

STEPS FOR SCHEDULING MANIFESTATION DETERMINATION REVIEW

MEETINGS: GUIDANCE FOR SCHOOLS

This list is designed to assist school staff scheduling MDR meetings by highlighting the tasks that must be completed prior to and after the MDR.

Timeline		Action Steps
Day 1: Upon email notification that MDR is required	<input type="checkbox"/>	Ensure that the appropriate written notice to the parent has been sent <i>Notice Information:</i> <ul style="list-style-type: none"> • If Superintendent's Suspension, Hearing Office will have already sent notification to parent, but school should confirm attendance via phone • If Principal's Suspension or Teacher Removal, school must send written notification to parent immediately and should also confirm attendance via phone
	<input type="checkbox"/>	Call the parent to confirm attendance at the meeting¹ If the parent requests another date for the meeting and the school agrees (see FN 1), the school must enter the new MDR date into SOHO and a reason for the adjournment.
	<input type="checkbox"/>	Ensure that the appropriate DOE staff will be present at meeting, including a meeting lead/facilitator <i>Participants, other than the parent, must include:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Representative(s) of the school district knowledgeable about the student and the interpretation of information about the child's behavior (this role may be filled by the school psychologist, social worker, Dean, AP or special education teacher) <input type="checkbox"/> Other members of the CSE Team as determined by the MDR participants and the parent <i>There should be at least two school/DOE staff members present at the MDR meeting in addition to the parent.</i>
Prior to the MDR:	<input type="checkbox"/>	Compile relevant documentation for meeting <i>Relevant documents, include, but are not limited to - IEP, Teacher Observations, Functional Behavioral Assessment and Behavioral Intervention Plan (if applicable), relevant evaluations from SESIS; OORS/SOHO: OORS report (for this and prior suspensions) from SOHO; 504 Plan (if applicable) from school file.</i>
	<input type="checkbox"/>	Work with the DOE staff members attending the meeting to determine if a Supervisor of Psychologist should be consulted for clinical support, if necessary
After the MDR: Within 5 school days	<input type="checkbox"/>	Enter the MDR Worksheet into SOHO within 24 hours of the meeting
	<input type="checkbox"/>	Ensure that the MDR follow up steps are completed <i>If MDR was positive, school must conduct FBA and if appropriate, develop a BIP immediately. If BIP already exists, school must review it and determine if changes need to be made to either FBA or BIP. If any part of student's IEP is not fully implemented, the deficiencies must be immediately remedied.</i> <i>If MDR was negative, at the next IEP meeting (or before), the team must determine whether a BIP is needed, and if so, an FBA must be completed and if necessary, a BIP written. If BIP already exists, school must review it and determine if changes need to be made to either FBA or BIP.</i> <i>Regardless of the meeting outcome, if any MDR participant believes the student needs a new special education program or re-evaluation, the member must submit a request immediately following the completion of the MDR.</i>

¹ The parent is permitted to participate in person or by phone. If the parent requests a rescheduling of the meeting, the school may reschedule the meeting to a mutually agreed upon date and should enter the new meeting date and time into SOHO. As a rule of thumb, the school should allow rescheduling of the meeting within three school days of the MDR deadline, even if it occurs after the date the MDR is due. If the parent does not appear at that rescheduled meeting or seeks to reschedule another time, the school should attempt to get the parent on the phone, but may hold the meeting anyway.