

# Special Education Procedures: When to Complete a Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP) for a Student with a Disability

Updated November 2014

Proactive Procedures	Reactive Procedures: If Child is Suspended for 10+ Days*
<ul style="list-style-type: none"> <li>• FBAs should be completed when there is an <b>increase</b> in behavior that impedes learning</li> <li>• One indicator may be a growing number of suspensions</li> <li>• <b>If student has been suspended 5+ days, case manager should begin FBA process</b></li> <li>• FBAs <b>require written parent consent</b> (use Permission to Review form)</li> <li>• Complete FBA -What is the function of this behavior? This tells you <i>the why</i> (use District FBA form)</li> <li>• Complete BIP - What can we do to <b>decrease</b> the occurrence of this behavior? (use district form)</li> <li>• Case managers can request assistance from PEP Behavior Coach/Consultant to support this process</li> <li>• Copies of FBA and BIP should be part of the child's IEP. Include as part of Annual Review or amend IEP prior to the end of the school year and attach FBA and BIP</li> <li>• Follow same IEP procedures, sending all original documents to the Administration Office</li> </ul>	<ul style="list-style-type: none"> <li>• Case manager must hold <b><u>Manifestation IEP Meeting BEFORE the 10th day of suspension</u></b></li> <li>• Same IEP meeting procedures should be followed (i.e. send parent invitation and PR-01, Whose Idea after meeting, etc...)</li> <li>• Team must review and/or revise current FBA and BIP at this meeting</li> <li>• <b>If there is not an FBA or BIP in place, both must be completed WITHIN 10 days of manifestation meeting</b></li> <li>• When making a manifestation determination, the team should fully review records including current ETR, IEP, discipline records, etc...</li> <li>• If the team recommends a change in placement, the IEP should be amended - IEP amendment procedures should followed, including having parent sign in the appropriate section on the signature page</li> <li>• <b><u>Principals</u></b> - follow up to ensure accurate EMIS reporting of discipline data</li> </ul>

\*Shaker Heights City Schools historically has provided an education for students who have been suspended and/or expelled - special education students must receive services as outlined in their IEPs. **It should be very rare that a child with a disability is suspended for 10+ days**

Please see *OEC Discipline Process for Children with Disabilities* for further information at <http://www.edresourcesohio.org/archive/videos/discipline/index.html>.