

WEBS PLACEMENT: BASIC CRITERIA

Variety of different supports and interventions attempted with fidelity across all settings, with all stakeholders. This may include administrative, counselor, WRAP, behavior interventionist, and resource teacher support. For WEBS consideration, the following stipulations must be met (although there are extenuating circumstances):

- *Student must qualify for special education services.*
- *Does not qualify for life skills.*
- *At **least 50% of the day within a special education setting** at the school.*
- ***Substantial evidence** that the student's pattern of behavior in school, during school hours, is unmanageable to the degree that maintaining the current placement is likely to result in injury to self or others or is a significant disruption to the learning process for self and others.*
- *FBA and BIP appropriate to the severity of the problem behavior(s) have been completed and **implemented with integrity across all settings and with all stakeholders, with a reasonable amount of time allowed** (4-6 weeks) for the interventions to be effective. Referral team **must have supporting data that shows a need** for a highly restrictive behavioral environment.*

** Please note: Problem behaviors sometimes escalate so quickly and the student becomes so dangerous that it is not in anyone's best interest to delay a placement. This can happen before the building team has completed a reevaluation and implemented a FBA and BIP. Under these circumstances, the building team can appeal to the special education director for an exception to this criterion. The director will determine, in consultation with the building team, if this exception is warranted. When an exception is made, a review of the student's past programming will be conducted. The purpose of this review will be to attempt to identify circumstances, if any that might have prevented the escalation of problem behavior. Information from the review will be used to identify and make any appropriate changes in building level programming, including evaluation, IEP development and behavior interventions for students with dangerous behavior. Similar information will be used to facilitate successful re-entry in to a less restrictive environment.*