

# Sample Student Record Review

General Supervision Monitoring (GSM)

**Note: In reviewing the student record, respond to probe areas related to:**  
**a) the initial evaluation if completed during the 2014-2015 school year;**  
**b) the discipline questions if the student was subjected to more than 10 days of suspension in the 2014-2015 or current school year, and**  
**c) both the REED and the IEP questions using the most current documentation.**  
**d) each answer must be marked, please include comments for answers marked "no".**

Student Name:  Birthdate:

Current IEP Date:  Race/Ethnicity:  Primary Disability:

Reviewed By:  Date of Review:

Item #	Citation	Probe	Responses			
<b>Section 1. Initial Evaluations:</b> Only complete this section if the student had an initial evaluation in the 2014-2015 school year.			<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
1	§ 300.503 R 340.1721b(1)	Within 10 school days from the receipt of a written request for an initial evaluation, the district provided the parent with written intent to evaluate or refusal to evaluate the student for special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	§ 300.304(a)	Notice of the proposed evaluation was provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3	§§ 300.9 and 300.300(a) R 340.1721b(1)	Parental consent to evaluate was received in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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4	R 340.1721a(1)	If a review of existing evaluation data was conducted by the IEP team for an initial, the MET completed the evaluation as determined by the IEP team in addition to requirements applicable to the suspected impairment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5	§ 300.304(c)(4) R 340.1721a(1)(a)	A full and individual evaluation by a MET was completed that meets the requirements for each suspected area of disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6	§ 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"/>	
7	§ 300.300(b)	Parental consent for the initial provision of special education and related services was received in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8	R 340.1721b(1)	The time from receipt of parental consent for an evaluation to the notice of a free and appropriate public education (FAPE) was not more than 30 school days or within a time line agreed to by the parent and local.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9	§ 300.304(b)(1)	In conducting the evaluation, the local used a variety of assessment tools and strategies including information provided by the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10	R 340.1721b(3)	The public agency documented the mode and date of delivery of the notice of FAPE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Section 2. Discipline:</b> Only complete this section if the student was subjected to suspensions of more than 10 days in the 2014-2015 or current school year.			<b>Yes</b>	<b>No</b>	<b>N/A</b>	
11	§ 300.536(b)(1)	The local determined that a pattern of removals constituted a change of placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12	§ 300.530(h)	The local provided the procedural safeguards notice to the parents <b>on the date</b> the decision was made to make a removal that constituted a change of placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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13	§ 300.530(e)	A manifestation determination review (MDR) was held within 10 days of a decision to make a change of placement (after the 10th consecutive day or a series of removals that constituted a pattern).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
14	§ 300.530(b)(2)	Services were provided and documented after the 10th school day of removal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Section 3. Review of Existing Evaluation Data</b>			<b>Yes</b>	<b>No</b>	<b>N/A</b>		
15	§ 300.303(b)(2)	A reevaluation and offer of FAPE occurred within 36 months of the previous offer of FAPE tied to a reevaluation <b>or</b> the parent and local agreed that no reevaluation was necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
16	§§ 300.305(a) and 300.321(a)	Select <b>Yes, No, or N/A</b> to indicate if each of the following participated in the review of existing evaluation.	Parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Regular Education Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Special Education Teacher or Service Provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Representative of the Public Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Individual who can interpret instructional implications of evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Other qualified individual(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Student (if appropriate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17	§ 300.305(a)(1)(i)	Evaluations and information provided by the parents were reviewed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
18	§ 300.305(a)(1)(ii)	Current classroom-based, local, or state assessments and classroom-based observations were reviewed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
19	§ 300.305(a)(1)(iii)	Observations by teachers and related service providers were reviewed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

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20	§ 300.305(a)(2)(i)	The team identified what additional data were needed to determine if the student had a disability and the educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21	§ 300.305(a)(2)(ii)	The team identified what additional data were needed to determine the PLAAFP and related developmental needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22	§ 300.305(a)(2)(iii)	The team identified what additional data were needed to determine if the student needed special education and/or related services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
23	§ 300.305(a)(2)(iv)	The team identified what additional data were needed to determine if any additions or modifications to the special education and related services were needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
24	§ 300.305(d)	The team decided that no additional data were needed to determine whether the student had a disability and to determine the student's educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
25	§ 300.305(d)(1)	If no additional data were needed to determine whether the student had a disability and to determine the student's educational needs, the parents were given notice about the determination, the reason(s) for the determination, and their rights to request an assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
26	§§ 300.9 and 300.300(c)(i)	Parental consent to evaluate was received in writing or there are documented attempts to obtain written parental consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
27	§ 300.304(b)(1)	If a reevaluation was conducted, a variety of assessment tools and strategies were used including information provided by the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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<b>Section 4. Individualized Education Program (IEP)</b>			<b>Yes</b>	<b>No</b>	<b>N/A</b>		
28	§ 300.321(a)	Select <b>Yes, No, or N/A</b> to indicate if each of the following members of the IEP team attended the IEP meeting.	Parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Regular Education Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Special Education Teacher or Service Provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Representative of the Public Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Individual who can interpret instructional implications of evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Other qualified individual(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Student (if appropriate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
29	§ 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"/>		
30	§ 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"/>		
31	§ 300.320(a)(2)(i) and R 340.1721 e(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"/>		

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32	§ 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"/>	
33	§ 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"/>	
34	§ 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"/>	
35	§ 300.106 R 340.1721e(2)	The IEP team determined whether or not extended school year services were necessary for the provision of FAPE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
36	§ 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"/>	
37	§ 300.320(a)(6)(i)	The IEP includes a statement about accommodations necessary for measuring the academic and functional performance of the student on State and district-wide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
38	§ 300.503 R 340.1721b(3)	The public agency provided the parent with a notice of an offer of FAPE within 7 school days of the IEP meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
39	§ 300.323(c)(2) R 340.1722(3)	The student is receiving <b>all</b> programs and/or services in accordance with the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
40	§ 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 checked="" type="radio"/>	

**Does this student require a SLCAP?**  Yes  No  N/A **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: <input type="checkbox"/> Review existing evaluation data (REED) <input type="checkbox"/> Complete a new IEP or IEP amendment <input type="checkbox"/> Provide all programs and services specified in the IEP (or convene a new IEP or IEP amendment). <input type="checkbox"/> Provide progress reports to parents. <input type="checkbox"/> Other (Specify)	

**Notes**