UPIPS Interviews 2014–2015
School Psychologist

LEA: _____   Interviewer: _____

Interviewee: _____   Date: _____

What are the best things about your Special Education Program?

General Supervision: Child Find	
A1	Please describe 3 ways you or your school assists students who are experiencing academic or behavioral difficulties.

General Supervision: Evaluation, Eligibility, and Confidentiality of Records	
B1	Describe 3 ways in which you participate in the evaluation process.
B2	Describe 3 ways that you or the team obtain parental input in the evaluation process.

	FAPE in the LRE: IEP/Student Information to Educators
C1	What are at least 2 of your responsibilities as a team member in developing and implementing the IEP?
C4	Describe 3 steps you would follow if a student transfers to your school with an existing IEP.
C5	What do you do if you can't get the file from the transferring LEA?
C6	What if the student transfers from out of state?

	FAPE in the LRE: Least Restrictive Environment/Access to General Curriculum
E1	How does the IEP team determine the amount of special education and related services a student needs?

E2	Describe the continuum of services provided by your LEA.

E3	How does your LEA determine placement on the continuum?

E4	List 3 ways your LEA helps students with disabilities participate with their same-age peers.

General Supervision: Program Improvement/Preschool	
G1	What are your priorities for improving your school's special education program?

FAPE in the LRE: Assessment Data	
H1	How often are parents given reports on their child's progress on IEP goals?

H2	How does a progress report differ from a report card?
H3	What are 3 things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?

FAPE in the LRE: LRBI/Discipline and Safe Schools	
I1	When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?
I2	When is it mandatory to conduct a manifestation determination?

I3	What are 2 steps you take when a student with an IEP has a disciplinary incident?
I4	Describe your procedure and practice when you suspend or remove a special education student from school for more than 10 days in a school year.

Transitions	
J2	What are 4 things you do to facilitate transition planning for students age 16 and up, and earlier if appropriate?
J3	What are 3 things you do to involve adult service agencies such as Vocational Rehabilitation in the secondary transition planning process?

J4	What are 2 things you do when a student is graduating or aging out of your special education program?

FAPE in the LRE: Extended School Year (ESY)	
K1	What are 3 things you consider to determine whether a student is eligible for extended school year services?

Parent Involvement: Procedural Safeguards	
L1	What are some of the rights that parents have under the IDEA? (Prompt to 5)

General Supervision: Professional Development and Highly Qualified Staff	
M1	What training have you received related to the State special education rules?

M3	What are the professional development needs of your school's special education staff?

General Supervision: Resources	
O1	What additional resources and/or trainings do you need to improve the special education programs in the school or district?
O2	What is your school team doing to ensure improvement in academics for students with disabilities?

Do you have any additional comments?