

MANIFESTATION DETERMINATION REVIEW (MDR)



DIRECTIONS FOR COMPLETING

LOCAL SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT NAME

For information related to the requirements for the use of the Manifestation Determination Review (MDR), please refer to the Michigan Department of Education (MDE) Procedure and Policy Manual.

Student's Name	Last:	First:	Middle Initial:
Student ID #:	Date of Birth:	Grade:	School:
Date of Review:	Disability:		

Parent

District Representative

Parent

Relevant Member of the IEP team

Relevant Member of the IEP team

Relevant Member of the IEP team

Other

Other

GUIDANCE: The MDR is conducted by a school district representative, the parent, and **relevant** members of the Individualized Education Program (IEP) team, as determined by the parent and Local Educational Agency (LEA). Participants should document their attendance at the MDR meeting. If a parent is invited and does not attend, the MDR may proceed and LEA should document their attempts to invite the parent.

In some situations, the outcome of the MDR may result in a change of placement for the student, which would require an IEP team meeting. Therefore, it may be more expeditious in some situations to combine the MDR with an IEP team meeting. When holding an IEP team meeting under this circumstance, the parent must be informed that the purpose of the IEP meeting is to consider a change of placement.

Describe in detail the behavior subject to disciplinary removal:

GUIDANCE: The incident should be described in enough detail that the team can look at the connection between the behavior of the student in the incident and the student's disability. Important statements to include, when available: activities that went on before the incident; precipitating event; other people involved; statements made by the student and others before, during, and after the incident; time and location of the event.

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<i>Review and describe the following information:</i>		
Information Reviewed	Data Source/Date	Summary of Information
All relevant information in the student's file.		
The student's current IEP.		
Teacher observation of the student.		
Relevant information provided by the parent.		

GUIDANCE: *This table documents the data and information reviewed by the team.*

The first column lists the required areas for review.

The second column would list the specific data sources used. Examples of data sources to be used include: the student's CA60; report cards; discipline records; MET reports; current IEP; intervention strategies used; written or verbal statements by the teacher or parents; reports from outside agencies.

The third column would detail the data found in the information gathered in the second column. The description could include: the results of intervention strategies tried; a pattern of behaviors in the student's record related to the current incident; changes in grades, attendance, or behavior; insights from the parent about the incident or recent student behaviors; areas of the current IEP not properly implemented.

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On the basis of the above review and the relationship of the behavior subject to discipline and the student's disability, respond to both of the following statements, and give the rationale for the response:

1. The conduct in question was caused by or had a direct and substantial relationship to the student's disability.	<input type="checkbox"/> Yes	Describe the relationship between the disability and behavior.
	<input type="checkbox"/> No	Describe why there is no relationship between the disability and the behavior.
2. The conduct in question was the direct result of the school district's failure to implement the current IEP.	<input type="checkbox"/> Yes	List the areas of non-implementation and the impact on behavior.
	<input type="checkbox"/> No	List the areas of non-implementation. State why no impact on behavior.
	<input type="checkbox"/> No	IEP was fully implemented.

GUIDANCE:

The first column poses the two statements that the MDR team must consider in determining if the behavior in question is a manifestation of the student's disability. The first statement looks at the relationship between the student's disability and how it interacts with the behavior subject to discipline. The second statement looks at the current IEP to determine if all components of the IEP were implemented, and if not, did the lack of implementation have an impact on the behavior subject to discipline. The team must respond to both statements.

The second column documents the MDR team's decision regarding the two statements in the first column.

The third column details the rationale behind the decision of the MDR team. The team must respond to the prompts in the cell following their response in the second column.

If the determination of the team is "yes" to either of the statements, then the behavior must be considered a manifestation of the student's disability, and the student returns to the previous placement (except in Special Circumstances).

The determination of the IEP team is that behavior subject to discipline is:

- A manifestation of the disability.
 - Not a manifestation of the disability; student subject to general education disciplinary procedures.
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