



**Individualized Education Program (IEP) Team
Meeting Report
MANIFESTATION DETERMINATION WORKSHEET
(For Students Suspended in EXCESS of 10 Days)**

Frederick County Public Schools
191 South East Street
Frederick, Maryland 21701

FCPS Form 400-17F
[Regulation 400-17](#)
March 2023

Clear Form

Students: _____ Meeting Date: _____

School: _____ DOB: _____

Current Grade: _____ Disability: _____

The purpose of this meeting is to determine whether the conduct, which resulted in a disciplinary action, was or was not a manifestation of the student’s disability.

The parent/guardian of the student was provided with the Procedural Rights Parental Safeguards Booklet and reminded of the right to appeal decisions of the IEP team to the Supervisor of Special Education at 301-644-5295.

- Sent to parent
- Parent given copy at IEP meeting
- Parent declined copy

SECTION I: Documentation of FAPE

The IEP team reviews the services provided to the student while suspended as determined by the following school staff familiar with the student’s educational program:

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Documentation of educational services provided during the period of suspension to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student’s IEP.

Documentation of special education services to be provided during suspension:

SECTION II: Review student's behavior

Document incident leading to the current suspension:

Review of discipline and attendance records: (Attach reports)

Document total suspension days for current school year, in-school or out of school (Aug. through June):

Other disciplinary actions:

Parent input relevant to current incident:

SECTION III: Relevant information that must be considered

- Diagnostic results & evaluations
- Teacher observation
- Parent input
- Student's IEP
- Student's current education placement

Documentation of discussion:

SECTION IV: Change in Placement Determination

The removal constitutes a change in placement when:

- The student has been removed from the current placement for more than **10 consecutive** school days;
or
- The student has been subjected to a series of removals that constitutes a pattern of removal that accumulates to more than 10 school days in a year based on the following factors.

When determining whether or not the series of removals constitutes a pattern resulting in a change of placement, consideration must be given to each of the following:

- Proximity of removals to one another

Documentation:

- Length of each removal

Documentation:

- Total amount of time the student has been removed for suspensions

Documentation to support:

- Similarity of student's behavior in previous incidents that resulted in removals

Documentation:

This series of removals constitutes a pattern of behaviors.

- Yes No

This disciplinary removal constitutes a change of placement.

- Yes No

Documentation to support decision and of services needed, if any:

SECTION V: Manifestation Standard

The IEP Team shall consider the following two questions:

1. Was the behavior caused by, or was it in direct and substantial relationship to, the child's disability?
(Consider characteristics of the disability and whether the behavior occurs across time and settings.)

- Yes No

Documentation to support the decision:

2. Was the behavior a direct result of the school's failure to implement the IEP?

- Yes No

Documentation to support the decision:

SECTION VI: Manifestation Determination (If the answers "**Yes**" to either of the above questions, the behavior must be considered a manifestation of the student's disability.)

The behavior is a manifestation of the student's disability.

- Yes No

If **Yes**, the behavior **IS** determined to be a manifestation of the student's disability. The student **must be** returned to the placement from which he/she was removed. **Complete Sections VII and VIII.**

If **No**, the team determines the behavior is **NOT** a manifestation of the student's disability. The school may follow regular discipline procedures and continue to provide educational services (FAPE) as documented in Section I. **Complete Section VIII.**

SECTION VII: Behavior is a manifestation (Select one)

- The IEP team shall conduct an FBA in relation to the current behavior and develop a BIP for implementation.
- If a BIP has been developed, review the BIP to determine if it **addresses the current behavior in an attempt to prevent recurrence**, and revise BIP as needed.

SECTION VIII: Review IEP and components

Goals/Objectives: (select one)

- Appropriate
 Document revisions/additions made

Revisions/additions:

Instructional and Testing Accommodations considered: (select one)

- No instructional and testing accommodations are required at this time
 Current instructional and testing accommodations are appropriate
 Document revisions/additions made

Revisions/additions:

Supplementary Aides and Services considered: (select one)

- No supplementary aids and services are required at this time
- Current supplementary aids and services are appropriate
- Document revisions/additions made

Revisions/additions:

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Review Behavior Intervention Plan (BIP): (select one)

- No BIP is in place. Consider need for Functional Behavior Assessments (FBAs) for current behavior if this behavior is part of a pattern for development of a BIP.
- BIP is in place and FBAs address the current behavior.
- BIP is in place FBAs do not address the current behavior. Collect FBAs, review the plan, modify it as needed to address current behavior.

Actions needed:

Action:	By Whom:	By When:

Meeting Participants:

Name	Position: