

ISBE FOCUSED MONITORING EDUCATIONAL ENVIRONMENT INTERVIEW FORM 2008-2009

School District: _____ School Building _____ ISBE Team Leader: _____

Interviewer:	Interviewee(s)
Date(s):	Title(s)
	Grade Level:
	Subject:

EDUCATIONAL ENVIRONMENT FOCUSED REVIEW -- SUMMARY INTERVIEW QUESTIONS

OVERARCHING INTERVIEW QUESTION:

Why do you think ____% of students with disabilities are not receiving their services inside the general education classroom 80% or more of the school day in this district? Why? Why? Why? Why?

IF students' placements are not determined by an IEP team issue THEN ask the following questions:

What are the program options available to students in your district?

Please describe the process utilized by IEP teams to discuss and determine placement options considered and reasons options are rejected.

What are some reasons that less restrictive options are not selected?

Are the reasons for removal from general education setting individualized or do they reflect generic statements used for a number of students?

Please provide the names of students for whom this occurred.

Do students attend the neighborhood school/home school where their friends, neighbors and siblings attend school?

Do students with IEPs begin their day in general education classrooms?

If so, are they afforded all of the amenities and privileges of other students in the class?

PLACEMENT NOT DETERMINED BY THE IEP TEAM LOOK FOR:

Is the number of students with disabilities in a classroom in proportion to the number of students without disabilities? This proportion usually is about 10-15 percent of the student population.

IF the IEP teams do not consider general education with appropriate supports and services first issue THEN ask:

Are staff knowledgeable of the placement options available?

Are these discussed at the IEP meeting?

Are these discussions documented in the IEP?

Do any students have behavior intervention plans (BIPs)?

If so, how are the BIPs monitored and adjusted to ensure access to the least restrictive environment?

How do you ensure that a student who is placed in a special education instructional/self-contained classroom obtains, participates in, and increases access to general education programs as determined by their needs?

IEP TEAMS DO NOT CONSIDER GENERAL EDUCATION WITH SUPPORTS AND SERVICES LOOK FOR:

Are students with disabilities moved in and out of more restrictive settings based on their behaviors?

Do teams consider what supports would be needed in the general education setting for each individual student and implements these supports before deciding upon removal from general education?

Do intervention techniques include learning strategies, visual and communication systems, curricular modifications, positive behavior interventions, and appropriate people supports? Are these techniques and modifications are individualized for each student and assist the student in the general education environment?

As a result of monitoring the BIPs have any students been moved back into the general education setting or into less restrictive settings?

IF the lack of access to a full continuum of services issue THEN ask:

Is co-teaching effectively utilized in your district/school?

If so, do co-teachers have common planning time?

Who determines what subjects will be co-taught?

How are co-teaching teams determined and by whom?

When making recommendations to a more restrictive environment what factors or options do you consider and implement before doing so?

LACK OF ACCESS TO A FULL CONTINUUM OF SERVICES LOOK FOR:

IF a lack of instructional supports in the general curriculum issue THEN ask:

What types of supports/assistance are available and provided to general educators so that they may successfully serve students in the regular classroom?
How are students with disabilities supported in the general education classroom?

Are all staff who have interaction with students with disabilities familiar with the contents of his/her IEP and aware of their obligations to provide needed accommodations and modifications? Have access to IEP?

Is assistive technology utilized to further enable students with disabilities to actively participate in general education activities?

Please describe the supports that you receive as you integrate students with disabilities in your classes.

LACK OF INSTRUCTIONAL SUPPORTS IN THE GENERAL CURRICULUM LOOK FOR:

Do general educators use a variety of teaching methods and rely heavily on differentiating instruction by using cooperative groups, hands on teaching methods, learning centers, etc?

How are special educators teachers involved in curriculum development?

Are special educators consistently consulting, planning, co-teaching and supporting in the general education classroom?

Are related service personnel observing, contributing input to the general education teacher, and providing ideas to incorporate goals into the routine of the day?

IF a disproportionality issue THEN ask:

Question by category and question by race/ethnicity

DISPROPORTIONALITY LOOK FORS:

IF another issue THEN ask:

Please describe the trainings that are relative to the serving of students with disabilities available to both general and special education staff.

To whom are the professional development opportunities available?

Please tell me how the building principal supports efforts to provide services to students with disabilities in general education settings.

Are all staff who have interaction with students with disabilities familiar with the contents of his/her IEP and aware of their obligations to provide needed accommodations and modifications?

Who is responsible for the collecting and reporting of LRE data?

Is co-teaching effectively utilized in your district/school?

If so, do co-teachers have common planning time?

Who determines what subjects will be co-taught?

How are co-teaching teams determined and by whom?

What are the problems or issues that you feel interfere with the placement of students with disabilities in integrated settings within your school?

IF another issue THEN ask:

How do you monitor your students in out of district placements for their readiness to transition back to the district?

OTHER ISSUE LOOK FOR:

Are school personnel aware of students with IEPs who are placed outside their school? Have they sought support from the staff, families and alternate school in an attempt to provide supports needed at the home school?

Do parents receive notification through a school calendar or newsletter of upcoming workshops? Are these planned well in advance to allow families to make necessary arrangements to attend?

Does the school or district have a strategy to keep all families informed of special education services and inclusive practices implemented? Are the benefits of these practices also communicated through either a PTO meeting or an advisory committee at the school/district level?