

SRR – Educational Environments

Member District Name

Instructions

Use the current IEP, student schedule, progress reports, and most recent evaluation information. In reviewing the student record, respond to probe areas related to (a) the initial evaluation if completed within one year of the date of the review; (b) both the REED and the IEP questions using the most current documentation.

Student Name

Birthdate

Current Grade Level

Primary Disability

Reviewed By

Date of Review

Item#	Citation	Probe	Responses			
Section 1. Initial Evaluations: Only complete this section if the student had an initial evaluation in the last 12 months.			Yes	No	NA	Comments
1	§ 300.304(c)(7) R340.1721a(1)(b)(ii)	The MET report contained information needed to determine the student’s present level of academic achievement and functional performance (PLAAFP) and educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 2. Individualized Education Program (IEP)			Yes	No	NA	Comments
2	§§ 300.321(a)(1) and 300.322	The parent attended the IEP Team meeting or there was documentation of repeated attempts to invite the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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4	§ 300.320(a)(1)	The IEP contains a statement of the student's present levels of academic achievement and functional performance (PLAAFP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5	§ 300.324(a)(2)(i)	In the case of a student whose behavior impedes the student's learning or that of others, the IEP team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6	§ 300.320(a)(2)(i) R 340.1721e(1)(a)	There is a statement of measurable annual goals and measurable short-term objectives, including academics and functional goals designed to meet the student's needs that result from the student's disability and to enable the student to be involved in and make progress in the general education curriculum and meet each of the student's other educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7	§ 300.320(a)(4)	The IEP team considered supplementary aids and services and/or program modifications to be implemented in the general education, special education, non-academic or extracurricular setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8	§ 300.320(a)(7)	The IEP specifies the beginning date, frequency, location, and duration of supplementary aids and services or program modifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9	§ 300.320(a)(4)	The IEP specifies the special education programs and services the student is to receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10	§ 300.320(a)(5)	The IEP explains the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular services and other nonacademic activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11	R 340.1722(3)	The student's schedule matches the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12	R 340.1722(3)	The student is receiving all programs and/or services specified in the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13	§ 300.324(b)(1)	If the student was not making expected progress toward the annual goals and in the general education curriculum, the IEP team met to review and revise the IEP as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14	§ 300.320(a)(4)	There are programs and/or services to support all of the student's goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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15	§ 300.114	The student is removed from the regular education environment only when the student's needs cannot be met with the use of supplementary aids and services.	○	○	○	