

LEA: \_\_\_\_\_ Principal: \_\_\_\_\_

School: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

1	What are the best things about your school's special education program?	No right answers

2	<b>Child Find</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 25</li> <li>2. 50</li> <li>3. 75</li> <li>4. 100</li> </ul>
2a 2	Please describe 4 ways your school assists students who are experiencing academic <u>and</u> social/behavioral difficulties.	
2d	What are 2 of your responsibilities when a student is referred for a special education evaluation?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>

3	<b>Evaluation and Eligibility</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
3a	Who are the required members of the evaluation/eligibility team?	
3b	Describe 2 ways in which you participate in the evaluation process.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>

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3g	How does your team determine if the student's suspected disability is not due to a lack of instruction in reading and math?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
<b>4 IEP</b>		
4a	Who are the required members of the IEP team?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 25</li> <li>2. 50</li> <li>3. 75</li> <li>4. 100</li> </ul>
4b	Describe 2 of your responsibilities in the IEP process.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
4d	What do you do to ensure the people implementing the IEP coordinate their efforts and services?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
4e	Describe your actions if a student transfers to your school with an existing IEP.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
4f	How are general educators and other staff who are involved with a student with a disability informed of their responsibilities?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

<b>5</b>	<b>U-PASS Data</b>	<ul style="list-style-type: none"> <li>• 0</li> </ul>
5a	Discuss 4 issues to consider when deciding how a student with disabilities will participate in the U-PASS testing program (s). (Unless preschool, K or over 18)	<ul style="list-style-type: none"> <li>1. 25</li> <li>2. 50</li> <li>3. 75</li> <li>4. 100</li> </ul>
5b	Describe 3 things you do when statewide tests (CRTs & others) are administered.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
5c	Describe 2 ways you have utilized data provided from U-PASS testing results.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>

<b>6</b>	<b>Access to General Curriculum/LRE</b>	<ul style="list-style-type: none"> <li>• 0</li> </ul>
6a	How does the IEP team determine the amount of special education and related services a student needs?	<ul style="list-style-type: none"> <li>1. 50</li> <li>2. 100</li> </ul>
6b	How does the IEP team determine placement?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
6c	List 3 ways you ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>

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6d	What are 2 responsibilities of general educators in developing and implementing an IEP?  	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
6e	How do general education teachers access IEP information for students in their class?  	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
6i	As the LEA, how do you ensure that general education teachers and related service providers access and use the information from IEPs for student's with disabilities?  	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

<b>7</b>	<b>Paraeducators</b>	<ul style="list-style-type: none"> <li>• 0</li> </ul>
7a	How are paraeducators trained in your school?  	<ul style="list-style-type: none"> <li>1. 100</li> </ul>
7b	How is supervision provided for paraeducators when they are assigned to your school?  	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

<b>8</b>	<b>Program Improvement</b>	<ul style="list-style-type: none"> <li>• 0</li> </ul>
8a	What is your school focusing on to improve success for all students?  	<ul style="list-style-type: none"> <li>1. 100</li> </ul>
8b	How do these activities include provisions for students with disabilities?  	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>

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8c	<p>What are your priorities for improving your school's special education program?</p>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
<b>9 Professional Development</b>		
9a	<p>How do you determine professional development needs in your school?</p>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
9b	<p>Who are the groups of people included in the training?</p>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
<b>11 LRBI/Discipline and Safe Schools Data</b>		
11 a	<p>When should an IEP team conduct a Functional Behavior Assessment and write a Behavior Intervention Plan?</p>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
11 b	<p>When is it mandatory to conduct a manifestation determination?</p>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
11 d	<p>What are 2 steps you and your team take when a student with an IEP has a behavior problem?</p>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
11 e	<p>Describe your procedure and practice when you suspend or remove a special education student from school for more than 10 days in a school year.</p>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>

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11 g	Who maintains disciplinary information on students with disabilities? Where are such records located?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
11 h	How are incidences, types, and durations of disciplinary actions, including suspensions of one day or more tracked?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

(If the school has students in grades K-8 only, skip questions 12c and 12d.)

12	<b>Transition</b>	<ul style="list-style-type: none"> <li>• 0</li> </ul>
12 c	What are 2 purposes of developing a school to post-school transition plan for students with disabilities?	<ul style="list-style-type: none"> <li>1. 50</li> <li>2. 100</li> </ul>
12 d	List 3 things the IEP team considers when developing a school to post-school transition plan.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>

13	<b>Extended School Year (ESY)</b>	<ul style="list-style-type: none"> <li>• 0</li> </ul>
13 b	What are 2 things you consider to determine whether a student is eligible for extended school year services?	<ul style="list-style-type: none"> <li>1. 50</li> <li>2. 100</li> </ul>

14	<b>Procedural Safeguards</b>	• 0
14 a	What are 5 of the IDEA procedural safeguards or parents' rights?	<ul style="list-style-type: none"> <li>1. 20</li> <li>2. 40</li> <li>3. 60</li> <li>4. 80</li> <li>5. 100</li> </ul>

15	<b>Professional Development</b>	• 0
15 a	What training have you had related to the state special education rules?	<ul style="list-style-type: none"> <li>1. 100</li> </ul>

16	<b>Parent Involvement</b>	• 0
16 a	What are 2 ways that parents are involved in placement decisions?	<ul style="list-style-type: none"> <li>1. 50</li> <li>2. 100</li> </ul>
16 b	Describe 5 areas in the overall special education process in which parents are involved in determining the educational needs and provision of services for their child.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 20</li> <li>2. 40</li> <li>3. 60</li> <li>4. 80</li> <li>5. 100</li> </ul>

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20	<b>IEP Meetings</b>	
20 a	How are your teachers documenting excusal or attendance not needed at IEP meetings?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

21	What additional resources and/or training is needed to improve the special education program in your school or LEA?	No right answer
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Additional Comments: