

# Program Monitoring Visit Interview Questions 2024–2025

The questions listed below are asked of local education agency (LEA) staff during a program monitoring visit conducted by the Utah State Board of Education Special Education Services (USBES) section. The specific staff member roles who will be asked are listed after each question.

A1. What specific examples do you have of how your school is improving academic and social outcomes for all students?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Paraeducator, Preschool Teacher, Psychologist, Occupational/Physical Therapist, Speech Language Pathologist, School Counselor

A2. What specific examples do you have of professional learning opportunities you are providing to your staff?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator

A3. How do you support students with self-advocacy skills to prepare them for success in school and beyond?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher, Psychologist, Occupational/Physical Therapist, Speech Language Pathologist, School Counselor

A4. What is your school doing to improve the proficiency of students with disabilities on statewide assessments in math and English language arts?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher

B1. How do you/your school develop a welcoming culture and climate for engaging all families?

- Administrator/Principal, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Paraeducator, Preschool Teacher, School Counselor

B2. What are some barriers that hinder your school's ability to engage parents?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher, Psychologist, Occupational/Physical Therapist, Speech Language Pathologist, School Counselor

C1. Describe the process(es) in place at your school site used for collaboration to help struggling students (e.g., professional learning communities).

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher, Psychologist, Speech Language Pathologist, School Counselor

C2. Consider a student you are working with who does not have an Individualized Education Program (IEP) who is struggling either academically or behaviorally. What are some examples of interventions you provided to the student?

- General Education Teacher

C3. What would lead you to refer a student for a special education evaluation?

- General Education Teacher

C4. How do you ensure students who may have a disability are appropriately located, identified, and evaluated in a timely manner?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator

C5. How do you conduct child find in private schools, home schools, hospital/homebound, and other settings?

- District Special Education Administrator

C6. How do you ensure appropriate assessments are administered or attempted in the student's native language or other mode of communication?

- Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, Psychologist, Speech Language Pathologist

- D1. How do general education teachers and special education teachers collaborate to implement the services, accommodations, and other supports outlined on a student's IEP?
- Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher, Speech Language Pathologist
- D2. Do you track the implementation of services, accommodations, and other supports outlined on a student's IEP?
- Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Paraeducator, Preschool Teacher
- D3. (If yes to D2) How do you track the implementation of services, accommodations, and other supports outlined on a student's IEP?
- Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Paraeducator, Preschool Teacher
- D4. How do you ensure students with disabilities are progressing on their IEP goals?
- Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, Preschool Teacher
- D5. What input do you provide the special education teacher to ensure students are progressing on their IEP goals?
- Paraeducator
- D6. Who is involved in determining placement of students across the continuum of placement options?
- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher, Speech Language Pathologist
- D7. Tell me about Extended School Year (ESY) services at your school.
- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, Preschool Teacher, Paraeducator
- E1. Some agencies that students may connect with as they exit school include Vocational Rehabilitation, Department of Workforce Services, and Pre-

employment Transition Services (PreETS). What connections do you have with these agencies?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, School Counselor

E2. Tell me about who is involved with college and career readiness planning and what it looks like.

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, School Counselor

F1. Describe how you regularly collaborate with special education teachers to support students with disabilities in your classroom.

- General Education Teacher

F2. How do you ensure students with disabilities are receiving their general education instruction with non-disabled peers to the greatest extent possible?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher

F3. How do you ensure students with disabilities are progressing in the general curriculum?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher

F4. Can you give me examples of how students with disabilities have access to nonacademic services?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher

F5. Think of a student with an IEP that you work with. Can you give me one or two examples of the types of supports and services (e.g., accommodations, behavioral supports, assistive technology) you provide to the student?

- General Education Teacher, Preschool Teacher, Paraeducator

F6. Do you have any positive examples of meaningful inclusion you would like to share with us?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher

F7. When helping students with scheduling, how do you consider the services listed on the IEP and work with the IEP team?

- School Counselor

G1. Describe how paraeducators are used in the classroom to implement special education services, accommodations, and other supports.

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher

G2. Describe the training and supervision for special education paraeducators.

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, Paraeducator

H1. Does your LEA train staff (e.g., teachers, Speech Language Pathologists (SLPs)) to consistently rate entry and exit scores on the Utah Preschool Outcome Data (UPOD) rating scale?

- District Special Education Administrator, Preschool Teacher

H2. (If yes to H1) How often does your LEA train staff to consistently rate entry and exit scores on the UPOD rating scale?

- District Special Education Administrator, Preschool Teacher

H3. How do you provide the least restrictive environment (LRE) for preschool students?

- District Special Education Administrator, Preschool Teacher

H4. How does your LEA facilitate early intervention to preschool transition planning including meeting timelines?

- District Special Education Administrator, Preschool Teacher

H5. How does your LEA train staff and involve parents in the transition from preschool to kindergarten?

- LEA Administrator/Principal, District Special Education Administrator, Preschool Teacher

I1. Can you give me some examples of how your school employs positive behavioral intervention supports and strategies to support student behavior?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Preschool Teacher, Paraeducator
- I2. How familiar are you with the discipline requirements of the Individuals with Disabilities Education Act (IDEA)?
- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator
- I3. Tell me about discipline issues your school is facing. What additional training and support is needed, if any?
- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Paraeducator, Psychologist
- I4. 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?
- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Psychologist
- J1. For special education teachers with less than three years of experience, describe the induction and mentoring support you provide.
- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator
- J2. Do you have less than three years experience as a special education teacher?
- Special Education Teacher, Adapted P.E. Teacher, Preschool Teacher
- J3. (If yes to J2) Describe the induction and mentoring support you regularly receive for special education.
- Special Education Teacher, Adapted P.E. Teacher, Preschool Teacher
- K1. Are there any trainings, resources, or technical assistance the USBE could provide to help you improve your special education program?
- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator

K2. Who is responsible for addressing policies, procedures, and practices regarding special education programs within your LEA?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator

L1. Do you have any additional comments?

- LEA Administrator/Principal, Charter Special Education Administrator, District Special Education Administrator, Special Education Teacher, Adapted P.E. Teacher, General Education Teacher, Paraeducator, Preschool Teacher, Psychologist, Occupational/Physical Therapist, Speech Language Pathologist, School Counselor