

Academic Director/Principal Interview Questions

Residential Treatment Centers (RTCs) Onsite Monitoring Visit

1. What is your process for quickly obtaining Individualized Education Program (IEP) and eligibility records from students' home school district/charter school?
2. Where are IEP files stored?
3. Do you have fully licensed special education teachers?
 - Yes
 - No
 - Other:
4. Are your teachers licensed in Utah and endorsed in the content area they teach?
 - Yes
 - No
 - Other:
5. Can you describe the types (?) of special education services and supports provided by your school? (*USBE SER III.P.-III.V.*)
6. Who provides required instruction to students who have an IEP?
7. If a student has related services listed on his/her IEP, how are those services provided?
8. How are services provided to students who are being instructed in the Alternate Core Standards?
9. What is your school doing that positively impacts student outcomes?
10. What curricula is used for general education instruction? What is the evidence base for each curriculum and how closely aligned are they to Utah Core Standards? How do you know?
11. What is your role during IEP meetings, and what specific actions do you take? (*USBE SER III.A.-III.I.*)
12. How do all school staff work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? (*USBE SER III.A.-III.I.*)
13. What methodologies do you use to provide specially designed instruction to ensure students with disabilities access and make progress in the Core curriculum? (*USBE SER III.A.-III.I.*)
14. When your school reviews and/or develops the IEP, how does the IEP team determine appropriate accommodations for a student? (*USBE SER III.J.*)
15. When your school reviews and/or develops the IEP, what process does the IEP team use to determine a student's instructional time in special education vs. general education, access to peers, frequency of specially designed instruction, and related services (least restrictive environment and placement)? (*USBE SER III.P.-III.V.*)

16. How do you ensure meaningful parent participation and/or home/charter participation in the IEP process? *(USBE SER I.2.; III.G.; III.S.; & IV.B.)*
17. What protections do students with disabilities have in your school related to the Procedural Safeguards/IDEA discipline procedures? *(USBE SER III.I.; and V.A.-V.J.)*
18. How does the IEP team respond when a student's behavior is impeding his/her learning or the learning of others? *(USBE SER III.I.; and V.A.-V.J.)*
19. How do you develop and/or implement a compliant transition plan for students age 14 and above to enable success in postsecondary education, employment, and independent living? *(USBE SER VII.B.)*
20. How do you involve outside agencies in the transition planning process? *(USBE SER VII.B.)*
21. What resources do your counselors/therapists provide in transition planning? *(USBE SER VII.B.)*
22. How does an IEP progress report differ from a report card at your school? *(USBE SER III.I.-III.J.)*
23. What do you do if a student is not making sufficient progress to achieve his/her IEP goals? *(USBE SER III.I.-III.J.)*
24. How often are parents and home school districts/charter schools given reports on their students' progress on IEP goals? *(USBE SER III.I.-III.J.)*
25. How else are parents and home school districts/charter school involved in their students' educational process? *(USBE SER I.A.2.; III.G.; III.S.; and IV.B.)*
26. What else would you like us to know about your special education program?