

**Special Education LEA Administrator (District) 2009-2010**  
UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

LEA (District): \_\_\_\_\_ Interviewer: \_\_\_\_\_  
Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

1	What are the best things that are happening in your special education programs?
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2	<b>Child Find</b>
2e	Describe child-find activities in your LEA, including outreach to private school and highly mobile students (i.e., migrant and homeless).
2f	How does your LEA consult with representatives of private schools on child find and child count? How is the consultation documented?

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2h	As a result of your consultation activities with representatives of private schools, what have you decided in terms of services to be provided?
2i	How do you maintain records on parentally placed private school children regarding the number of students evaluated, the number of students determined to be students with disabilities, and the number of students served? (Ask to see data.)
2j	How do you conduct Child Find for infants and toddlers, ages birth through two? (Collaboration and coordination activities with local department of health, Part C Program, other methods?)

<b>3</b>	<b>Confidentiality of Records</b>
3i	How does the LEA train teachers and staff on its procedures to ensure confidentiality of student records?
3j	Who maintains the current listing of the names and positions of individuals having access to personally identifiable information on students with disabilities and where is the listing located?
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	
3l	What steps do you take to ensure that special educations assessments and other evaluation materials used to assess a student are not racially or culturally discriminatory; are provided in the student's native language; are used for the purpose for which the assessment is valid and reliable; are administered by trained and knowledgeable personnel; and are administered in accordance with any provided instructions?

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<b>4</b>	<b>Student Information to Educators</b>
4g	How do you inform general education/special education teachers, related services/other providers of their respective responsibilities in implementing the IEP and accommodations, modifications, and supports provided for the student?
4h	Describe LEA procedures for accessing records by general education teachers, related service providers, and other service providers for their students with disabilities.

<b>5</b>	<b>U-PASS Data</b>
5c 1	What type of U-PASS data are you able to access? Are there other types/formats which would be useful?
	1.  2.
5c 2	Describe 2 ways you have utilized data provided from U-PASS testing results.
	1.  2.
5d	What impact has U-PASS data had on the development of IEP goals and curriculum?
5f	How do you coordinate with the LEA testing department and schools to ensure that students with disabilities take tests with appropriate accommodations as stated in IEP?
5h	(A) What LEA-wide assessments are in place? (B) How do you ensure accessibility for all students with disability (e.g., visual impairment, intellectual disability)?

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6	<b>Least Restrictive Environment</b>
6f	How do you ensure a continuum of service options is available for students with disabilities? What service options are you now using?
6g	How are decisions for placement in more restrictive settings outside the neighborhood school made?
6h	How do you ensure that each student with disabilities participates with non-disabled students to the maximum extent appropriate to their needs in academic and extra-curricular services and activities?
	1.  2.  3.
6j	How do you ensure that students with disabilities who need instructional materials in accessible formats receive them in a timely manner? (Ask for data showing timelines) What if they are not received on time?

7	<b>Caseloads</b>
7c	Describe your process for overseeing the caseloads of special education teachers and related service providers.

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<b>8</b>	<b>Student Success</b>	
8c	What are your priorities for improving your special education program?	

<b>11</b>	<b>LRBI/Discipline and Safe Schools Data</b>	
11g	Who maintains disciplinary information on students with disabilities? Where are those records located?	
	1.  2.	
11h	How are incidences, types, and durations of disciplinary actions, including suspensions of one day or more tracked?	
11i	What are the interim alternative educational settings used when students with disabilities are: <ul style="list-style-type: none"> <li>• Suspended long term?</li> <li>• Expelled from school for disciplinary reasons?</li> <li>• Removed for weapons or drugs?</li> <li>• Removed by a hearing officer due to a substantial likelihood of injury to the student or to others?</li> </ul>	
	Elementary	Secondary

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11n	How is training provided for staff on specific behavior procedures selected for a student? Who trains paraeducators on those procedures?	
	1.  2.	
11o	How are staff members trained to use emergency procedures involving restraint? What is being used? (such as Mandt)	
	1.  2.	

<b>13</b>	<b>Extended School Year (ESY)</b>	
13c	What do the ESY services provided by the LEA look like?	
	<ul style="list-style-type: none"> <li>• Type</li>   <li>• Amount</li>   <li>• Duration</li> </ul>	
13d	Which students in your LEA generally are receiving ESY services? How is this determined?	

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<b>15</b>	<b>Professional Development and Highly Qualified Staff</b>
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15a	How do you provide staff training on USBE Special Education Rules?
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15c	How are the professional development needs of special education and related service providers in the LEA identified?
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15d	How do you identify the training needs of paraeducators in your LEA?
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15e	Describe the professional development activities provided by the LEA.
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15f	Which special education teachers/related service providers do not have the required license and endorsements for their assignments? Does this include highly qualified requirements? (Ask for a list of teachers/related service providers and assignments).
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15g	What supports are in place to help them become qualified?
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15i	What unfilled staffing needs do you have in what kinds of positions this year?

<b>18</b>	<b>Early Intervening Services</b>
18a	Is the LEA using Part B funds for Early Intervening Services? How much?
18b	How are you collecting data on students served by Early Intervening Services and which students are later determined IDEA eligible? (If applicable).

<b>19</b>	<b>SLD Eligibility</b>
19a	What method does the LEA use to determine SLD eligibility? (RTI Model or discrepancy?)
19b	If needed, what plans do you have to change?

<b>20</b>	<b>IEP Meetings</b>
20a	How are your teachers documenting excusal or attendance not needed at IEP meetings?

<b>21</b>	<b>Resources</b>
	What additional resources and/or trainings do you need to improve the special education

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	programs in the LEA?

Additional Comments by Special Education Director: