsible for making sure all of the student's teachers and other adults who work with the student have a copy of the plan and understand how to implement the plan.
- 4.3 Interim Alternative Educational Setting (IAES) - is a setting outside of the normal classroom where a student who has been suspended for disciplinary reasons will receive their educational opportunities. This setting could range from an in school suspension room to provision of services before or after school, in the home, or provision of home work that is picked up at and returned to the school on a regular basis.
- 4.4 Manifest Determination (MD) – review of student's records when a student is facing a change in placement due to a disciplinary action to determine if the behavior that resulted in the disciplinary action is due either to the student's disability or a failure to fully implement the student's IEP.

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- 4.5 Procedural Safeguards for Special Education Students and Their Families – This document contains the legal rights and responsibilities for students who qualify for special education services.
- 4.6 Individualized Education Program (IEP)- The Individualized Education Program is a written statement of an educational program for a student eligible for special education that is developed, reviewed and revised in accordance with state and federal guidelines (at least annually).
- 4.7 Prior Written Notice (PWN) - a written document provided to the parent that explains any action taken, or not taken, by the district in reference to the IEP program, placement options or evaluation of the student. The notice includes date that was used to support the team decision.

5.0 PROCEDURE:

- 5.1 Building principal notifies IEP Manager when a student has been suspended or expelled.
- 5.2 IEP Manager reviews suspension/expulsion for the total number of days the student has been suspended.
 - 5.2.1 If the total number of days suspended from school is less than 10 school days, no further action is necessary. (* see below when discipline is for a student currently in a self contained setting).
 - 5.2.2 If the total number of days suspended is ten (10), or will total ten (10) with the most recent suspension/expulsion, the IEP Manager will contact the school psychologist in order to coordinate an IEP meeting.
 - 5.2.2.1 The IEP Manager will contact parent/guardian and adult student to attempt to work out a date and time for an IEP meeting that is both mutually agreeable and “within ten (10) business days after first removing the student for more than ten (10) days in a school year.”
 - 5.2.2.2 Written notification of the IEP meeting and the Notice of Procedural Safeguards for Special Education Students and Their Families will be given to the parent(s)/guardians or adult student.
 - 5.2.2.3 The IEP Manager will notify all IEP team members of the date and time for the IEP meeting.
- 5.3 The IEP Manager and/or the school psychologist will facilitate the completion of the Manifestation Determination.

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- 5.3.1 If the IEP team determines that the behavior in question is not a manifestation of the student's disability, "relevant disciplinary procedures applicable to student's without disabilities may be applied."
 - 5.3.1.1 Free appropriate public education shall continue to be made available to the student.
 - 5.3.1.2 The IEP team shall determine "the extent to which services are necessary to enable the student to appropriately progress in the general education curriculum" and advance towards achieving the goals and objectives on his/her IEP.
 - 5.3.1.3 If the student has a Behavior Intervention Plan (BIP), the IEP team will review the plan and determine if modifications/changes to the IEP are necessary.
 - 5.3.1.3.1 The plan shall be modified if one or more members of the team think it is necessary for the student to benefit from the plan.
 - 5.3.1.4. If the student does not have a current BIP, the IEP team will determine whether a BIP is needed, developing a behavior intervention plan if necessary.
- 5.4 If the IEP team determines that the behavior in question is a manifestation of the student's disability, the team will take immediate actions to remedy the deficiencies.
 - 5.4.1 IEP team will determine if the student's disability, program or placement played a role in the behavior that resulted in disciplinary action.
 - 5.4.1.1 If the behavior was a result of the student's inability to understand the impact and consequences of the behavior or impair the student's ability to control the behavior, the team will write a BIP to address the behavior.
 - 5.4.1.2 If the IEP team finds deficiencies in the IEP, placement or delivery of services, steps must be taken to remedy those deficiencies.
- 5.5 The IEP Manager and/or the school psychologist will facilitate the completion of the Functional Behavioral Assessment by the IEP Team and develop a behavior intervention plan.
 - 5.5.1 The IEP Manager will provide all necessary staff and the student with a copy of the BIP.
- 5.6 The IEP team will make a placement decision based on the outcome of the FBA, MD and BIP.

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*If the student behavior appears to be directly related to the student's disability, the team meets to develop an FBA and BIP as soon as the IEP team can meet.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 IEP
- 6.2 Invitation to Meeting
- 6.3 Prior Written Notice
- 6.4 Functional Behavioral Assessment
- 6.5 Manifestation Determination
- 6.6 Behavior Intervention Plan
- 6.7 IEP Amendment

7.0 RECORD RETENTION TABLE

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
All documents in 6.0 above	Special Education Cumulative File; student's building site	According to state and federal guidelines, six years after service ends	Letter sent to last known address; if no response, records destroyed after one month	Stored in one location; fireproof

8.0 REVISION HISTORY:

Date:	Re	Description of Revision:
12 Sept-03	A	Original Release
24-Sept-08	B	Revision of Definitions and flow of procedures
26-June-12	C	Addition of information on 5.2.1