

AMARILLO INDEPENDENT SCHOOL DISTRICT  
SPECIAL EDUCATION DEPARTMENT

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AMARILLO, TEXAS  
ARD SUPPLEMENT - MANIFESTATION DETERMINATION REVIEW

NAME OF STUDENT \_\_\_\_\_

DATE OF MEETING \_\_\_\_\_

Behavior subject to disciplinary action: \_\_\_\_\_

Disability/ies: \_\_\_\_\_

The ARD Committee has reviewed all relevant information, including evaluation and diagnostic results, teacher observations, the current IEP and placement, and other relevant information supplied by the parents. Based on this review, the ARD Committee has made the following determinations:

1. Was the conduct in question caused by, or did it have a direct and substantial relationship to, the child's disability?

YES

NO

*If the answer to this determination is "YES", then the behavior must be considered to be a manifestation of the student's disability. In that event, the Committee will consider behavior intervention strategies and services to address the behavior.*

2. Was the conduct in question the direct result of the district's failure to implement the IEP?

YES

NO

*If the answer to this determination is "YES" then the student's behavior is a manifestation of the disability. The Committee and/or school will take immediate steps to remedy the deficiencies in implementation of the student's IEP.*

NOTE: To be a manifestation, conduct cannot have attenuated association, such as low self esteem, to the student's disability. If the behavior is considered to be a manifestation of the student's disability, the student cannot be expelled but AEP placement may still be considered as an instructional option if the ARID committee (including the parent) agrees that the AEP placement is: 1) An appropriate consequence for this student and the behavior exhibited. 2) The placement is the least restrictive environment. 3) The placement provides FAPE.

If the behavior is not considered to be a manifestation of the student's disability then relevant disciplinary procedures applicable to children without disabilities may be applied to the student in the same manner and for the same duration as for children without disabilities. In that instance the school will continue to provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.