

## **Local School System Manifestation Determination Form**

Student Name:	Date:
THE MANUFECTATION DETERMINATION MALEST COSCU	WITHIN 40 COLOOL DAYS OF ANY DESIGNANTO CHANGE THE
PLACEMENT OF A CHILD WITH A DISABILITY DUE TO A determination review is conducted by child's parent and the releand the school system. (NOTE: No manifestation determination for NOT MORE THAN 10 SCHOOL DAYS to an interim alternation additional removals of not more than 10 cumulative days in those removals do not constitute a pattern. Schools may make the extent that such alternative settings are also applied to studie an IAES for not more than 45 school days without regard to who	WITHIN 10 SCHOOL DAYS OF ANY DECISION TO CHANGE THE VIOLATION OF THE CODE OF CONDUCT. The manifestation evant members of the child's IEP Team, as determined by the parent on review is required when a child is removed from his current placementive educational setting (IAES), another setting or via suspension, and that same school year for separate incidents of misconduct, as long as such short-term removals for violations of a code of student conduct to lents without disabilities. In addition, schools may remove a student to ether the behavior is determined to be a manifestation of the child's a to or at school, on school premises or at a school function; knowingly
	controlled substance, while at school, on school premises, or at a person while at school, on school premises, or at a school function.)
I. Description of the behavior incident that vi	olated the code of conduct:
II. Review of relevant information:	
IEP	
Any teacher observations  Relevant information provided by parent(s)	
Other:	



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III. Manifestat	tion Determination	
a)	Was the conduct in question cause relationship to the child's disability?	d by or does it have a direct and substantia
b)	Is the conduct in question a direct rechild's IEP?	esult of the system's failure to implement the
		onduct IS a manifestation of the child's disability and
drug possession	•	was removed, unless: (1) incident involves weapons o 2) the parent and the district agree to a change o ioral intervention plan.
If the behavior w	ras a manifestation of the disability, the follo	wing must be considered:
	nctional behavioral assessment been condu one must be conducted and a behavioral int	cted? ervention plan must be developed and implemented.
	navioral intervention plan been developed the behavior from occurring again?	and implemented, what revisions are necessary to
disability. The re same manner to change of placen educational setti	levant disciplinary procedures applicable to the child with a disability. The school syster nent exceeds 10 school days, except that FA ng. The FAPE-related services must enable t	e conduct is not a manifestation of the child's children without disabilities may be applied in the n's FAPE obligations continue when the resulting PE may be provided in an interim alternative the child to continue to participate in the general agress toward meeting the goals set out in the child's
	was not a manifestation, the need for an should be considered to prevent the behave	functional behavioral assessment and a behaviora ior from recurring.
Team Members - the system and t		relevant members of the IEP Team as determined by
Name & Title		Name & Title