

# Manifestation Determination Meeting

Student Name:	
Meeting Date:	

**Team Members Present at Meeting** (must include a district representative, the parent(s), and relevant members of the student's IEP team as determined by the district and the parent)

TITLE	NAME
Parent/Guardian	
District Representative	
Title	
Title	
Title	

<b>Description of behavior(s)/incident(s) that resulted in disciplinary action</b>

<b>Description of relevant information</b> (include a review of relevant information from the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parent(s). Consider the behavioral/disciplinary history of the student)

**Determination** The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability. Yes or No

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**Determination** The conduct in question was the direct result of the district's failure to implement the student's IEP. Yes or No

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**Important:** If the answer is "Yes" to either of the two determinations above, then the behavior must be considered a manifestation of the student's disability.

**Next Steps** The conduct in question **WAS** a manifestation of the student's disability the IEP team reviews and revises the student's Behavior Plan if one is already in place, or determines the student requires one and conducts a Functional Behavior Assessment (FBA). If the district failed to implement the student's IEP, the district must immediately correct their actions. The student is returned their current placement unless the parent and district agree to different placement or a hearing officer orders a different placement.

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**Next Steps** The conduct in question **WAS NOT** a manifestation of the student's disability then disciplinary action(s) that apply to students without disabilities may be taken but the school district must continue to provide a Free Appropriate Public Education (FAPE) to enable the student to continue to participate in the general education curriculum and to progress toward meeting their IEP goals. If appropriate, a Functional Behavioral Assessment (FBA) should be conducted and used to develop a Behavior Plan.

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