

Escambia County School District

Exceptional Student Education

**Manifestation Determination/Review of
Suspension**



**Manifestation Determination/Review of
Placement**

For Students with Disabilities

Technical Assistance Paper

2020-2021

Introduction

This **Technical Assistance Paper (TAP)** is designed to assist school based staff in following the correct procedures for Manifestation Determination/Review of Suspension and Manifestation Determination/Review of Placement for students with disabilities.

Students with disabilities **include** students determined to have a disability under the Individuals with Disabilities Education Act (IDEA) and those eligible under Section 504 of the Rehabilitation Act of 1973. It also may include students who are *being evaluated* or who are *suspected of having a disability*. Gifted only students are disciplined as any general education student would be. This TAP applies only to gifted students who also meet disability criteria. For more information refer to the IDEA/504 Umbrella in the appendix of this document.

The common component of Review of Suspension and Review of Placement is Manifestation Determination, the process that includes a Functional Behavior Assessment (FBA) and a study of the relationship between the problem behavior and the disability.

Federal requirements related to discipline for students with disabilities are based on these basic tenets:

- Schools have an obligation to study and implement interventions to improve behavior and limit removal/suspension.
- Out-of-school suspensions or other removals for disciplinary reason, which reach ten (10) days, constitute a change in placement.

It is important to note that the ten (10) day limit only starts over at the beginning of each school year. Once a student has reached the ten (10) day limit of out-of-school suspensions, the student CANNOT be suspended again during that school year. **And, exhausting all of the ten (10) suspension days does not result in a change in placement (removal from your school).**

Federal regulations require that a Manifestation Determination (including a complete FBA with all required data) be conducted when ten (10) days of suspension have been reached. Interventions that result from the Manifestation Determination process are intended to alter behavior and minimize student time out of school. The Office of Special Education Programs (OSEP), the federal agency that enforces IDEA, strongly recommends that schools address problem behavior and put interventions in place “as soon as possible” when removals occur or patterns of removal become evident.

Following this recommendation, the Escambia County School District requires schools to gather data and **conduct an FBA when a student with a disability reaches four (4) suspension days; and conduct a Manifestation Determination/Review of Suspension when a student reaches six (6) suspension days.**

However, as schools move away from out-of-school suspensions in favor of consequences that keep the student in school, careful consideration should be made of the behavioral/disciplinary infractions of students with disabilities, whether suspension is used or not.

School based personnel conduct a Manifestation Determination/Review of Suspension meeting in order to develop interventions. **Changing placement is not a consideration in a Manifestation Determination/Review of Suspension meeting.** The goal should be to focus on behavioral interventions which will result in the student meeting success in his/her current and least restrictive environment. An ESE District Representative is not needed.

When the school administrator requests a Manifestation Determination/Review of Placement meeting due to a severe infraction, an ESE Department Representative (Manifestation Specialist) must conduct the meeting and the meeting must be scheduled through the ESE Department Representative. **(Additionally, if the student is a middle or high school student then a request letter must be sent to Jeremy Tompkins' office. If the student is an elementary student, then a request letter must be sent to the District Behavior Review Committee).** The decision to seek Manifestation Determination/Review of Placement is officially made when the school and district personnel set the meeting date. The decision to contact the District should be made within a few days, or the day, the disciplinary referral is processed. The parent must be notified of the meeting by the end of the day in which the request is made. The meeting must take place within ten (10) school days.

It is also important to note that Federal Law requires that significant attempts to change student behavior be documented *before* placement is changed **(for repeated incidents of behavior)**. Unless a student commits a *very serious code of conduct violation*, numerous interventions must be implemented and documented for a reasonable period of time before a change in placement may be considered.

Interventions should include a Manifestation Determination/Review of Suspension, a Functional Behavior Assessment (FBA) with all required data sources and a Positive Behavior Intervention Plan (PBIP). Appropriate services and supports should be reflected on the IEP or 504 Accommodation Plan relative to the behavior. Data addressing the effectiveness of the Positive Behavior Intervention Plan must also be gathered.

In the school setting, the Manifestation Determination/Review of Suspension and Manifestation Determination/Review of Placement processes are the responsibility of the Behavior Coach or, in the absence of a Behavior Coach, the primary ESE teacher.

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Functional Behavior Assessment

The Escambia County School District procedures require that schools schedule and conduct a Functional Behavior Assessment once a student has four (4) suspension days. However, the FBA process should be used proactively whenever a student with a disability commits repeated disciplinary infractions. Students receiving multiple referrals should be considered for an FBA, regardless of whether or not a suspension has been used.

The Escambia County School District provides multiple opportunities for FBA/PBIP training. Behavior Coaches and staff coordinating the FBA/PBIP process must attend the training.

FBA Basic Steps

- Review the existing data regarding student behavior/disciplinary incidents.
- Schedule a **planning meeting**, using the Parent Invitation Form, to meet with the parent and the IEP Committee to discuss the need for an FBA. Request parent consent, using the Informed Notice and Consent for Re-Evaluation Form, to collect new data.
- If the parent declines to give consent for new data, have them mark “no” on the Informed Notice and Consent for Re-Evaluation Form and sign.
- If the parent fails to give consent, but doesn’t sign Notice of Re-Eval Form or fails to attend a meeting after multiple attempts, document your attempts and conversations with the parent.
- If the parent gives consent, all required sources of data must be gathered. If the parent did not consent, only existing data may be used. A note indicating why all sources were not gathered must be made on the FBA planning page.
- Schedule a **summary meeting**, using the Parent Invitation Form, for the team to gather and conduct the FBA. Once the FBA is done a PBIP must be developed, based on the FBA, to address the problem behavior.
- Copies must be disseminated to teachers and staff who work with the student. Data must be gathered and PBIP Progress Note completed as indicated in the PBIP.

Note: the forms and directions for Functional Behavior Assessment and Positive Behavior Intervention Plan are available on the Exceptional Student Education Website under the Behavior Education Support Team (BEST) Link.

Manifestation Determination/Review of Suspension Meeting

Preparation

- The Escambia County School District procedures require that schools conduct a Manifestation Determination/Review of Suspension when a student reaches six (6) suspension days. **However, a student with a disability who has an FBA and PBIP in place and whose PBIP Progress data does not show adequate progress, should be considered for a Manifestation Determination/Review of Suspension meeting to discuss all aspects of the student and formulate additional interventions.**
- An IEP meeting notice must be completed and sent to the parent indicating that a Manifestation Determination/Review of Suspension meeting will be conducted. The notice should include notification that the FBA, PBIP and IEP will be reviewed.
- If the behavior is of a serious nature and an FBA/PBIP has not yet been completed, the FBA/PBIP can be conducted during the Manifestation Determination/Review of Suspension meeting. A Manifestation Determination/Review of Suspension meeting cannot be done without the FBA and PBIP.

Important

- ❖ Every effort should be made to **minimize** the number of out-of-school suspension days given. A request for Manifestation Determination/Review of Placement should be reserved for only the most serious offences. Using the allowed ten (10) suspension days is **NOT** a consideration in determining the need for an alternative placement.

Before the Meeting

For students with a 504 Plan use the Meeting Notice and Notice of Students Rights. They can be found on the districts evaluation services website under guidance:

<http://ecsd-fl.schoolloop.com/file/1316353026824/1311481016077/2724480130648433868.pdf>

- I. Manifestation Determination/Review of Suspension meetings must be held in a reasonable amount of time. All attempts to notify the parent should be documented on the Parent Notification of Meeting form. The parent **MUST** receive the following:
 - A. Meeting notice with **Procedural Safeguards**
 - B. Legible copy of the discipline referral that has been processed with the student and
 - C. Suspension letter (refer to your school's procedure) that must include the dates of the current suspension.
- II. Document the parent's receipt of the items listed above by:
 - A. Document phone call (Procedural Safeguards, referral and suspension letter must still be sent to the parent).
 - B. Notifying the parent in person (have them sign the notice) or
 - C. Sending the School Social Worker to the student's home to deliver the paperwork and acquire the parent signature.
- III. Document the second Notice of Meeting. There **MUST** always be **TWO** parent notifications even if the parent has agreed to attend the meeting. It is best practice for the second Parent Notice to be given to the parent as close to the date of the meeting as possible, as a reminder. Remember that you **MUST** indicate a **SECOND NOTICE** in **PEER**. Parent may receive the second notice via a documented phone call **OR** by mail.
- IV. Develop a draft of the Manifestation Determination/Review of Suspension Form. Secure copies of the current Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plan (PBIP), or develop a draft FBA and PBIP if the behavior differs from the FBA already in place. **AN FBA IS REQUIRED.**

- V. Be prepared to amend the IEP or 504 Accommodation Plan to reflect changes and additions to supports for the student.

Manifestation Determination/Review of Suspension Meeting Checklist

The Manifestation Determination/Review of Suspension form is available on the ESE Department Website.

Manifestation Determination /Review of Suspension Meeting Checklist		
The following documentation MUST be gathered prior to the meeting.		
Student Name:	DOB:	Grade:
School :	Student Number:	Meeting Date:
<input type="checkbox"/>	Copy of all Parent Notification of Meeting forms (there must be at least two notices of the meeting).	
<input type="checkbox"/>	Copy of the Suspension Letter that notifies the parent of the offense and length of suspension (if action resulted in suspension).	
<input type="checkbox"/>	Legible copy of all discipline referrals (must state the offense, length of the suspension and document that the student received due process).	
<input type="checkbox"/>	Copy of the student's attendance, which includes all suspension days (can be printed from FOCUS).	
<input type="checkbox"/>	Copy of the student's grades for this year (either report card or printed from FOCUS).	
<input type="checkbox"/>	Copy of Counseling/Behavior logs from the Behavior Coach and/or school based counselor (includes Mental Health Counselor).	
<input type="checkbox"/>	Copy of the FBA/PBIP (with PBIP Data and Progress Notes).	
The following will be completed at the meeting:		
<input type="checkbox"/>	Manifestation Determination/Review of Suspension Form*	
<input type="checkbox"/>	FBA and a NEW PBIP*	
<input type="checkbox"/>	IEP/504 Accommodation Plan, if applicable*	

*After the meeting a copy of all items with an asterisk must be provided to the parent/guardian. The original will be placed in the student's cumulative file. Copies of pertinent documents should be provided for ESE and Gen Ed teachers and other service providers.

A copy of the FBA, PBIP and Manifestation Determination/Review of Suspension form MUST be sent via courier to Twyla Akkerman in the ESE Department at the Hall Center.

Conducting the Meeting

- I. Begin the meeting by explaining to the parent and other team members what will be accomplished in this meeting. Here are some suggestions for explaining the process to parents:
 - A. **Suspension Review** – “a Suspension Review is held, when a student with a disability is repeatedly suspended for disciplinary reasons, in order to look for ways to improve behavior and avoid further suspensions.”
 - B. **Manifestation Determination** – “When a Suspension Review is held a Manifestation Determination is completed. It will help us consider the relationship between the disciplinary issues and the student's disability.”
 - C. **FBA/PBIP** – “A Functional Behavior Assessment has been developed to look for patterns of behavior and assist in identifying effective interventions. At this time we will review the FBA and update the Positive Behavior Intervention Plan.”
- II. Complete Manifestation Determination/Review of Suspension form, section by section (See specific directions in the next section, below). Briefly review the existing FBA or conduct a new FBA when you come to that section of the form. The team should agree that an FBA conducted prior to this meeting is still pertinent. Do not address the PBIP until after recommendations are made. Use the information from the Eligibility Section and FBA, in addition to other information gathered to determination manifestation.
- III. Complete the rest of the form and indicated team recommendations for interventions, supports and services. Have all participants sign the form. Should the parent or student refuse to sign, note in the signature space that they attended but declined to sign. Signatures do not indicate agreement but rather attendance.
- IV. Develop a PBIP that reflects the recommendations of the team. Amend or review the Individual Education Plan (IEP) to include appropriate behavior goals, supports and services. Review the 504 Accommodation Plan to reflect the recommendations of the team.

Completing the Manifestation Determination/Review of Suspension Form

It is mandatory that each section on the form be discussed and completed at the meeting. NO section can/should remain blank.

1. Student Demographics:

2. **Student Information:** Date of Birth, Student ID, School name, date of the most current psycho education evaluation, what were the results and what did they indicate? Which program(s) is the students eligible to receive services. (Please start the list with the primary disability) Has the student received any additional diagnosis that has not been documented prior to this meeting? Please indicate the source. i.e “ Parent states John Bob was diagnosed with DMDD April 2017. In which setting does the student receive instruction? i.e John Bob receives services in the general education setting with a learning strategies class. Students rate of attendance as of the day you complete this section. What is the student GPA (HS) only or grades during the current grading period. The number of credits the student earned and current assessment data i.e John Bob passes his Alg., Civics and Geometry EOC and has a combined score of 18 on the ACT or John Bob earned a 3 the FSA.

3. Discipline review

- a. Indicate the number of referrals the student has in the current school year and list the dates the student generated the referrals. Indicate the number of days the student has been assigned ISS and OSS. Indicate the number of OSS days the student was assigned for the incident that generated the meeting.
- b. How many of those days did the students serve and were any of those days rescinded? Has the student reached the maximum allowed days for the school year.

4. Intervention Review

- a. This is where you would list the interventions that you have implemented.
- b. Also you will indicate if the student has a FBA/PBIP. If there is one implemented indicate what the progress notes indicate. Have the data to show the parent.

5. Incident Information

- a. Indicate if drugs were involved what kind i.e. John Bob had 3 grams of Marijuana
- b. Serious Bodily injury~ indicate what the serious bodily injury was and was medical attention sought
- c. Indicate if a weapon is involved, and describe the weapon, i.e pocket knife with 4 inch blade
- d. Was the student arrested at school in connection to this incident or was an arrest warrant issued in connection with the incident
- e. If a report has been taken there will be a case number in conjunction with the report.

- f. Attach a copy of the students statement, witness statements and any additional information surrounding the code of conduct violation that prompted the meeting.

6. Manifestation Determination

After reviewing the above mentioned information, The committee will determine if the behavior in question is or is not a manifestation of the student's disability. As a committee you must answer the following questions

a) Was the behavior a DIRECT failure to implement the IEP (this includes the FBA

- A. **Eligibility Determination:** Check applicable program status. For ESE eligibility/evaluation results indicate reason for referral, list full scale IQ score, pertinent evaluation results and basis for eligibility (for example: "Visual processing issues" for SLD or "depression and aggressive behavior for EBD").

For 504 indicate 504 Plan and the diagnosis/nature of the disability and the manner in which it affects a major life function related to school (for example: "Diagnosed with ADHD – affects learning due to inability to concentrate and maintain focus").

For all students other medical issues and/or diagnoses should also be written in this section.

- A. **Current Educational Setting (LRE):** describe the student's current placement in terms of time in general education and ESE settings. List current grades, attendance, credits and GPA (high school only), standardized assessment scores i.e. End of Course exam, FSA, ACT or SAT, or other evaluation data. Include any retentions or special issues related to progress in school
- B. **Summary of Behavioral History and Interventions:** summarize overall behavioral history and discipline referrals. List all strategies that have been used to improve behavior. Be sure to include counseling, behavioral programs and interventions.

Indicate if an FBA specific to the current behavior has been conducted and what conclusion was drawn (the hypothesis). Indicate if a PBIP was developed specific to the current behavior and the effectiveness based upon the PBIP data.

If an FBA and PBIP specific to the behavior have not been completed, conduct the FBA at this point. Wait until Manifestation Determination/Review of Placement page is completed and

recommendations are made before developing the PBIP, since it should reflect decisions made at this meeting.

7. **Teachers/Student/Parent/Other Input:** request input from all members of the team, including those brought by the parent. Indicate things the student does well, especially those that assist in determining manifestation (for example: student has demonstrated the ability to interact with peers and teachers without verbal or physical aggression). Indicate any family concerns or information that may affect behavior.
8. **Description of Incident:** document an accurate description of the incident and/or behavior that resulted in this meeting. Mark each section addressing whether the incident involved illegal drugs, controlled substances, serious bodily injury, and weapons and/or resulted in legal charges. If charges resulted, indicate the agency involved (PPD or ECSO) and fill in the case number. Make sure to get the case number even if there are no charges but a formal report was written, for reference.
9. **Manifestation Determination:** check “yes” or “no” for each question. List facts or information pertinent to manifestation in the Comment Section. Based on the result of these questions, the manifestation determination is established. Both questions **MUST** be answered **NO** for the behavior not to be a manifestation of the student’s disability. Be sure to consider the individual student, eligibility information and the FBA results not just the program or disability category.
10. **Suspension:** Enter the total number of suspension days given and served. Also indicate if any suspension days were given and rescinded based upon the outcome of the meeting. Address future suspension by marking A, B, or C. If an ESE student has served ten (10) days, you **MUST** mark B and enter the school year. **ESE STUDENTS CANNOT BE SUSPENDED MORE THAN TEN (10) DAYS PER SCHOOL YEAR.** For evaluation/eligibility pending students, you count only suspension days given once the parent requested an evaluation in writing or Rti Team recommended evaluation. Write a statement to this effect on the *Other* line.
11. **Recommendations:** write a specific statement detailing the recommendations for intervention by the team. It is permissible to explain to the parent/guardian and student that should disciplinary issues continue a Request for Review of Placement may be considered. **DO NOT** indicate that the committee will automatically convene a Review of Placement Meeting for alternative placement.

Update the IEP/504 and PBIP to reflect the recommendations of the team.

After the Meeting

- I. Make copies for parents/guardians and other participants. Make sure that all teachers and service providers who work with the student have a copy. Place the original copies in the ESE file in the student's cumulative folder. Complete other documents including:
 - Matrix
 - SIS Form
 - Specialized Transportation Services Slip
- II. Implement the PBIP and other recommended interventions.
- III. Review PBIP regularly and document results.
- IV. Adjust PBIP and other interventions as needed.

A copy of the Manifestation Determination/Review of Suspension form, the FBA and PBIP must be sent to Twyla Akkerman, ESE Department McMillan Center. These documents will be logged and sent to ESE Central Files, where they will be scanned.

DO NOT send data, observations and interviews used as the basis for the FBA.

SEND THE DOCUMENTS VIA COURIER

DO NOT SEND BY EMAIL

DO NOT COPY ON THE BACK SIDE OF THE PAPER

Manifestation Determination/Review of Placement General Requirements

Note: Students are NOT moved to an alternative setting because they have ten (10) suspension days. Alternative placement is based on specific disciplinary offenses.

ESE Students

For students covered under IDEA, federal law requires that significant attempts to change student behavior be documented before placement is changed except when a very serious offense (as defined by IDEA) has occurred. Interventions **MUST INCLUDE**, but are not limited to: Manifestation Determination/Review of Suspension (except for a very serious first occurrence), Functional Behavior Assessment (FBA -including all data), Positive Behavior Intervention Plan (PBIP), PBIP data and an IEP amendment or review with possible increase in ESE time, behavioral goals, and increase in supplemental aides and services. Only when every intervention and resource available have been proven unsuccessful can a student who has committed a series of lesser offenses be considered for an alternative placement.

504 Students

For students covered under Section 504 of the Rehabilitation Act of 1973, it is required that Manifestation Determination be conducted when significant disciplinary problems are present or when a change of placement is requested. And FBA/PBIP and Manifestation Determination/Review of Suspension must also be documented for 504 students before a request for Manifestation Determination/Review of Placement is made, unless a very serious one-time offense has been committed.

Evaluation/Eligibility Pending Students

Students in the evaluation/eligibility process **MAY** be covered by the protections of IDEA. When dealing with students who are suspected of having a disability or are in the RtI process, please contact **Twyla Akkerman for determination at 469-5432**. If the student falls under the protections of IDEA, an FBA and Manifestation Determination/Review of Suspension will be required unless a very serious one-time offense has been committed. The Manifestation Determination/Review of Placement process is followed for those students, but an alternative placement may not be possible pending a determination of eligibility for ESE services.

It is imperative that Due Process procedures are followed when processing disciplinary referrals. This means the reason for the referral must be reviewed with the student, the student must be allowed to make a statement and the student must be given the opportunity to sign the referral.

If the student refuses, it should be noted on the referral. If the student is hand-cuffed, the statement may be written for the student and a notation made in place of the signature. Referrals cannot be processed without the student present. Parents cannot take the place of the student or waive this right. Referrals may be held if students are incarcerated or absent until the referral can be processed with the student. In the event that a student transfers within the district to avoid disciplinary action, referrals can be processed at the receiving school.

The ESE Manifestation Specialist or ESE Representative **MUST** conduct Manifestation Determination/Review of Placement meetings for all students with disabilities. The decision to seek Manifestation Determination/Review of Placement does not have to be made immediately when a referral is processed and the student is suspended, but should be made by the next school day.

When the decision is made by the school administrator to request Manifestation Determination/Review of Placement, the school **MUST** immediately contact ***Twyla Akkerman 469.5432 or the Intervention Services Secretary, Lisa (Alesia) Carter at 469.5539.*** If Twyla Akkerman is unavailable, she will contact you as soon as possible to set a meeting date. The required documentation MUST be FAXED to the Intervention Services Secretary (Alesia Carter, 429.2947) by the end of the next day after the request is made.

The decision to request a Manifestation Determination/Review of Placement must be made by the day after the disciplinary referral is processed. The official date of the request for Manifestation Determination/Review of Placement is the date that the Behavior Coach/School Representative set a meeting date with the district Manifestation Specialist, Twyla Akkerman. **Once the meeting date is set, notice to the parent of the request for Manifestation Determination/Review of Placement must be made by the end of the same day. Notification may be made by documented phone call or in person.** School representative cannot leave phone messages for parents or simply mail the notice. The school **MUST** be able to verify that the parent received the notice. If notice is made by phone; Procedural Safeguards must be sent to the parent immediately, along with a written copy of the "Notice of Meeting".

This timeline is required by Federal Law – there are NO exceptions.

Manifestation Determination/Review of Placement Meeting Preparation

- I. When the decision is made to seek a Manifestation Determination/Review of Placement, the Behavior Coach/ESE Teacher must contact, the Manifestation Specialist, Twyla Akkerman will then contact you as soon as possible to determine a meeting date/time. If you are unable to reach Mrs. Akkerman call Alesia Carter 469.5539 A request for Manifestation Determination/Review of Placement is official when the meeting is scheduled with the Manifestation Specialist.

- II. Notice to the parent must take place **on the same day** the official request is made to seek Review of Placement by:
 - A. A documented phone call (parent must be spoken to – no messages). Procedural Safeguards **MUST** be sent to parent immediately.
 - B. Noticing the parent in person (with Procedural Safeguards) and having them sign the Parent Notification or
 - C. Sending the School Social Worker, or other personnel, to the student’s home to acquire the parent signature.

- III. The parent must receive:
 - A. And IEP or 504 Notice of Meeting (with Procedural Safeguards or 504 Parent Rights),
 - B. A letter informing them of the Request for Manifestation Determination/Review of Placement,
 - C. A legible copy of the discipline referral that has been processed with the student and
 - D. A suspension letter (refer to your school’s procedure).

These documents, along with the other required documentation, must be scanned to the Intervention Services Secretary (Alesia Carter in Groupwise) **NO LATER** than the day **AFTER** the meeting is scheduled.

- IV. Document second Notice of Meeting. There **MUST** always be two parent notifications even if the parent has agreed to attend the meeting. It is best practice to send the second parent notice to the parent as close to the date of the meeting as a reminder. Parent may receive the second notice by:
 - A. A documented phone call OR
 - B. Mail (does not have to be certified mail)

- V. Gather current FBA/PBIP if behavior is reoccurring. Prepare a draft FBA for serious one-time offenses or behaviors different from the existing FBA and have a blank PBIP available at the meeting. The FBA used for the meeting must address the behaviors that prompted the meeting.
- VI. For IDEA students, draft a complete IEP including FBA, PBIP and behavioral goals that address the behavior prompting the meeting. The FBA should be included in current assessment data. The draft IEP should include appropriate behavioral supports and services. The drafted documents should **NEVER** include information that would indicate a specific school or placement. That will be determined at the meeting.

For Section 504 students, complete the top portion of the 504 Accommodation Plan, only. Behavioral and other necessary accommodations will be completed at the meeting.

During the Meeting

- I. The items listed below must be available during the meeting.
 - A. Cumulative and disciplinary folders
 - B. Documentation of all interventions to include:
 - 1. Current FBA/PBIP
 - 2. PBIP with data and progress notes
 - 3. Point sheets/charts
 - 4. Teacher comments
 - 5. Documentation of parent conferences
 - 6. Anecdotal notes
 - 7. Counseling/behavioral logs
 - C. Proof that the parent received notification of the meeting
 - D. Draft of FBA, PBIP and IEP/504 Accommodation Plan
- II. **All school staff invited to the meeting and scheduled to attend must plan to attend the entire meeting.** Arrangements should be made beforehand to cover classes and other duties for meeting participants.
- III. The Manifestation Specialist will conduct the meeting. The Behavior Coach and/or ESE Teacher should be ready to complete the IEP during the meeting. A draft should be available in Peer prior to the start of the meeting. The Manifestation Specialist will assist with the IEP and developing a new PBIP.

Manifestation Determination/Review of Placement Checklist

The following information **MUST** be included in the packet of documentation for a Review of Placement.

IDEA/504 Umbrella



In matters of discipline, Federal Law provides protections for students with disabilities. These groups of students are covered by this “UMBRELLA”.

Section 504

Student has been determined eligible under Section 504

ESE

Student has an IEP

Tier/Rti Process

Student is in the Tier Process and the protections of IDEA have been triggered.*

*In matters of discipline, the protections of IDEA are triggered, not by a particular Tier, but by the knowledge that the student may have a disability. This includes parent concerns expressed in writing to any school personnel or a parent request that the student be evaluated. Contact **Twyla Akkerman at 469.5432** for further assistance.

ESE Request for Manifestation Determination/Review of Placement

Print on Your School Letterhead

To: Parent Name/Address

From: Principal Name

Date: Current Date

RE: Student Name

DOB: Student Date of Birth

In order to continue to provide a safe, secure and appropriate environment at _____ school
name _____ it has become necessary for me to request a Manifestation Determination
for student name/number _____.

This request is due to incident/exactly what was processed on the referral _____.
Since student name _____ is identified as a student with a disability, I am requesting a
Review of Placement to ensure appropriate placement of this student is consistent with his/her rights
and the rights of all other students.

The purpose of this meeting is to determine whether the offense/behavior is a direct result of the
disability and to determine whether appropriate placement, supports and services are consistent with
his/her individual needs.

For additional information please contact Behavior Coach or School 504 Designee _____ at phone
number with area code _____.

Sincerely,

(principal must sign or initial)

Principal Signature

Procedural Safeguards Enclosed

504 Request for Manifestation Determination/Review of Placement

Print on Your School Letterhead

To: Parent Name/Address

From: Principal Name

Date: Current Date

RE: Student Name

DOB: Student Date of Birth

In order to continue to provide a safe, secure and appropriate environment at _____ school name _____ it has become necessary for me to request a Manifestation Determination for student name/number _____.

This request is due to incident/exactly what was processed on the referral _____. Since student name _____ is identified as a student with a disability, I am requesting a Review of Placement to ensure appropriate placement of this student is consistent with his/her rights and the rights of all other students.

The purpose of this meeting is to determine whether the offense/behavior is a direct result of the disability and to determine whether appropriate placement, supports and services are consistent with his/her individual needs.

For additional information please contact Behavior Coach or School 504 Designee _____ at phone number with area code _____.

Sincerely,

(principal must sign or initial)

Principal Signature

Procedural Safeguards Enclosed