

# Educational Environments – Interview Form

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you know, your district was selected for monitoring due to the high percentage of (insert race) students with IEPs in (insert setting). The purpose of this interview is to investigate the factors that may be contributing to this high percentage.

Questions for all

1. Take a minute or two to tell me a little about *(pick any that are relevant*):
2. Total number of students
3. Number of buildings and their configuration (or configuration of your building)
4. Race/ethnicity and socioeconomic status of the community/building/local
5. Number of students with IEPs

Questions for Administrators Only

1. Program Questions
2. Describe the special education continuum in the district from most restrictive to least restrictive.
	1. Are students with an IEP placed in neighborhood schools? How are the placement decisions made? (300.116(c))
	2. Describe your practices for transitioning students with an IEP from one level to the next: elementary to middle, middle to high school.
	3. Are there differences in LRE practices and data among the elementary, middle, and high school levels?
	4. Are there any initiatives related to LRE that are currently being implemented or introduced?
	5. What training or professional development has been provided to general education staff to enable them to support students with an IEP in the general education classrooms?

Special Education Administration Only

1. How is your SE department organized? Who is responsible for the SE staff in buildings, support staff, etc.?
2. Does your district operate any regional or center programs? Whom do they serve?
3. What process does your district use to determine placement within separate facilities or center-based settings? (300.114(a)(2)(ii))
4. How do you ensure the LRE of students is based on student need? Are there any placement decisions based on building/grade level blocks or staff scheduling needs? (ie: students who have needs in reading decoding but are required to remain within the RR setting for the entire reading block) (300.116(e))
5. Is there a correlation between the amount of time students with an IEP spend outside the general education setting and discipline issues? (300.116(e)) (What data is available to support your answer?)
6. How is educational setting determined for the fall special education count? How have you directed the SE teachers in co-teaching situations to record the educational setting information on the IEPs?

QUESTIONS FOR GENERAL EDUCATION TEACHERS ONLY

1. IEP Development Questions
2. Do you attend IEP meetings for all students with an IEP who are in your classes? (300.323(d))
3. What is your role in making decisions regarding student service hours and the necessary accommodations and modifications?
4. How many students with an IEP do you teach?
5. How are students with an IEP distributed among classes?
6. IEP Implementation Questions
7. How do you know what accommodations each student is to receive?
8. How do you document that you provided the required accommodations and modifications?
9. What types of assistance do you receive to support students with an IEP who exhibit learning or problem behaviors i.e. district and administrative support, professional development, building level interventions, etc.?

QUESTIONS FOR SPECIAL EDUCATION TEACHERS/STAFF ONLY

* + 1. IEP Development Questions
1. How many students do you have on your caseload?
2. Do you attend IEP meetings for all students who are assigned to your caseload?
3. How does the IEP team determine how much time students with an IEP need to be removed from general education in order to achieve their goals and objectives?
4. What is the process for increasing or decreasing the general education hours for a particular student?
	1. IEP Implementation Questions
5. For students on your caseload who have accommodations and modifications written into their IEP, how do you assist general education teachers with implementing them?
6. Describe how SE staff is trained in providing access to the general education curriculum.
7. What interventions do you use when working with students with an IEP who are having learning problems? Behavior problems?
8. For the classes that you teach, when students are removed from the general education environment, how do those students have access to and make progress in the general education curriculum?
9. Do you have joint planning time with general education teachers?

QUESTIONS FOR ALL

1. Questions on LRE
2. Is there any language in the teacher contract or district policies that impacts LRE?
3. Describe any barriers faced by IEP teams when they are considering the amount of time students with an IEP should spend inside the general education classroom.
4. What does the district need to do differently to include more students with an IEP in general education classes?
5. What concerns do you have about educational settings for students with an IEP?
	1. IEP Implementation Questions
6. How are the general education teachers informed that one of their students with an IEP has accommodations, modifications, or a BIP? Are there policies or procedures covering this?
7. Describe any barriers faced by IEP teams when they are implementing general education programming for students with an IEP.
8. Describe any professional development provided to teachers or administrators regarding:
9. Least Restrictive Education (LRE)
10. Educational settings
11. Accommodations and modifications
12. Writing and implementing behavior intervention plans (BIPs)
13. Improvement models, such as personal curriculum, Positive Behavior Supports, tiered intervention system, etc.
14. How has this PD changed approaches to or implementation of LRE?