

LEA: _____ Teacher: _____

School: _____ Interviewer: _____ Date: _____

Setting: _____ Resource__ Self Contained__

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

2	Child Find	• 0
2a	Before making the decision to refer a child for a special education evaluation, list 4 types of documentation teachers keep to demonstrate that classroom interventions failed.	1. 25 2. 50 3. 75 4. 100
1		
2b	Who are 2 people who can make referrals for a special education evaluation?	• 0 1. 50 2. 100

3	Evaluation and Eligibility	• 0
3a	Who are the required members of the evaluation/eligibility team?	1. 33 2. 66 3. 100

3b	<p>Describe 4 ways in which you participate in the evaluation process.</p>	<ul style="list-style-type: none"> • 0 1. 25 2. 50 3. 75 4. 100
3c	<p>Describe 3 ways that you or the team obtain parental input to the evaluation process.</p>	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
3d	<p>How does your Evaluation Team summarize evaluation results?</p>	<ul style="list-style-type: none"> • 0 1. 100
3e	<p>What is your role in the eligibility determination meeting?</p>	<ul style="list-style-type: none"> • 0 1. 100
3f	<p>What are 2 factors you must consider when selecting tests to administer to a student?</p>	<ul style="list-style-type: none"> • 0 1. 50 2. 100
3j	<p>Who maintains the current listing of the names and positions of individuals having access to personally identifiable information on students with disabilities? Where is the listing located?</p>	<ul style="list-style-type: none"> • 0 1. 100

5	U-PASS Data	• 0
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"> 1. 25 2. 50 3. 75 4. 100
5b	Describe 3 things you do when statewide tests (CRTs & others) are administered.	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
5c 2	Describe 2 ways you have utilized data provided from U-PASS testing results.	<ul style="list-style-type: none"> • 0 1. 50 2. 100
5g	What are 3 ways students with disabilities can participate in U-PASS testing programs?	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
6	Access to the General Curriculum/LRE	• 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 1. 50 2. 100
6c	List 3 ways you and the team ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
6k	Describe your actions when a student needs instructional materials in an alternate format (e.g., Braille, large print, etc.)	<ul style="list-style-type: none"> • 0 1. 50 2. 100

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

8	Student Success	No right answer
8a	What is your school 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

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

8c	What are your priorities for improving your school's special education program? 	<ul style="list-style-type: none"> • 0 1. 100
9	Personnel Development/CSPD	<ul style="list-style-type: none"> • 0
9a	How are professional development training needs determined in your school or LEA? 	<ul style="list-style-type: none"> 1. 33 2. 66 3. 100
9b	Who are the groups of people included in the training? 	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
10	Student Progress	<ul style="list-style-type: none"> • 0
10a	How often are parents given reports on their child's progress on IEP goals? What does the progress report include? 	<ul style="list-style-type: none"> 1. 50 2. 100
10c	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? 	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
11	LRBI/Discipline and Safe Schools Data	<ul style="list-style-type: none"> • 0
11a	When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?	

		<ul style="list-style-type: none"> 1. 50 2. 100
11b	When is it mandatory to conduct a manifestation determination?	<ul style="list-style-type: none"> • 0 1. 100
11c	What is your involvement in the IDEA disciplinary procedures for students with disabilities?	<ul style="list-style-type: none"> • 0 1. 50 2. 100

(If teacher has student in grades K-8 only, skip questions 12a, 12a1 and 12b.)

12	Transition	<ul style="list-style-type: none"> • 0
12a	What are 4 things you do to facilitate transition planning for students age 16 and up, and earlier if appropriate?	<ul style="list-style-type: none"> 1. 25 2. 50 3. 75 4. 100
12a 1	What data and information do you consider during school to post-school transition planning?	<ul style="list-style-type: none"> • 0 1. 100

12a	When would you consider inviting a representative of an adult services agency to an IEP meeting?	<ul style="list-style-type: none"> • 0 1. 0 2. 100
12b	What are 3 things you do to involve adult service agencies such as Vocational Rehabilitation in the secondary transition planning process?	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
12f	What other agencies might you involve in school to post-school transition planning?	<ul style="list-style-type: none"> • 0 1. 100

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

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

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15	Rules	• 0
15a	What training have you had related to the state special education rules?	1. 100

16	Parent Involvement	• 0
16a	What are 2 ways that parents are involved in placement decisions?	1. 50 2. 100

16b	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.	• 0
		1. 20 2. 40 3. 60 4. 80 5. 100

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