UPIPS PROGRAM IMPROVEMENT MONITORING VISIT INTERVIEW QUESTIONS 2023–2024

The questions listed below are asked of administrators/principals; special education program administrators/directors; special education, regular education, and preschool teachers; school psychologists; occupational therapists (OTs); physical therapists (PTs); speech language pathologists (SLPs); and/or school counselors 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.

Question	Rules	Interviewee(s)
1. What specific examples do you have of how your school is improving academic and social outcomes for all students?		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./princ., sped admin./dir., reg. ed. teachers, counselors
4. How do you ensure parents are heard and included in decision-making processes such as IEP meetings, program improvement planning, scheduling, discipline procedures, etc.?	Rules I.E.15., I.E.30., and II.A.; RDA/APR Indicator 11	Admin./princ., sped admin./dir., sped and preschool teachers, psychs, SLPs, counselors
5. What are some barriers that hinder your school's ability to engage parents?		Everyone
6. Describe the process(es) in place at your school site used for collaboration to help struggling students (e.g., professional learning communities).	Rules I.E.15., I.E.30., and II.A.; RDA/APR Indicator 11	Admin./princ., sped admin./dir., sped, reg. ed., and preschool teachers; psychs; SLPs; counselors

Question	Rules	Interviewee(s)
7. Consider a student you are working with who does not have an IEP who is struggling either academically or behaviorally. What are some examples of interventions you provided to the student?	Rules I.E.15.; I.E.30.; II.A.; RDA/APR Indicator 11	Reg. ed. and preschool teachers, OTs, PTs
8. 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./princ., sped admin./dir., sped, reg. ed., and preschool teachers; psychs; SLPs, counselors
9. 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 administrators/directors
10. What are the two options an LEA has when a parent requests a special education evaluation?	Rules II.B.; II.C.; II.D.; IV.C.; RDA/APR Indicator 11	Admin./princ., sped admin./dir., sped, reg. ed., and preschool teachers; psychs; SLPs
11. For special education evaluations, how do you determine which areas to assess to determine/redetermine eligibility?	Rules II.H.4.	Admin./princ., sped admin./dir., sped and preschool teachers, psychs, SLPs
12. What data does the IEP team use to determine the present levels of academic achievement and functional performance (PLAAFP)?	Rules III.J.2.	Admin./princ., sped admin./dir., sped, reg. ed., and preschool teachers; psychs; OTs; PTs; SLPs
13. How is each teacher and provider informed of their specific responsibilities related to implementing a student's IEP?	Rules III.B.	Sped admin./dir., sped and preschool teachers, SLPs
14. How are you informed about your specific responsibilities related to implementing a student's IEP?	Rules III.A.; III.B.	Reg. ed. teachers
15. 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; psychs; OTs; PTs; SLPs
16. Consider the same student. What types of data collection tools are you using to measure progress on the IEP goals and how often are you taking data?	Rules III.J.2.d.	Sped, reg. ed., and preschool teachers; psychs; OTs; PTs; SLPs

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17. How do IEP teams ensure goals and benchmarks (as appropriate) are related to grade-level standards (including alternate standards) and instruction?	III.J.2.c; IEP Reflective Framework Goals	Admin./princ.; sped admin./dir.; sped, reg. ed., and preschool teachers; SLPs
18. How do IEP teams determine the amount of time for special education services to allow students to benefit from special education?	III.O; IEP Reflective Framework SDI and Service Time	Admin./princ.; sped admin./dir.; sped, reg. ed., and preschool teachers; SLPs
19. How do IEP teams monitor the implementation and effectiveness of accommodations, supplementary aids, services, and program modifications outlined on IEPs?	III.J.2.e; IEP Reflective Framework Accommodations and Modifications	Admin./princ.; sped admin./dir.; sped, reg. ed., and preschool teachers
20. What factors does an IEP team consider to determine whether a student is eligible for Extended School Year (ESY) services?	Rules III.N.	Admin./princ.; sped admin./dir.; sped and preschool teachers, psychs, SLPs
21. Who is involved in determining placement of students across the continuum of placement options?	Rules III.Q.	Admin./princ.; sped admin./dir.; sped, reg. ed., and preschool teachers; SLPs
22. 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./princ.; sped admin./dir.; sped teachers
23. What does the IEP team, including the parent(s), consider when determining how the student will participate in the State and LEA testing?	Rules III.G and III.J.2.g.; RDA/APR Indicators 3 and 8	Admin./princ.; sped admin./dir.; sped and reg. ed. teachers
24. How do you prepare students to understand and participate in the IEP process?		Everyone
25. How do you determine which postsecondary transition assessments to use when developing IEPs?		Admin./princ.; sped admin./dir.; sped teachers
26. How do you connect postsecondary transition-age students and their families to outside agencies?	Rules VII.B.; RDA/APR Indicator 13 and 14	Admin./princ.; sped admin./dir.; sped teachers psychs, SLPs, counselors
27. How do students with disabilities aged 14 and older access school services related to college and career readiness (CCR) planning?	Rules I.E.42.c.(2); VII.B.5.b.; RDA/APR Indicators 1, 2, 13, 14	Admin./princ.; sped admin./dir.; sped and reg. ed. teachers, psychs, SLPs, counselors

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28. What information and resources do you provide to students and parents about available options to support the students as they become adults?	IEP Reflective Framework Preschool to Postsecondary Transition	Admin./princ.; sped admin./dir.; sped teachers, counselors
29. When helping students with scheduling, how do you consider the services listed on the IEP and work with the IEP team?		Counselors
30. How do IEP teams get trained on the placement options outlined in the continuum of placements?	Rules III.P.; RDA/APR Indicators 5 and 6	Admin./princ.; sped admin./dir.;
31. Who supervises the special education paraeducators in the implementation of IEP services?	Rules I.E.32.; VIII.K.; IX.E.	Admin./princ.; sped admin./dir.; sped and preschool teachers
32. How are special education paraeducators supervised?	Rules I.E.32., VIII.K.4., IX.E.2., USBE Paraeducator Standards	Admin./princ.; sped admin./dir.; sped and preschool teachers
33. How often is training provided for special education paraeducators?	Rules I.E.32., VIII.K.4., IX.E.2., USBE Paraeducator Standards	Admin./princ.; sped admin./dir.; sped and preschool teachers
34. 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 admin./dir., preschool teachers
35. How does your LEA train staff (e.g., teachers, SLPs) to consistently rate entry and exit scores on the UPOD rating scale?	Rules VIII.D.2.a.; RDA/APR Indicator 7	Sped admin./dir., preschool teachers
36. How do you provide the least restrictive environment (LRE) for preschool students?	Rules III.O.; III.Q.; III.R.; RDA/APR Indicator 6	Sped admin./dir., preschool teachers
37. How does your LEA facilitate early intervention to preschool transition planning including meeting timelines?	Rules III.K.; VII.A.; RDA/APR Indicator 12	Sped admin./dir., preschool teachers
38. 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./princ., sped admin./dir., preschool teachers
39. When are you required to do a manifestation determination?	Rules V.D.; RDA/APR Indicator 4	Admin./princ., sped admin./dir., sped teachers, psychs

Question	Rules	Interviewee(s)
40. What are the two questions a team must answer during a manifestation determination?	Rules V.E.; RDA/APR Indicator 4	Admin./princ., sped admin./dir., sped teachers, psychs
41. How do you ensure educational services are provided to a student with a disability who has been removed from the learning environment (e.g., out-of-school suspension, in-school suspension, shortened school day) for more than ten days in a school year?	Rules V.C.; RDA/APR Indicator 4	Admin./princ., sped admin./dir., sped teachers, psychs
42. Are you familiar with your LEA's special education program improvement plan (PIP)?		Everyone
43. What do you know about your LEA's special education program improvement plan (PIP)?		Everyone (if yes to the previous question)
44. What ideas do you have for how the USBE can best support you in improving your special education program?		Sped admin./dir.
45. Are there any trainings, resources, or technical assistance the USBE could provide to help you improve your special education program?		Sped admin./dir.
46. Do you have any additional comments?		Everyone