

Manifestation Determination Report - 1

Student: _____ Date of birth: _____ Grade: _____ Student ID: _____

School: _____ Primary disability: _____ Secondary disabilities: _____

Number of days suspended prior to this incident: _____ Manifestation determination review date: _____

DESCRIPTION OF THE BEHAVIOR SUBJECT TO DISCIPLINARY ACTION

- Yes No Did the student carry or possess a weapon to or at school, on school premises, or to or at a school function?
- Yes No Did the student knowingly possess or use illegal drugs, or sell or solicit the sale of a controlled substance, while at school, on school premises, or at a school function?
- Yes No Did the student inflict serious bodily injury upon another person while at school, on school premises, or at a school function?

SUMMARY OF INFORMATION USED TO DETERMINE THE RELATIONSHIP BETWEEN THE DISABILITY AND BEHAVIOR

1. The student's IEP and placement:

2. Teacher observations of the student:

3. Relevant information provided by the parents:

4. Other relevant information, including evaluation results, attendance and previous disciplinary problems:

Manifestation Determination Report - 2

Student: _____ Manifestation determination review date _____

MANIFESTATION DETERMINATION

If the IEP team determines “Yes” to either of the following statements, then the behavior subject to disciplinary action must be considered a manifestation of the student’s disability.

- Yes No **1. The behavior in question was caused by, or had a direct and substantial relationship to, the student’s disability.**
- Yes No **2. The behavior in question was the direct result of the school’s failure to implement the IEP.**

The determination of the IEP team is that the behavior subject to disciplinary action:

- was a manifestation of the student's disability.
- was not a manifestation of the student's disability.

Basis for the IEP team’s determination:

If the team determines that the conduct was a manifestation of the student’s disability:

- 1) The team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student; or if a behavioral intervention plan has been developed, review the existing plan and modify it as necessary to address the behavior.
- 2) The student must be returned to the placement from which he or she was removed, unless the parent and school agree otherwise.

ADDITIONAL TEAM RECOMMENDATIONS

- Review/revise the student's IEP
- Develop or revise a behavior intervention plan
- Conduct a psycho-educational evaluation
- Refer the student for a long-term suspension hearing
- Conduct a functional behavioral assessment
- Refer the student for a 45-day alternative placement

Other: _____

(An alternative placement for up to 45 school days can be used for drug, weapon, or bodily injury offenses only. The alternative setting is determined by the IEP team.)

IEP TEAM PARTICIPANTS	SIGNATURES
Parent/guardian/surrogate	
Student	
General education teacher	
Special education teacher/service provider	
Person interpreting evaluation results	
District/school representative	
Other	
Other	