
UPIPS PROGRAM IMPROVEMENT MONITORING VISIT INTERVIEW QUESTIONS 2022–2023

The questions listed below are asked of administrators; special education directors; special education, regular education, and preschool teachers; school psychologists; school counselors; occupational therapists (OTs); physical therapists (PTs); and/or speech language pathologists (SLPs) during a Utah Program Improvement Planning System (UPIPS) program improvement monitoring visit. Reviewing these questions with staff may enhance the understanding of your local education agency (LEA). The Utah State Board of Education Special Education Rules (Rules) and the results driven accountability (RDA)/Annual Performance Report (APR) indicators that align with each question, as well as who will be asked, are outlined below.

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| 1. What specific examples do you have of how your school is improving academic and social outcomes? | | Everyone |
| 2. What specific examples do you have of professional learning opportunities you have received to support the work that you do? | | Everyone |
| 3. How do you/your school develop a welcoming culture and climate for engaging all families? | Rules I.A.2., III.G., III.S., and IV.B.; RDA/APR Indicator 8 | Admin., sped dir., sped and preschool teachers, school psychs, SLPs |
| 4. How do you ensure parents are heard and included in decision making processes such as IEP meetings, program improvement planning, scheduling, discipline, etc.? | Rules I.E.15., I.E.30., and II.A.; RDA/APR Indicator 11 | Admin., sped dir., sped and preschool teachers, school psychs, SLPs |
| 5. What are the barriers that hinder your school's ability to engage parents? | | Everyone |
| 6. What types of classes, workshops, resources, or parent education do you/your school provide to support families? | | Everyone |

7. Describe the process(es) in place at your school site used for collaboration to help struggling students.	Rules I.E.15., I.E.30., and II.A.; RDA/APR Indicator 11	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; SLPs; counselors
8. What processes/interventions have you implemented before referring a student for a special education evaluation?	Rules I.E.15.; I.E.30.; II.A.; RDA/APR Indicator 11	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; SLPs
9. What factors would lead you to suspect a student might have a disability and may qualify for special education?	Rules II.A.; RDA/APR Indicator 11	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; SLPs, counselors
10. How do you identify, locate, and evaluate students in private school, home school, hospital/homebound, and other settings who fall within your child find obligations?	Rules II.A.	District sped directors
11. How does a parent or school staff member initiate a request for an initial evaluation to determine if a student is a student with a disability?	Rules II.B.; II.C.; II.D.; IV.C.; RDA/APR Indicator 11	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; SLPs; counselors
12. Upon receiving parent or adult student consent, how much time do you have to complete the initial evaluation?	Rules II.D.2.a.	Admin., sped dir., sped and reg. ed teachers, school psychs, SLPs
13. How do you develop a postsecondary transition plan for students to enable success in postsecondary education, employment, and independent living?	Rules VII.B.; RDA/APR Indicators 13, 14	Admin., sped dir., sped teachers, school psychs, SLPs, counselors

14. For postsecondary transition-age students, what resources and information do you provide to parents to educate them on the transition process and community resources?		Admin., sped dir., sped teachers, school psychs, SLPs, counselors
15. What are the procedural requirements to include outside agencies in IEP meetings?	Rules VII.B.; RDA/APR Indicators 13, 14	Admin., sped dir., sped teachers, school psychs, SLPs
16. How do you connect postsecondary transition-age students and families to outside agencies?	Rules VII.B.; RDA/APR Indicators 13, 14	Admin., sped dir., sped teachers, school psychs, SLPs, counselors
17. What resources do school counselors provide in postsecondary transition planning?	Rules I.E.42.c.(2); VII.B.5.b.; RDA/APR Indicators 1, 2, 13, 14	Admin., sped dir., sped and reg. ed. teachers, school psychs, SLPs, counselors
18. Who are the required IEP team members?	Rules III.E.	Admin., sped dir., sped and preschool teachers
19. Describe your role and what specific actions you take during IEP meetings.	Rules III.E.; III.F.; III.G.; III.I.	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; OTs; PTs; SLPs
20. What data does the IEP team use to determine the present levels of academic achievement and functional performance (PLAAFP)?	Rules III.J.2.	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; SLPs
21. What factors does an IEP team consider to determine whether a student is eligible for Extended School Year (ESY) services?	Rules III.N.	Admin., sped dir., sped and preschool teachers, school psychs, OTs, PTs, SLPs

22. What data does the IEP team use to determine appropriate services, supports, accommodations, and modifications for individual students?	Rules III.J.2.g.; RDA/APR Indicator 3	Admin.; sped dir.; sped, reg ed., and preschool teachers; school psychs; SLPs
23. How is each teacher and provider informed of their specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided in accordance with the IEP?	Rules III.B.	Sped dir., sped teachers, SLPs
24. How are you informed about student needs outlined in the IEP and your responsibilities to implement services, supports, and accommodations?	Rules III.B.	Reg ed. and preschool teachers
25. How does the IEP team determine if a student will be supported through alternate standards and participate in the alternate assessment?	Rules III.J.2.g.; RDA/APR Indicator 3	Admin., sped dir., sped teachers
26. What does the IEP team, including parents, consider when determining how the student will participate in the State and LEA testing?	Rules III.G.; III.J.2.g.; RDA/APR Indicators 3, 8	Admin., sped dir., sped and reg. ed. teachers
27. What information does the IEP team consider to ensure students with disabilities are educated in the least restrictive environment (i.e., frequency and location of specially designed instruction and related services)?	Rules III.O.; III.Q.; III.R.; RDA/APR Indicator 5	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; OTs; PTs; SLPs
28. When helping students with scheduling, how do you consider the services listed on the IEP and work with the IEP team?		Counselors

29. Describe the settings where special education students receive services (i.e., the continuum of placement).	Rules III.P.; RDA/APR Indicator 5	Admin., sped dir.
30. How are parents and other team members involved in the educational placement decision for a student with a disability?	Rules III.Q.1.a.(1); RDA/APR Indicator 5	Admin.; sped dir.; sped, reg. ed., and preschool teachers; SLPs
31. How do you ensure the special education services, supports, modifications, and accommodations are being implemented in accordance with the IEP?	Rules III.B.; RDA/APR Indicator 5	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; OTs; PTs; SLPs
32. Consider a student you are working with who has an IEP. What specially designed instruction (SDI) are you providing to enable that student to make progress towards the IEP goals?	Rules I.E.47.; RDA/APR Indicator 5	Sped, reg. ed., and preschool teachers; school psychs; SLPs
33. How do you use State-, LEA-, and/or schoolwide assessment data to improve the outcomes of your students with disabilities?	Rules VIII.D.2.a.; RDA/APR Indicator 3	Admin., sped dir., sped and reg. ed. teachers
34. What supports does your LEA/School provide to students with disabilities to enable them to participate with their nondisabled peers in nonacademic and extracurricular activities?	Rules III.S.; III.T.; RDA/APR Indicator 5	Everyone
35. Who supervises the paraeducators for special education and what training is provided for paraeducators?	Rules I.E.32.; VIII.K.; IX.E.	Admin., sped dir., sped and preschool teachers, SLPs
36. What types of assessment/evaluation tools are used to determine student outcomes on the Utah Preschool Outcomes Data (UPOD) rating scale?	Rules VIII.E.; VIII.F.; RDA/APR Indicator 7	Sped dir., preschool teachers

37. How does your LEA train staff (e.g., teachers, SLPs, OTs, PTs, etc.) to consistently rate entry and exit scores on the UPOD rating scale?	Rules VIII.D.2.a.; RDA/APR Indicator 7	Sped dir., preschool teachers
38. How do you provide the least restrictive environment (LRE) for preschool students?	Rules III.O.; III.Q.; III.R.; RDA/APR Indicator 6	Sped dir., preschool teachers
39. How does your LEA facilitate early intervention to preschool transition planning including meeting timelines?	Rules III.K.; VII.A.; RDA/APR Indicator 12	Sped dir., preschool teachers
40. How does your LEA train staff and involve parents in the transition from preschool to kindergarten?	Rules III.K.; VII.A.; RDA/APR Indicator 6	Admin., sped dir., preschool teachers
41. How often are parents given reports on their student's progress towards IEP goals?	Rules III.J.2.d.; RDA/APR Indicator 8	Admin., sped dir., sped and preschool teachers, school psychs, OTs, PTs, SLPs
42. What methods are used to communicate meaningful progress toward student outcomes (e.g., academic, social, behavioral outcomes)?		Admin.; sped dir.; sped, reg ed., and preschool teachers; school psychs; OTs; PTs; SLPs
43. What do you do if a student isn't making sufficient progress to achieve the IEP goals?	Rules III.I.	Admin.; sped dir.; sped, reg ed., and preschool teachers; school psychs; OTs; PTs; SLPs
44. If a student is suspected of being a student with a disability, is the student under the same protections outlined in the procedural safeguards/IDEA discipline procedures as a student qualified as having a disability?	Rules V.A.; V.J.; RDA/APR Indicator 4	Admin., sped dir., school psychs

45. What is an IEP team required to do when the student's behavior is impeding the student's learning or the learning of others?	Rules III.I.1.b.(5)	Admin., sped dir., sped and preschool teachers, school psychs
46. When are you required to do a manifestation determination?	Rules V.D.; RDA/APR Indicator 4	Admin., sped dir., sped teachers, school psychs
47. What are the two questions a team must answer during a manifestation determination?	Rules V.E.; RDA/APR Indicator 4	Admin., sped dir., sped teachers, school psychs
48. What is the LEA/school required to do if they determine the student's behavior is a manifestation of the student's disability?	Rules V.E.4.	Admin., sped dir., sped teachers, school psychs
49. What are the three special circumstances when a student can be placed in an Interim Alternative Education Setting (IAES) for 45 school days?	Rules V.E.; RDA/APR Indicator 4	Admin., sped dir., sped teachers, school psychs
50. How do you ensure a free appropriate public education (FAPE) is provided (e.g., access to core, progress on IEP goals) to a student with an IEP who has been suspended or removed from school for more than ten days in a school year?	Rules V.C.; RDA/APR Indicator 4	Admin., sped dir., sped teachers, school psychs
51. Are you familiar with your LEA's special education program improvement plan (PIP)?		Admin.; sped dir.; sped, reg ed., and preschool teachers; school psychs; OTs; PTs; SLPs
52. [If yes] How does the special education PIP align with the priorities of your school/campus?		Admin.; sped dir.; sped, reg ed., and preschool teachers; school psychs; OTs; PTs; SLPs

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| 53. How does your LEA outline progress monitoring requirements to gather meaningful information about students? | Admin., sped dir. |
| 54. What information are teachers and related service providers encouraged to include as part of their responsibilities to report progress toward a student's IEP goals? | Sped, reg ed., and preschool teachers; school psychs; OTs; PTs; SLPs |
| 55. Do you have any additional comments? | Everyone |