



Maine Department of Education  
Office of Special Services and Inclusive Education  
State Agency Programs Team  
23 State House Station  
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### SITE VISIT ADMINISTRATION INTERVIEW QUESTIONS

- How long have you been with this program?
- Do you have satellite programs or staff support in public schools?
  - If yes, please indicate the number of programs and provide a description.
- How many staff are employed in the following positions:
  - Teachers \_\_\_\_\_ Ed. Techs I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_ also BHP \_
  - EMPLOYED: SW/Clinicians/Psych S/L OT\_\_ PT\_\_ BCBA \_\_\_\_
  - CONTRACTED: SW/Clinicians/Psych S/L OT\_\_ PT\_\_ BCBA \_\_\_\_
  - Identify the behavioral health services implemented and invoiced – Adaptive Behavior Services for Children (i.e., MaineCare Sec 28), Behavioral Health Services (i.e., MaineCare Sec 65), or both
- What is the program's capacity? \_\_\_\_\_ What is the typical enrollment? \_\_\_\_\_
- Describe how your program is set up, including how many classrooms, grade ranges, staffing patterns, etc.
- How are meals provided?
- Review your relationship with the local school districts, referring students to your program, and how that facilitates the referral and program review process.
- Describe any kudos or challenges that you may have when working with one or more of the districts.
- Who develops the IEP, thinking about the following:
  - Do you have students incoming from pre-K who need Transition to School Plans?
  - Do you have Multilingual Learners who need Individual Language Acquisition Plans (ILAP)?
  - Do you have students in high school who need a Post-Secondary Transition Plan?
  - What is the process?
  - How do you determine which outside agencies are invited – CDS, Voc Rehab, OADS, Community Case Managers
- If the SPPS develops the IEP, how do you access the IEP? Word document? Vendor Platform? In-house? District access?
- Describe the school district's IEP process.
- How many students transition to public school in an average year? \_\_\_\_\_
- How many students take one or more classes in the public school in an average year? \_\_\_\_

- When students seem ready to transition to public school, describe the collaborative process to address LRE with parents, the public school district, and other relevant providers. What works well? What are the challenges?
- What type of collaboration is there with one or more of the districts that you work with? (i.e., professional development, staff meetings, in-service days, curriculum)
- Describe professional development activities that you provide for your staff, which support enhancing the quality of instruction, treatment, and programming options for students to successfully demonstrate progress toward IEP goals and toward closing existing gaps so they may successfully transition to less restrictive settings.
  - Academic
  - Behavioral, social, and emotional
- What are some ongoing PD programs your agency works with, provided by outside agencies such as DOE or any other source? PBIS, MATH4ME, Crisis Intervention Programs, Reading Programs, etc.
- Explain how teachers monitor, track, and report progress on:
  - Academic/Transition goals
  - Behavioral/Social/Emotional goals
  - Summary of Performance for Graduating Seniors
- Have all students received all the related services on their IEP in the past year? If not, why? How has it been addressed?
- How do service providers document and schedule missed sessions?
- Describe your MTSS – both academic and behavioral.
- On average, how many restraints/seclusions do you have in a month? \_\_\_\_\_
- How often do you review restraint/seclusion data for students – individually, classroom, and school-wide?
  - How do you use the data? \_\_\_\_\_
- What is the process for reducing restraints/seclusions?
- Administration
- What do you believe is the program's greatest:
  - asset
  - challenge