

**Greene County Schools
Manifestation Determination**

6.319 Exhibit B

Student _____ DOB _____ Grade _____
School _____ Eligible Condition _____

Step 1: Behavior resulting in the disciplinary action:

Step 2: The IEP team must answer the two questions by checking “Yes” or “No”.

1. Was the conduct in question a direct result of the district’s failure to implement the student’s Individual Education Program (IEP)? Review all services, accommodations, and supports included in the IEP.
 Yes No

2. Was the conduct in question caused by, or was there a direct and substantial relationship to the child’s disability(ies)?
 Yes No

Step 3: The IEP team must determine if the behavior is a manifestation of the student’s disability.

A “No” answer to both of these questions indicates that the behavior is determined not to be a manifestation of the child’s disability.

A “Yes” answer to either of these questions indicates that the behavior is determined to be a manifestation of the child’s disability.

Therefore: The behavior is a manifestation of the student’s disability.
 The behavior is not a manifestation of the student’s disability.

Signatures	Position	Date
_____	<u>Parent/Guardian</u>	_____
_____	<u>LEA</u>	_____
_____	<u>Special Education Teacher</u>	_____
_____	<u>Regular Education Teacher</u>	_____
_____	_____	_____
_____	_____	_____

Greene County Schools
Manifest Determination Procedures

6.319 Exhibit B

Step 1: Behavior resulting in the disciplinary action:

Describe the student's behavior in objective terms. Include the date the behavior occurred. Include the intensity and duration of the behavior, etc. If the behavior involved other students, refer to those students by initials or other method that protects their confidentiality.

Step 2: The IEP team must answer the two questions by checking "Yes" or "No".

Answer "Yes" or "No" to the two questions:

Step 3: The IEP team must determine if the behavior is a manifestation of the student's disability.

Based on the decision, follow the appropriate procedures:

A "No" answer to both of these questions indicates that the behavior is determined not to be a manifestation of the child's disability. The relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities.

A "Yes" answer to either of these questions indicates that the behavior is determined to be a manifestation of the child's disability. The IEP team must convene a meeting and determine what supports are necessary to meet the student's needs in the least restrictive environment. Conduct a Functional Behavior Assessment and develop a behavior plan, if the student does not have one. If the student does have a behavior plan that was previously developed as a result of conducting a Functional Behavior Assessment review the plan and make any necessary changes that will support the student in self-regulation and the development of appropriate social skills for the school setting and related school activities.