## XXX Public Schools MANIFESTATION DETERMINATION Meeting Summary and Worksheet (internal use)

Note: This worksheet is intended to assist the team in completing a manifestation determination and the Manifestation Determination form. It is not intended to replace the Manifestation Determination form.

Student Name:	Date:
School:	Grade:
DOB:	Disability:
Date of manifestation determina	ation:
Team members present:	
<ul> <li>Number of days student had</li> </ul>	ve rise to the suspension:
accused of doing or to decide w	estation determination to decide if the student did what he/she is that the student's punishment should be. The team's task is to usal relationship between the behavior for which the student was ability.
<u> </u>	1 nent and the student's IEP service delivery and goals. Was the vices set forth in the student's IEP?
Review the behavioral histo	ry of the student.
	we rise to the student's suspension. What preceded the incident? in the incident? What steps could or should have been taken to whom?
• Does the student have a beh	navior intervention plan? Was it being followed?
<ul> <li>Do the parents have other in</li> </ul>	nformation the team should know about the student's current

functioning?

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## **BACKGROUND FOR STEP 2**

Answer question 1: "Was the conduct in question caused by, or did it have a direct and substantial relationship to, the student's disability?" The following additional considerations may be helpful:

- Was the behavior that gave rise to this suspension ever a concern previously for this student?
- Was the discussion of the behavior included in the student's evaluation and disability determination?
- Was the behavior addressed in the IEP and/or BIP?

Answer question 2: "Was the conduct in question the direct result of the district's failure to implement the student's IEP?"

- If the team has determined that the student was receiving all the services set forth in the student's IEP, and the BIP, if any, was being followed, then the answer to question 2 is "no."
- If the student's IEP was not being fully implemented, however, then the team must determine whether that failure contributed to the conduct that gave rise to the suspension. The team should consider:
  - o If the IEP had been fully implemented, could the conduct that gave rise to the suspension still have occurred?
  - o If the IEP had been fully implemented, would the conduct have been less likely?
- Once the team has answered both questions in Step 2, check the box indicating whether the behavior is or is not a manifestation of the student's disability. (If either answer is "yes," then the behavior is a manifestation of the student's disability.)
- If the behavior is a manifestation of the student's disability, then the student must return to the suspending school after his/her suspension unless an administrative transfer has been arranged, or unless special circumstances (weapons, drugs, or serious bodily injury) are involved and the school has been notified that an alternative placement has been arranged.