

TEACHER INTERVIEW (SPECIAL EDUCATION)

Questions Specific to this Student	
95.	Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?
95a.	In the most recent IEP meeting for (child's name) , did you discuss whether (child's name) could be educated in a general education classroom for the entire school day?
95b.	In the most recent IEP meeting, did the IEP team recommend removal of (child's name) from the general education classroom for any part of the school day?
95c.	If yes, what reasons were discussed for recommending removal?
95d.	If yes, how was the amount of time that (child's name) would be removed from the general education classroom decided?
95e.	In the most recent IEP meeting, did the IEP team discuss whether (child's name) could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?
96.	Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?
97.	Have necessary supports been offered and/or provided to enable that participation?
98.	Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as non-disabled students?
99.	Are you and related services personnel working together toward meeting the measurable annual goals for this student?
100.	Are you and general education personnel working together toward meeting the measurable annual goals for this student?
101.	Do you hold the required certification to implement this student's program?
101a.	Have you received sufficient training, technical assistance and other support to teach (child's name) ?
101b.	If no, what training or support would assist you?
102.	Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?
103.	Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?
104.	If appropriate, are the student's annual goals based on functional performance?
105.	Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?
106.	If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?
107.	If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?
108.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?
109.	Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?
110.	Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?
111.	If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?

112.	Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?
113.	If required, were the testing accommodations included in this student's current IEP implemented?
114.	Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?
115.	Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?
116.	Were this student's desired post school outcomes considered when the IEP team developed the annual goals? (age 14 or older)
117.	Is this student making progress in meeting the annual goals of his/her current IEP?
117a.	In your opinion, is (child's name) benefiting from participation in the general education classroom?
117b.	If yes, in what ways?
117c.	If no, what does (child's name) need that (he/she) is not receiving?
118.	Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?
119.	If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?
120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?
121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?
122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?
122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition (child's name) back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?
122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of (child's name) 's program?
122c.	Does (child's name) go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?
122d.	Does (child's name) need supplementary aids and services to participate in non-academic and/or extra-curricular activities?
122e.	If yes, are needed supplementary aids and services being provided to (child's name) ?
122f.	Are there routine opportunities for (child's name) to interact with non-disabled peers that are planned and/or facilitated by school personnel?
General Questions	
123.	Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?
124.	Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?
125.	Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?