
UPIPS FULL MONITORING VISIT INTERVIEW QUESTIONS 2021–2022

The questions listed below are asked of administrators; special education directors; special education, regular education, and preschool teachers; school psychologists; speech language pathologists (SLPs); school counselors; occupational therapists (OTs); and/or physical therapists (PTs) during a full Utah Program Improvement Planning Systems (UPIPS) 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) that align with each question, as well as who will be asked are outlined below.

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| 1. Tell me what your school site is doing that is positively affecting student outcomes. | | Everyone |
| 2. How are parents involved in their child’s education process at your school site? | Rules III.G.; IV.A.; RDA/APR Indicator 8 | Everyone |
| 3. How do you ensure meaningful parent participation in the individualized education program (IEP) process? | Rules III.G.; IV.A.; IV.B.; RDA/APR Indicator 8 | Admin., sped dir., sped and preschool teachers, school psychs, SLPs |
| 4. Describe the process(es) in place at your school site used for collaboration to help struggling students. | Rules I.E.15.; I.E.30.; II.A.; RDA Indicator 11 | Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; SLPs; counselors |
| 5. What types of evidence-based interventions (e.g., Multi-tiered System of Supports (MTSS), Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), etc.) take place at your school site for academics and behavior? | 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 |
| 6. 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 |

7. 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.	Sped director
8. 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
9. Upon receiving parent or adult student consent, how much time do you have to complete the initial evaluation?	Rules II.D.	Admin., sped dir., sped and reg. ed teachers, school psychs, SLPs
10. Who are the required IEP team members?	Rules III.E.	Admin.; sped dir.; sped, reg. ed., and preschool teachers
11. Describe your role and what specific actions you take during IEP meetings.	Rules III.E.; III.F.; III.G.; III.I.	Everyone
12. What type of data does the IEP team use to determine present levels of academic achievement and functional performance?	Rules III.J.	Admin.; sped dir.; sped, reg. ed., and preschool teachers; school psychs; SLPs
13. How is each teacher and provider informed of his or her 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.A.; III.B.	Sped dir., sped teachers, SLPs
14. How are you informed about student needs outlined in the IEP and your responsibilities to implement services, supports, and accommodations?	Rules III.A.; III.B.	Reg ed. and preschool teachers, counselors
15. 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

16. How does the IEP team include parents in the discussion about how the student will participate in state and LEA testing?	Rules III.G.; III.J.2.g.; RDA/APR Indicators 3, 8	Admin., sped dir., sped and reg. ed. teachers
17. 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	Everyone
18. Describe the continuum of placement options for special education students.	Rules III.P.; RDA/APR Indicator 5	Everyone
19. Who is involved in the educational placement decision for a student with a disability?	Rules III.Q.; RDA/APR Indicator 5	Admin.; sped dir.; sped, reg. ed., and preschool teachers; SLPs
20. 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	Everyone
21. 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
22. 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
23. How does your LEA/School support 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

24. 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, OTs, PTs
25. 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
26. How does your LEA train staff (e.g., teachers, SLPs, OTs, PTs, etc.) to consistently rate entry and exit scores in UPOD?	Rules VIII.D.2.a.; RDA/APR Indicator 7	Sped dir., preschool teachers
27. How do you provide LRE for preschool students?	Rules III.O.; III.Q.; III.R.; RDA/APR Indicator 6	Sped dir., preschool teachers
28. 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
29. 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
30. How often are parents given reports on their child's progress towards IEP goals?	Rules III.J.2.d.; RDA/APR Indicator 8	Admin., sped dir., sped and preschool teachers, school psychs, SLPs, OTs, PTs
31. How does an IEP progress report differ from a report card?	Rules III.J.2.d.; RDA/APR Indicator 8	Admin., sped dir., sped and preschool teachers, SLPs
32. What do you do if a student isn't making sufficient progress to achieve the IEP goals?	Rules III.I.	Everyone

33. When disciplining any student, under what circumstances does the student fall under the protections outlined in the procedural safeguards/IDEA discipline procedures?	Rules V.A.; V.J.; RDA/APR Indicator 4	Admin., sped dir., school psychs
34. 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
35. When are you required to do a manifestation determination?	Rules V.D.; RDA/APR Indicator 4	Admin., sped dir., sped teachers, school psychs
36. 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
37. What is the LEA/school required to do if they determine the student's behavior is a manifestaton of the student's disability?	Rules V.E.4.	Admin., sped dir., sped teachers, school psychs
38. What are the three special circumstances when a student can be placed in an Interim Alternative Education Setting (IAES)?	Rules V.E.; RDA/APR Indicator 4	Admin., sped dir., sped teachers, school psychs
39. How do you ensure that 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
40. How do you develop transition plans 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
41. 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

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| 42. What do you do to involve outside agencies in the secondary transition planning process for individual students? | Rules VII.B.;
RDA/APR
Indicators 13,
14 | Admin., sped dir., sped
teachers, school psychs, SLPs |
| 43. What resources do school guidance counselors provide in 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 |
| 44. 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, SLPs, OTs, PTs |
| 45. Do you have any additional comments? | | Everyone |