

**GENERAL EDUCATION TEACHER INTERVIEW  
LEAST RESTRICTIVE ENVIRONMENT FOCUSED MONITORING**

LEA (District): \_\_\_\_\_ Name of Student: \_\_\_\_\_  
 Monitoring Date: \_\_\_\_\_ Subject/Grade Assignment: \_\_\_\_\_  
 Teacher Interviewed: \_\_\_\_\_ Student ID: \_\_\_\_\_  
 Building Name: \_\_\_\_\_ Student's Age: \_\_\_\_\_  
 Student's Program/Type of Support: \_\_\_\_\_

**Questions specific to student whose file was reviewed:**

5	Were you a member of the IEP team that made the decision to place <b>(child's name)</b> in your class?
6	Are you familiar with the contents of <b>(child's name)</b> 's IEP?
7	Do you have a copy of the IEP?
8	Are supplementary aids and services included in the IEP?
9	Are there supplementary aids and services included in the IEP that are to be delivered in general education settings?
10	Are the specially designed instruction and supplementary aids and services that are to be provided in general education settings being provided to <b>(child's name)</b> ?
11	Are the specially designed instruction and supplementary aids and services that are provided to the child in general education settings sufficient to meet <b>(child's name)</b> 's needs?
12	Do you have a role in providing the specially designed instruction and supplementary aids and services on the IEP in the general education classroom?
13	Do you receive the training and support you need to provide the specially designed instruction and supplementary aids and services on the IEP?
14	Are appropriate staff involved with the planning and implementation of <b>(child's name)</b> 's program?
15	Do you have adequate time to meet as a team for planning?
16	If you require consultative support from special education teachers and/or related service providers, is it being provided?
17	Do you have a role in monitoring and reporting <b>(child's name)</b> 's progress on IEP goals?
18	Is <b>(child's name)</b> making progress toward IEP goals in your class?
19	Is there a structure in place that allows you to have effective communication with <b>(child's name)</b> 's parents?
20	Is <b>(child's name)</b> receiving educational benefit from participation in your general education classroom?
21	Does <b>(child's name)</b> need supplementary aids and services to participate in assemblies, field trips and extra-curricular activities? <b>(If yes, go to question 22)</b>
22	Are needed supplementary aids and services being provided to <b>(child's name)</b> ?

**Before proceeding with the following questions, ask the teacher if they have already been interviewed during this focused monitoring on-site review. If they have, do NOT ask the remaining questions and leave questions 23, 24, 25, 26, 27, 28 and 29 blank on the tally sheet.**

**General – open ended/code as to topics (NOTE: A “Don't Know” section has been added to the tally sheet.)**

23	In this school, are there barriers to a student with disabilities participating in general education? If yes, what are these barriers?
24	If students need modified curricula in order to participate in general education classrooms, is it provided? If no, why not?
25	Are students who experience behavioral problems in general education classes “sent back” to the special education class or teacher?
26	If this occurs, is it a planned strategy that is included in the student's IEP?
27	Have general education teachers been provided with training and assistance to enable them to implement behavioral supports in the general education classroom?
28	For children who have intensive behavioral support needs, is there interagency collaboration between school staff and other agency staff (social work, psychologists, mental health, child welfare) to ensure that the needs of the student are addressed?
29	Does the level of interagency collaboration increase if the team is considering making a referral to a more restrictive setting?