Policies, Procedures, and Practices Requirements

Due December 1

As part of the LEA self-assessment, the Utah State Office of Education, Special Education Services (USOE-SES) reviews selected evidence to assist the LEA in ensuring that this information is consistent with Federal regulations and State Special Education Rules. The information needed is:

A. Forms

Local Education Agencies (LEAs) use a variety of standard forms and materials for documenting state and federal special education requirements. Since a majority of these forms and materials are required to address specific information, an LEA must ensure that their content is consistent with Federal regulations and State Special Education Rules. Submit a blank copy of each of the following forms:

State Requirements	USBE Rules Page #	Documentation/Evidence	Check
Procedural Safeguards Notice	IV.E (81)	Current Procedural Safeguards	
Revocation of Consent		Blank form	
Notice of Meeting	IV.B (77)	Blank form	
Purposes, time, date, location, name/role, bring others			
Consent to Evaluate/Re-Evaluation	II.C (20–21) IV.F (82–84)	Blank form	
Review of Existing Data	II.H (25–27)	Blank form	
Evaluation Summary Report	II.I (27–28)	Blank form	
Determination of Eligibility for each disability category	II.I (27–28) II.J (28–56)	Blank form	
Individualized Education Program U-PASS Assessment Addendum PLAAFP and goals Progress—how measured/reported to parents Special factors and ESY Services, amount and frequency Initiation date and duration Review of placement Participate extracurricular activities Signatures	III (57–76)	Blank form	
Transition Plan Goals and interests Age-appropriate assessments Services Course of study Agencies and responsibilities	III.J (68) VII.B (136–140)	Blank form	
Service Plan for Private Schools and Home School (NA for charter schools)	IV.B (118–120)	Blank form	

State Requirements	USBE Rules Page #	Documentation/Evidence	Check
Consent to Invite Outside Agencies for Transition Planning	VII.B (137)	Blank form	
Consent for Initial Placement	IV.F (83) III.T (74–75)	Blank form	
Change of Placement	IV.D (79-80)	Blank form	
Notice Regarding Age of Majority Rights	VII.B (138) IV.W (101)	Blank form	
Summary of Academic Achievement and Functional Performance	VII.B (138)	Blank form	
Record of Access	IV.X (102-103)	Blank form	
Access Authorization	IV.X (102-103)	Blank form	

B. Child Find System

Submit evidence of Child Find that documents efforts to identify, locate and evaluate all students, including students ages 0–21, students in private schools including religious school students, highly mobile students such as migrant and homeless, and students advancing from grade to grade who are suspected of being students with a disability and in need of special education and related services.

Requirements	USBE Rules Page #	Documentation/Evidence	Check
LEA develops policies and procedures consistent with Part B of the IDEA and State Rules, to ensure all student with disabilities residing within the jurisdiction of the LEA, 0–21 (including private schools) regardless of the severity of the disability, and who are in need of sped/related services, are identified, located and evaluated. Includes practical method for determining which students are currently receiving needed sped/related services.	II.A (19)	Review LEA Policy and Procedures manual, revise as needed, and submit to USOE for approval. Requirements for the Policy and Procedures manual can be found at http://schools.utah.gov/sars/Resources/CharterSchools.aspx	
LEA implementation and coordination of Child Find activities, including private schools within LEA's jurisdiction.	II.A (19)	Description of method for counting students involved in the Child Find process. A copy of the form or system used for tracking the time period of the evaluation and timelines for reevaluation. Documentation to show that private schools located with the boundaries of the school district were included and provided with information (see "Private schools" below).	

Requirements	USBE Rules Page #	Documentation/Evidence	Check
LEA applies requirement to highly mobile students with disabilities, such as students	II.A (19)	Documentation active attempts to include highly mobile students in the	
who are migrant and homeless.		child find process, for example; flyers,	
		information in languages other than	
		English, newspaper announcements,	
		newsletters, school handbooks, etc	
LEA applies requirement to suspected	II.A (19)	Agenda from school faculty/staff	
students with disabilities advancing from		training on referral process and Child	
grade to grade.		Find responsibility, school handbooks,	
Callists and the description of the state and	II A /4.2\	memos	
Collaboration/coordination with state and local Depts. of Health or other provider of early intervention services for infants and	II.A (13)	Interagency agreements, MOUs, copies of meeting agendas	
toddlers with disabilities, ages birth – two		Note: If this area is not applicable for your LEA,	
(Part C program).		please include a statement describing the	
		reason.	
LEA ensures that parents are notified of	R277-602-4 A-C	Documentation that written notice of	
Carson Smith Scholarship program.		the availability of a scholarship to	
		attend a private school through the	
		Carson Smith Scholarship Program was	
		sent to parents or guardians of	
		students who have an IEP.	
		Documentation must include	
		evidence that notice was provided	
		annually, no later than February 1 for	
		all students who have IEPs. Notice must	
		be provided no later than 30 days after	
		a student is found eligible for special	
		education services initially.	
		Ensure notice includes the following	
		website: http://schools.utah.gov	
		/sars/Quick-Links/Carson-Smith-	
		Scholarship.aspx	
LEA posted the Carson Smith Scholarship	R277-602-4 A-C	Provide a link to the LEA's website	
website on the LEA's website.		where above link is posted.	

C. Identification and Evaluation

Requirements	USBE Rules Page #	Documentation/Evidence	Check
Evaluation Materials, Tests, and Assessment	II.F (22–24)	Complete the form following this	
Tools		section (page 17) for each area.	
Academic achievement: math, reading,			
written language			
Adaptive/self-help			
Autism checklist(s)			
Cognitive/general intelligence			
Communication/speech/language			
Emotional/behavioral/social			
Health/physical development			
Motor abilities			
Sensory-vision/hearing			
Transition assessments			
Native language			
Other modes of communication			
English proficiency			
Parental input			
Observation materials (teacher, service			
providers, etc.)			
Classroom-based assessment			
Evaluator Qualifications		List the personnel responsible for	
		administering each assessment and	
		his/her qualifications, including	
		certificates of training and/or license number (CACTUS ID or DOPL).	

D. Personnel

Requirements	USBE Rules Page #	Documentation/Evidence	Check
Surrogate parent	IV.V (99–100)	A list of names and contact information of people who have completed surrogate parent training and have agreed to serve as a surrogate parent for the LEA	
Educator license requirements	IX.H (195)	A table that lists the names of the teachers, their assignments, and CACTUS ID numbers.	
Interpreter qualifications	IX.H (195)	Documentation of the number of students who have a hearing loss, the number of students using ASL or other manual communication system and copies of credentials for all sign language interpreters. Credentials must be issued by an agency approved by the Utah Interpreter Board. If the LEA does not currently have any students with a need for an interpreter, the LEA will provide documentation of the LEAs procedure for obtaining a qualified interpreter.	
Interpreter assurance	IX.H (195)	Provide an assurance that all students receiving academic content through sign language or any manual communication system have access to a certified interpreter, transliterator or direct instruction from a licensed and endorsed educator in the sign language or manual communication system used by the student. If the LEA does not currently have students with interpreter needs, the LEA must provide an assurance that if a student enters the LEA with a need for an interpreter, the above requirements will be met.	

E. Private Schools (N/A for Charter Schools)

Requirements	USBE Rules Page #	Documentation/Evidence	Check
Documentation of the number of parentally placed private school students evaluated, the number determined to be students with disabilities, and the number of students served	VI.B (120)	Provide a table which includes the number of parentally placed private school students evaluated, the number determined to be students with disabilities, and the number of students served	
Documentation of annual consultation with each private school within the LEA's boundaries regarding Child Find, proportionate share, services provided by LEA, and disagreement actions, as well as affirmation from private school	VI.B (122–123)	Copy of letter, phone records, meeting notes, and written affirmation signed by representatives of the private schools or documentation of refusal of consultation	

F. Fiscal Compliance and Accountability Monitoring (FiCAM) Checklists

Each LEA will complete fiscal compliance checklists as part of the self-assessment process. The LEA must review current fiscal policies and procedures in order to complete and submit the General Fiscal Compliance Checklist. The checklist provides the opportunity for LEAs to explain how they are conducting their own compliance monitoring of fiscal requirements.

Based on results of the General Fiscal Compliance Checklist, the LEA may be required to submit additional checklists. These additional checklists allow the LEA to provide more detail in the areas of equitable services for students who are parentally placed in private schools (proportionate share), coordinated early intervening services, schoolwide Title I programs, and/or high-cost students.