
UPIPS FULL MONITORING VISIT INTERVIEW QUESTIONS

The questions listed below are asked of administrators, teachers, and related service providers during full monitoring visits. Reviewing these questions with staff will enhance the understanding of your local education agency (LEA).

Administrator/Principal

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. How do you ensure meaningful parent participation in the individualized education program (IEP) process? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
4. Describe the process(es) or structures in place at your school site used for collaboration to help struggling students? *USBE SER II.A.*
5. What types of evidence-based interventions (i.e., MTSS, RtI, PBIS, etc.) take place at your school site for academics and behavior (Tier 1, Tier 2, Tier 3)? *USBE SER II.A.*
6. What factors would lead you to suspect that a student might have a disability and may qualify for special education? *USBE SER II.A.*
7. Describe your school site's overall special education referral process (i.e., Child Find). *USBE SER II.A.*
8. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
9. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
10. What methodology do you use to provide specially designed instruction when delivering core instruction to meet the needs of students with disabilities? *USBE SER III.A. through III.I.*
11. How does the IEP team determine appropriate accommodations for individual students? *USBE SER III.J.*
12. How does the IEP team determine if a student will participate in the alternate assessment and access alternate standards? *USBE SER III.J.*
13. How does the IEP team include parents in the discussion about how the student will participate in state- and district-wide assessments? *USBE SER III.J.*
14. How do you use state-, district-, and/or school-wide assessment data to improve outcomes of your students with disabilities? *USBE SER III.J.*
15. What process does the IEP team use to determine a student's amount of 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. through III.V.*

16. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
17. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
18. Paraeducators are used to help provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? *USBE SER I.E.30.; VIII.K.; and IX.D.*
19. How does your LEA train staff and involve parents in the transition from preschool to Kindergarten? *USBE SER VII.A.*
20. How often are parents given reports on their student's progress on IEP goals? *USBE SER III.I. and III.J.*
21. How does an IEP progress report differ from a report card? *USBE SER III.I. and III.J.*
22. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER III.I. and III.J.*
23. When is a student eligible to receive protections under the Procedural Safeguards/IDEA discipline procedures? *USBE SER III.I. and V.A. through V.J.*
24. What is an IEP team required to do when the student's behavior is impeding the student's learning or the learning of others? *USBE SER III.I. and V.A. through V.J.*
25. When are you required to do a manifestation determination? *USBE SER III.I. and V.A. through V.J.*
26. What are the two questions a team must answer during a manifestation determination? *USBE SER III.I. and V.A. through V.J.*
27. What are the three special circumstances when a student can be placed in an Interim Alternative Education Setting (IAES)? *USBE SER III.I. and V.A. through V.J.*
28. How do you ensure that a 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? *USBE SER III.I. and V.A. through V.J.*
29. How do you develop a transition plan for students to enable success in postsecondary education, employment, and independent living? *USBE SER VII.B.*
30. What are the procedural requirements to include outside agencies in IEP meetings? *USBE SER VII.B.*
31. What do you do to involve outside agencies in the secondary transition planning process for individual students? *USBE SER VII.B.*
32. What resources do school guidance counselors provide in transition planning? *USBE SER VII.B.*
33. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
34. Do you have any additional comments?

Special Education Director

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. How do you ensure meaningful parent participation in the individualized education program (IEP) process? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
4. Describe the process(es) or structures in place at your school site used for collaboration to help struggling students? *USBE SER II.A.*
5. What types of evidence-based interventions (i.e., MTSS, RtI, PBIS, etc.) take place at your school site for academics and behavior (Tier 1, Tier 2, Tier 3)? *USBE SER II.A.*
6. What factors would lead you to suspect that a student might have a disability and may qualify for special education? *USBE SER II.A.*
7. Describe your school site's overall special education referral process (i.e., Child Find). *USBE SER II.A.*
8. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
9. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
10. What methodology do you use to provide specially designed instruction when delivering core instruction to meet the needs of students with disabilities? *USBE SER III.A. through III.I.*
11. How does the IEP team determine appropriate accommodations for individual students? *USBE SER III.J.*
12. How does the IEP team determine if a student will participate in the alternate assessment and access alternate standards? *USBE SER III.J.*
13. How does the IEP team include parents in the discussion about how the student will participate in state- and district-wide assessments? *USBE SER III.J.*
14. How do you use state-, district-, and/or school-wide assessment data to improve outcomes of your students with disabilities? *USBE SER III.J.*
15. What process does the IEP team use to determine a student's amount of 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. through III.V.*
16. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
17. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
18. Paraeducators are used to provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? *USBE SER I.E.30.; VIII.K.; and IX.D.*
19. What types of assessment/evaluation tools are used to determine student outcomes on the Utah Preschool Outcomes Data (UPOD) rating scale? *USBE SER VII.A.*

20. How does your LEA train staff (i.e., teachers, SLPs, OTs, PTs, etc.) to consistently rate entry and exit scores in UPOD? *USBE SER VII.A.*
21. How do you provide LRE for preschool students (if applicable)? *USBE SER VII.A.*
22. How does your LEA facilitate early intervention to preschool transition planning, including meeting timelines? *USBE SER VII.A.*
23. How does your LEA train staff and involve parents in the transition from preschool to Kindergarten? *USBE SER VII.A.*
24. How often are parents given reports on their student's progress on IEP goals? *USBE SER III.I. and III.J.*
25. How does an IEP progress report differ from a report card? *USBE SER III.I. and III.J.*
26. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER III.I. and III.J.*
27. When is a student eligible to receive protections under the Procedural Safeguards/IDEA discipline procedures? *USBE SER III.I. and V.A. through V.J.*
28. What is an IEP team required to do when the student's behavior is impeding the student's learning or the learning of others? *USBE SER III.I. and V.A. through V.J.*
29. When are you required to do a manifestation determination? *USBE SER III.I. and V.A. through V.J.*
30. What are the two questions a team must answer during a manifestation determination? *USBE SER III.I. and V.A. through V.J.*
31. What are the three special circumstances when a student can be placed in an Interim Alternative Education Setting (IAES)? *USBE SER III.I. and V.A. through V.J.*
32. How do you ensure that a 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? *USBE SER III.I. and V.A. through V.J.*
33. How do you develop a transition plan for students to enable success in postsecondary education, employment, and independent living? *USBE SER VII.B.*
34. What are the procedural requirements to include outside agencies in IEP meetings? *USBE SER VII.B.*
35. What do you do to involve outside agencies in the secondary transition planning process for individual students? *USBE SER VII.B.*
36. What resources do school guidance counselors provide in transition planning? *USBE SER VII.B.*
37. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
38. Do you have any additional comments?

Special Education Teacher

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. How do you ensure meaningful parent participation in the individualized education program (IEP) process? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
4. Describe the process(es) or structures in place at your school site used for collaboration to help struggling students? *USBE SER II.A.*
5. What types of evidence-based interventions (i.e., MTSS, RtI, PBIS, etc.) take place at your school site for academics and behavior (Tier 1, Tier 2, Tier 3)? *USBE SER II.A.*
6. What factors would lead you to suspect that a student might have a disability and may qualify for special education? *USBE SER II.A.*
7. Describe your school site's overall special education referral process (i.e., Child Find). *USBE SER II.A.*
8. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
9. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
10. What methodology do you use to provide specially designed instruction when delivering core instruction to meet the needs of students with disabilities? *USBE SER III.A. through III.I.*
11. How does the IEP team determine appropriate accommodations for individual students? *USBE SER III.J.*
12. How does the IEP team determine if a student will participate in the alternate assessment and access alternate standards? *USBE SER III.J.*
13. How does the IEP team include parents in the discussion about how the student will participate in state- and district-wide assessments? *USBE SER III.J.*
14. How do you use state-, district-, and/or school-wide assessment data to improve outcomes of your students with disabilities? *USBE SER III.J.*
15. What process does the IEP team use to determine a student's amount of 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. through III.V.*
16. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
17. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
18. Paraeducators are used to provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? How often are parents given reports on their student's progress on IEP goals? *USBE SER I.E.30.; VIII.K.; and IX.D.*
19. How does an IEP progress report differ from a report card? *USBE SER I.E.30.; VIII.K.; and IX.D.*

20. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER I.E.30.; VIII.K.; and IX.D.*
21. What is an IEP team required to do when the student's behavior is impeding the student's learning or the learning of others? *USBE SER III.I. and V.A. through V.J.*
22. When are you required to do a manifestation determination? *USBE SER III.I. and V.A. through V.J.*
23. What are the two questions a team must answer during a manifestation determination? *USBE SER III.I. and V.A. through V.J.*
24. What are the three special circumstances when a student can be placed in an Interim Alternative Education Setting (IAES)? *USBE SER III.I. and V.A. through V.J.*
25. How do you ensure that a 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? *USBE SER III.I. and V.A. through V.J.*
26. How do you develop a transition plan for students to enable success in postsecondary education, employment, and independent living? *USBE SER VII.B.*
27. What are the procedural requirements to include outside agencies in IEP meetings? *USBE SER VII.B.*
28. What do you do to involve outside agencies in the secondary transition planning process for individual students? *USBE SER VII.B.*
29. What resources do school guidance counselors provide in transition planning? *USBE SER VII.B.*
30. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
31. Do you have any additional comments?

Regular Education Teacher

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. Describe the process(es) or structures in place at your school site used for collaboration to help struggling students? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
4. What types of evidence-based interventions (i.e., MTSS, RtI, PBIS, etc.) take place at your school site for academics and behavior (Tier 1, Tier 2, Tier 3)? *USBE SER II.A.*
5. What factors would lead you to suspect that a student might have a disability and may qualify for special education? *USBE SER II.A.*
6. Describe your school site's overall special education referral process (i.e., Child Find). *USBE SER II.A.*
7. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
8. How are you informed about student needs outlined in the IEP and your responsibilities to implement services, supports, and accommodations? *USBE SER III.A. through III.I.*
9. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
10. What methodology do you use to provide specially designed instruction when delivering core instruction to meet the needs of students with disabilities? *USBE SER III.A. through III.I.*
11. How does the IEP team determine appropriate accommodations for individual students? *USBE SER III.J.*
12. How does the IEP team include parents in the discussion about how the student will participate in state- and district-wide assessments? *USBE SER III.J.*
13. How do you use state-, district-, and/or school-wide assessment data to improve outcomes of your students with disabilities? *USBE SER III.J.*
14. What process does the IEP team use to determine a student's amount of 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.J.*
15. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
16. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
17. Paraeducators are used to provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? *USBE SER I.E.30.; VIII.K.; and IX.D.*
18. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER III.I. and III.J.*
19. What resources do school guidance counselors provide in transition planning? *USBE SER VII.B.*
20. Do you have any additional comments?

Preschool Teacher

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. How do you ensure meaningful parent participation in the individualized education program (IEP) process? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
4. Describe the process(es) or structures in place at your school site used for collaboration to help struggling students? *USBE SER II.A.*
5. What types of evidence-based interventions (i.e., MTSS, RtI, PBIS, etc.) take place at your school site for academics and behavior (Tier 1, Tier 2, Tier 3)? *USBE SER II.A.*
6. What factors would lead you to suspect that a student might have a disability and may qualify for special education? *USBE SER II.A.*
7. Describe your school site's overall special education referral process (i.e., Child Find). *USBE SER II.A.*
8. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
9. How are you informed about student needs outlined in the IEP and your responsibilities to implement services, supports, and accommodations? *USBE SER III.A. through III.I.*
10. What methodology do you use to provide specially designed instruction when delivering core instruction to meet the needs of students with disabilities? *USBE SER III.A. through III.I.*
11. How does the IEP team determine appropriate accommodations for individual students? *USBE SER III.J.*
12. What process does the IEP team use to determine a student's amount of 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. through III.V.*
13. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
14. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
15. Paraeducators are used to provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? *USBE SER I.E.30.; VIII.K.; and IX.D.*
16. What types of assessment/evaluation tools are used to determine student outcomes on the Utah Preschool Outcomes Data (UPOD) rating scale? *USBE SER VII.A.*
17. How does your LEA train staff (i.e., teachers, SLPs, OTs, PTs, etc.) to consistently rate entry and exit scores in UPOD? *USBE SER VII.A.*
18. How do you provide LRE for preschool students (if applicable)? *USBE SER VII.A.*
19. How does your LEA facilitate early intervention to preschool transition planning, including meeting timelines? *USBE SER VII.A.*

20. How does your LEA train staff and involve parents in the transition from preschool to Kindergarten? *USBE SER VII.A.*
21. How often are parents given reports on their student's progress on IEP goals? *USBE SER III.I. and III.J.*
22. How does an IEP progress report differ from a report card? *USBE SER III.I. and III.J.*
23. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER III.I. and III.J.*
24. What is an IEP team required to do when the student's behavior is impeding the student's learning or the learning of others? *USBE SER III.I. and V.A. through V.J.*
25. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
26. Do you have any additional comments?

School Psychologist

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. How do you ensure meaningful parent participation in the individualized education program (IEP) process? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
4. Describe the process(es) or structures in place at your school site used for collaboration to help struggling students? *USBE SER II.A.*
5. What types of evidence-based interventions (i.e., MTSS, RtI, PBIS, etc.) take place at your school site for academics and behavior (Tier 1, Tier 2, Tier 3)? *USBE SER II.A.*
6. What factors would lead you to suspect that a student might have a disability and may qualify for special education? *USBE SER II.A.*
7. Describe your school site's overall special education referral process (i.e., Child Find). *USBE SER II.A.*
8. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
9. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
10. What methodology do you use to provide specially designed instruction when delivering core instruction to meet the needs of students with disabilities? *USBE SER III.A. through III.I.*
11. How does the IEP team determine appropriate accommodations for individual students? *USBE SER III.J.*
12. What process does the IEP team use to determine a student's amount of 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. through III.V.*
13. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
14. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
15. Paraeducators are used to provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? How often are parents given reports on their student's progress on IEP goals? *USBE SER I.E.30.; VIII.K.; and IX.D.*
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17. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER I.E.30.; VIII.K.; and IX.D.*
18. What is an IEP team required to do when the student's behavior is impeding the student's learning or the learning of others? *USBE SER III.I. and V.A. through V.J.*
19. When are you required to do a manifestation determination? *USBE SER III.I. and V.A. through V.J.*

20. What are the two questions a team must answer during a manifestation determination?
USBE SER III.I. and V.A. through V.J.
21. What are the three special circumstances when a student can be placed in an Interim Alternative Education Setting (IAES)? *USBE SER III.I. and V.A. through V.J.*
22. How do you ensure that a 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? *USBE SER III.I. and V.A. through V.J.*
23. How do you develop a transition plan for students to enable success in postsecondary education, employment, and independent living? *USBE SER VII.B.*
24. What are the procedural requirements to include outside agencies in IEP meetings? *USBE SER VII.B.*
25. What do you do to involve outside agencies in the secondary transition planning process for individual students? *USBE SER VII.B.*
26. What resources do school guidance counselors provide in transition planning? *USBE SER VII.B.*
27. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
28. Do you have any additional comments?

Speech Language Pathologist

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. How do you ensure meaningful parent participation in the individualized education program (IEP) process? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
4. Describe the process(es) or structures in place at your school site used for collaboration to help struggling students? *USBE SER II.A.*
5. What types of evidence-based interventions (i.e., MTSS, RtI, PBIS, etc.) take place at your school site for academics and behavior (Tier 1, Tier 2, Tier 3)? *USBE SER II.A.*
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7. Describe your school site's overall special education referral process (i.e., Child Find). *USBE SER II.A.*
8. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
9. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
10. What methodology do you use to provide specially designed instruction when delivering core instruction to meet the needs of students with disabilities? *USBE SER III.A. through III.I.*
11. How does the IEP team determine appropriate accommodations for individual students? *USBE SER III.J.*
12. What process does the IEP team use to determine a student's amount of 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. through III.V.*
13. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
14. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
15. Paraeducators are used to provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? *USBE SER I.E.30.; VIII.K.; and IX.D.*
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17. How does an IEP progress report differ from a report card? *USBE SER III.I. and III.J.*
18. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER III.I. and III.J.*
19. How do you develop a transition plan for students to enable success in postsecondary education, employment, and independent living? *USBE SER VII.B.*

20. What are the procedural requirements to include outside agencies in IEP meetings? *USBE SER VII.B.*
21. What do you do to involve outside agencies in the secondary transition planning process for individual students? *USBE SER VII.B.*
22. What resources do school guidance counselors provide in transition planning? *USBE SER VII.B.*
23. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
24. Do you have any additional comments?

Occupational Therapist

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
4. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
5. What process does the IEP team use to determine a student's amount of 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. through III.V.*
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9. How does an IEP progress report differ from a report card? *USBE SER III.I. and III.J.*
10. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER III.I. and III.J.*
11. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
12. Do you have any additional comments?

Physical Therapist

1. What is your school site doing that is positively affecting student outcomes?
2. How are parents involved in their student's educational process at your school site? *USBE SER I.A.2.; III.G.; III.S.; and IV.B.*
3. What is your role and what specific actions do you take during IEP meetings? *USBE SER III.A. through III.I.*
4. How does your IEP team work together to implement all the special education services, supports, modifications, and accommodations in a student's IEP? *USBE SER III.A. through III.I.*
5. What process does the IEP team use to determine a student's amount of 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. through III.V.*
6. What are the continuum of placement options for students with disabilities in your LEA/school? *USBE SER III.P. through III.V.*
7. What supports or procedures does your school site have for students with disabilities to participate with their peers in nonacademic and extracurricular activities? *USBE SER III.P. through III.V.*
8. Paraeducators are used to provide services for special education, speech language therapy, occupational therapy, physical therapy, etc. What supervision and training are provided for paraeducators when they are assigned to your program? *USBE SER I.E.30.; VIII.K.; and IX.D.*
9. How does an IEP progress report differ from a report card? *USBE SER III.I. and III.J.*
10. What do you do if a student isn't making sufficient progress to achieve his or her IEP goals? *USBE SER III.I. and III.J.*
11. What factors does an IEP team consider when determining whether a student is eligible for extended school year services (ESY)? *USBE SER III.N.*
12. Do you have any additional comments?