



Student Level Program Review

Michigan Department of Education Office of Special Education
Fall 2025

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: _____

Location: _____

Current Grade Level:	<div>K 1 2 3 4 5 6 7 8 9 10 11 12 Other</div>	Primary Disability: (R 340.1705-1717)	<div>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</div>
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Reviewed By: _____ Date of Review: _____

Section 1. Student Level Program Review Development and Implementation

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

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

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

Does this student require a SLCAP?

Yes/No/NA

If N/A, explain:

If “Yes,” then the due date of the SLCAPs will be no later than one year after the State’s written notification of noncompliance. 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