

LEA: _____ Teacher: _____

School: _____ Interviewer: _____ Date: _____

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| 1 | What are the best things about your school's special education program? | No right answers |
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| 2 | Child Find | |
| 2b | Who are 2 people who can make referrals for a special education evaluation? | <ul style="list-style-type: none"> • 0 1. 50 2. 100 |
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| 3 | Evaluation and Eligibility | |
| 3a | Who are the required members of the evaluation/eligibility team? | <ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100 |
| | | |
| 3b | Describe 4 ways in which you participate in the evaluation process. | <ul style="list-style-type: none"> • 0 1. 25 2. 50 3. 75 4. 100 |
| | | |
| 3c | Describe a way that you obtain parental input to the evaluation process. | <ul style="list-style-type: none"> • 0 1. 100 |
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| 3d | How does your Evaluation Team summarize evaluation results? | <ul style="list-style-type: none"> • 0 1. 100 |
| | | |
| 3e | What is your role in the eligibility determination meeting? | <ul style="list-style-type: none"> • 0 1. 100 |
| | | |
| 3f | What are 2 factors you must consider when selecting assessments to administer to a student? | <ul style="list-style-type: none"> • 0 1. 50 2. 100 |
| | | |
| 3h | When should the evaluation/eligibility team classify a student in another disability category rather than development delay? | <ul style="list-style-type: none"> • 0 1. 50 2. 100 |
| | | |
| 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? | <ul style="list-style-type: none"> • 0 1. 100 |
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| 4 | IEP | <ul style="list-style-type: none"> • 0 |
| 4a | Who are the required members of the IEP team? | <ul style="list-style-type: none"> 1. 25 2. 50 3. 75 4. 100 |
| | | |
| 4b | Describe 4 of your responsibilities in the IEP process. | <ul style="list-style-type: none"> • 0 1. 25 2. 50 3. 75 4. 100 |
| | | |
| 4c | On a scale of 1-5, with 1 being low, how involved are the required team members in the IEP meeting? <i>(Average the ratings to score this item.)</i> | <ul style="list-style-type: none"> 1. 20 2. 40 3. 60 4. 80 5. 100 |
| | <ul style="list-style-type: none"> • LEA 1 2 3 4 5 • General (Regular) Educator 1 2 3 4 5 • Parent(s) 1 2 3 4 5 • Special Educator 1 2 3 4 5 • Others (related service providers, transition agencies) 1 2 3 4 5 | |

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

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| 4d | How do you coordinate/collaborate with other members of the IEP team to implement the IEP? | <ul style="list-style-type: none"> • 0 |
| | | 1. 100 |
| 4e | Describe 3 steps you would follow if a student transfers to your school with an existing IEP. | <ul style="list-style-type: none"> • 0 |
| | | <ul style="list-style-type: none"> 1. 33 2. 66 3. 100 |
| 4f | How is needed information given to general educators and other staff who are involved with a student with a disability? | <ul style="list-style-type: none"> • 0 |
| | | 1. 100 |

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| 6 | Access to the General Curriculum/LRE | <ul style="list-style-type: none"> • 0 |
| 6a | How does the IEP team determine the amount of special education and related services a student needs? | <ul style="list-style-type: none"> 1. 50 2. 100 |
| | | |
| 6b | How does the IEP team determine placement? | <ul style="list-style-type: none"> • 0 |
| | | <ul style="list-style-type: none"> 1. 50 2. 100 |
| 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"> • 0 |
| | | <ul style="list-style-type: none"> 1. 33 2. 66 3. 100 |

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

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| 8 | Student Success | No right answer |
| 8a | What is your program focusing on to improve success for all students? | |
| 8b | How do these activities include provisions for students with disabilities? | <ul style="list-style-type: none"> • 0 1. 50 2. 100 |
| 8c | What are your priorities for improving your special education program? | <ul style="list-style-type: none"> • 0 1. 100 |
| 8d | Describe 2 things that will be accomplished through Utah Preschool Outcomes Data (UPOD). | <ul style="list-style-type: none"> • 0 1. 50 2. 100 |
| | 1. | |
| | 2. | |

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| 8e | List 2 types of assessment/evaluation tools that are used to determine student outcomes on the UPOD rating scale. | • 0 |
| | | 1. 50 2. 100 |
| 8f | What are the minimum requirements for data collection for UPOD? | • 0 |
| | | 1. 50 2. 100 |

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| 9 | Professional Development | • 0 |
| 9a | How are professional development needs determined in your school or LEA? | 1. 33 2. 66 3. 100 |
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| 9b | Who are the groups of people included in the training? | • 0 |
| | | 1. 33 2. 66 3. 100 |
| 9c | What professional development opportunities are provided for you in your school or LEA? | No right answer |
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| 10 | Student Progress | • 0 |
| 10a | How often are parents given reports on their child's progress on IEP goals? What does the progress report include? | 1. 50 2. 100 |
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UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

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| 10 c | <p>What are 3 things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?</p> | <ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100 |
| 11 LRBI/Discipline and Safe Schools Data | | |
| 11 a | <p>When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?</p> | <ul style="list-style-type: none"> • 0 1. 50 2. 100 |
| 11 b | <p>When is it mandatory to conduct a manifestation determination?</p> | <ul style="list-style-type: none"> • 0 1. 100 |
| 11 c | <p>What is your involvement in the IDEA disciplinary procedures for students with disabilities?</p> | <ul style="list-style-type: none"> • 0 1. 50 2. 100 |
| 12 Transition | | |
| 12 e | <p>What are 3 things you do to facilitate transition planning for students from early intervention to preschool?</p> <p>1.</p> <p>2.</p> <p>3.</p> | <ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100 |

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| 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"> • 0 1. 20 2. 40 3. 60 4. 80 5. 100 |
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| 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: