

**CCPS**  
**Department of Exceptional Learners**  
**Best Practice Guidelines for Initiation of a Functional Behavioral Assessment**

The following provides a guide for timely and appropriate completion of a functional behavior assessment in order to address the function and effects of maladaptive student behavior:

- 1.) For children with behavioral needs as identified in the IEP, a system of behavior interventions will be reviewed, updated, and monitored in conjunction with the annual review. This may include behavioral goals/strategies located throughout the IEP, as well as formal behavior intervention plans.
  - a. In the event that a student's behavioral intervention plan is being implemented with fidelity, yet they are failing to make adequate progress as evidenced by data collected relating to targeted goals, an ARC will be convened in order to review the plan and determine the need for further investigation of the function of the student's behavior.
  - b. In the event that a student's current IEP does not directly address behavioral needs, and the student exhibits an ongoing pattern of behavioral concerns as evidenced by office referrals and/or suspensions, an ARC will be convened in order to review relevant school records and develop a plan to address current behavioral concerns. The recommended ARC plan may include RTI intervention, mental health referral, development of a behavioral intervention plan, referral to highly structured behavioral support program, etc.
- 2.) For all disciplinary issues and office referrals, *the student's case manager will be contacted prior to disciplinary action in order to ensure all components of the student's IEP are considered.* Case managers may assist administrators to determine appropriate disciplinary actions and make preparations to ensure minimal loss of instruction.
- 3.) If a behavioral incident merits multiple days of suspension, *the special education facilitator will be contacted prior to disciplinary action to assist administrators* in determining appropriate disciplinary actions and the need to convene an ARC.
- 4.) In the event a student reaches a total of **four** suspension days during the course of the school year and the current behavior incident merits additional suspension days, the special education facilitator will be contacted prior to disciplinary action in order to ensure that the special education team is included in the decision-making process. An ARC will convene in order to review the following information, as available: *behavioral intervention plans and goals, disciplinary referrals, progress data, grades, attendance, school records, previous assessments, etc.* Based on a review of relevant information, the ARC will determine the need to initiate a Functional Behavior Assessment.
- 5.) In the event of weapon, drugs and/or alcohol, notify DOSE and facilitator, immediately, and follow district policy.