



# Student Record Review (SRR): Least Restrict Environment (LRE)

Michigan Department of Education Office of Special Education  
Fall 2024

This is a sample document and is not to be completed or submitted. This document shows the information the Office of Special Education uses for student record reviews for the least restrictive environment.

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Current Grade Level:	K 1 2 3 4 5 6 7 8 9 10 11 12 Other	Primary Disability: (R 340.1705-1717)	Autism Spectrum Disorder Cognitive Impairment Deaf/Blind Early Childhood Developmental Delay Emotional Impairment Hearing Impairment Other Health Impairment Physical Impairment Severe Multiple Impairment Specific Learning Disability Speech and Language Impairment Traumatic Brain Injury Visual Impairment
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Reviewed By: \_\_\_\_\_ Date of Review: \_\_\_\_\_

## Section 1. Individualized Education Program (IEP) Development and Implementation

Be sure to mark N/A any time the situation does not apply.

### Item #1

§300.321(a)(1) and 300.322

The required members attended the IEP Team meeting or there was documentation of an excusal and written input if they were not in attendance or, in the case of the parent, there was documentation of repeated attempts to invite the parent.

**Response:** Yes/No/NA

If yes, answer question 1B.

If no, answer question 1C, 1D, and 1E.

### Item #1B

§300.322(e)

In the case of a parent who is Deaf or hard of hearing or whose native language is other than English, there is evidence of use of interpreters to ensure the parent understands the proceedings of the IEP Team meeting.

**Response:** Yes/No/NA

Mark N/A if the situation does not apply.

### Item #1C

§300.322(a)(1),(2)

If the parent(s) were not in attendance, is there evidence they were invited early enough to ensure they would have an opportunity to attend or that the meeting was scheduled at a mutually agreeable time and place?

**Response:** Yes/No/NA

If yes, how early was the parent invited?

**Item #1D**

§300.322(c)

If the parent(s) were not in attendance, is there evidence of attempts to use alternative means of participation (virtual call, conference call, etc.)?

**Response:** Yes/No/NA

If yes, list the alternative means used:

**Item #1E**

§300.322(d)(1),(2),(3)

If the parent(s) were not in attendance, are there records of phone calls, correspondences sent, and detailed records of visits to the home or work?

**Response:** Yes/No/NA

If yes, how early was the parent invited?

**Item #2**

§300.322(d)(1),(2),(3)

The IEP contains a statement of the child’s present levels of academic achievement and functional performance, including—

- (i) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- (ii) For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.

**Response:** Yes/No/NA

What are the student’s identified areas of need?

**Item #3**

§300.320(a)(1)

The present level of academic achievement, including areas of strengths, and functional performance contains current data and information in each area of need.

**Response:** Yes/No/NA

If no, what area(s) of need do not contain data?

**Item #4a**

In question 2, was behavior identified as an area of need **or** was the student demonstrating a behavior(s) as a result of an area of need?

**Response:** Yes/No/NA

**Item #4b**

In question 2, was behavior identified as an area of need **or** was the student demonstrating a behavior(s) as a result of an area of need?

**Response:** Yes/No/NA

**Item #5**

§300.324(a)(2)(i)

Special Factors: 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.

**Response:** Yes/No/NA

If yes, list the behavior supports written in as supplementary aids and services.

May include a demonstration of plans/strategies tried and how it impacted the student and their inability to function/progress in general education placement.

**Item #6**

§300.324(a)(3)(v)

Does the student require assistive technology devices and services?

**Response:** Yes/No/NA

If yes, what area(s) of need required AT?

If yes, what assistive technology is listed in the supplementary aids and services, or other location of the IEP?

If no, what is the rationale?

**Item #7**

§300.114(a)(2)(i)

To the maximum extent appropriate, the student with a disability, *including a student in public or private institutions or other care facilities*, is educated with students who are nondisabled.

Was the placement decision based on the identified needs of the student, not solely on the student's type of disability?

**Response:** Yes/No/NA

List current placement:

Evidence:

- LRE Statement
- Accommodations
- Special considerations
- Other relevant information used to make placement decisions during the IEP

Compliant:

The IEP includes **justification** for why the student was removed from the regular education classroom and:

- a) Is based on the needs of the student;
- b) Reflects the team gave adequate consideration to meeting the student's needs in the general ed with supp aids and services.

Non-compliant:

Rationale was not given or the rationale given:

- a) Is **not** based on student needs;
- b) Does **not** reflect consideration or provision of supplementary aids and services in the general education classroom.

Not applicable:

The student receives all special education services with non-disabled peers.

## Item #8

§300.114(a)(2)(ii)

Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

If the student's placement is in special classes, separate schooling, or other removal from the regular educational environment is there evidence the IEP Team considered a less restrictive setting based on the nature or severity of the disability, even with the use of supplementary aids and services, could not be achieved satisfactorily.

**Response:** Yes/No/NA

Evidence:

- IEP
- Evaluation results
- Accommodation log
- Statements of specially designed instruction
- List of accommodations provided to teacher
- Classroom observation notes

Compliant/Noncompliant:

Description of supplementary aids and services tried for the student.

- a) For each student who is placed outside of the general education classroom for 20 percent of the day or more, are the specific supplementary aids and services that were considered identified in the IEP?
- b) If the supplementary aids and services listed were rejected, is an adequate reason for the rejection identified in the IEP?

If the answer to either question is no, the IEP is noncompliant.

Demonstrate the team gave adequate consideration to meeting the student's needs in general education with supplementary aids and services. (When supplementary aids and services are not working, have different ones been tried?)

Description of the nature and severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

## Item #9

§300.116(a)(1)

Placement determination was made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

**Response:** Yes/No/NA

**Item #10**

§300.116(b)(1)

The student’s placement is determined at least annually.

**Response:** Yes/No/NA

**Item #11**

§300.116(b)(2)

The student’s placement is based on the student’s IEP.

**Response:** Yes/No/NA

Programs and services are aligned to the student’s identified unique needs.

**Item #12**

§300.116(b)(3)

The student’s placement is as close as possible to the student’s home.

**Response:** Yes/No/NA

If no, list the name of the school attending:

If no, list the name of the school the student would attend if not for the disability:

If no, is a rationale provided?

Additional consideration: Travel time or distance in miles of student with disability compared to travel time or distance in miles of students without disabilities.



**Item #13**

§300.116(c)

Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that they would attend if nondisabled.

**Response:** Yes/No/NA

If no, is a rationale provided?

**Item #14**

§300.116(d)

In selecting LRE, consideration was given to any potential harmful effect on the student or on the quality of services that he or she needs.

**Response:** Yes/No/NA

Was consideration given to any potential harmful effects this placement decision may have on the student (e.g., transportation, general education curriculum, peers, nonacademic opportunities)?

Is there a description or list of potential harmful effects to the student, if applicable?

Is the student's placement in their home school?

Is the student's placement in their resident district?

Does **not** describe potential harmful effects to the student, if applicable.

### **Item #15**

§300.116(e) Or §300.320(a)(4) And/Or §300.320(a)(7)

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.

And/Or

The IEP specifies the beginning date, frequency, location, and duration of supplementary aids and services or program modifications.

Or

The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

**Response:** Yes/No/NA

Statements of Modification of curriculum/supplementary aids and services tried before moving the student.

Documentation in the IEP suggests the student was removed because the curriculum needed to be modified.

### **Item #16**

§300.117

The IEP explains the extent, if any, to which the student will not participate with nondisabled students in nonacademic and extracurricular services including meals, recess, periods, and the services and activities set forth in §300.107.

**Response:** Yes/No/NA

Documentation in the IEP.

Does the student participate in any after school activities, clubs, etc.?

### **Item #17**

§300.117

The student has supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

**Response:** Yes/No/NA

## IEP Implementation Questions

### Item #1

34 CFR §300.39(a)(3)

Specially designed instruction was adapted, as appropriate, to the needs of the student in content, methodology, and delivery of instruction.

**Response:** Yes/No/NA

### Item #2

34 CFR §300.17(d)

Special education supplemental aids and services were provided according to the IEP.

**Response:** Yes/No/NA

### Item #3

34 CFR §300.17(d)

Special education programs and services were provided according to the IEP.

**Response:** Yes/No/NA

**Does this student require a SLCAP?**

Yes/No/NA

**If N/A, explain:**

**If "Yes," then the due date of the SLCAPs will be 30 school days from the date of this review. Based on the Date of Review selected, SLCAPs will be due on:**

**Citation**

**Item of Noncompliance**

**Corrective Action Required**

Check all that apply:

- Convene a new IEP or amendment.
- Provide all programs and services as written in the IEP or hold a new IEP or IEP amendment.
- Other (specify):

Notes