



Utah State
Board of
Education

Special
Education
Services

SPECIAL EDUCATION PROGRAM IMPLEMENTATION

GUIDANCE DOCUMENT FOR NEW SPECIAL EDUCATION

ADMINISTRATORS

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INTRODUCTION

Special education administrators are responsible for ensuring that students with disabilities are provided with a free appropriate public education (FAPE) in accordance with federal and state regulations. The role of overseeing a special education program can be complex, and many individuals are often unsure of their responsibilities and where to begin. This guidance document is intended for special education administrators in both new and established local education agencies (LEAs) and can assist them in preparing, planning, and effectively executing a special education program.

Oversight of a special education program may be carried out by an individual or by multiple people working collaboratively. Each LEA has discretion over how these responsibilities are addressed and may designate personnel titles accordingly. Since “special education director” is not a mandatory position, this guidance document will refer to all staff overseeing and implementing the program as “special education administrator.”

Each section in this document includes a brief overview of the requirements under the Utah State Board of Education Special Education Rules (USBE SpEd Rules) and lists key tasks and responsibilities. The items provided are not meant to be exhaustive or definitive. Resources are listed in each section; however, other sources of information or guidance may need to be consulted for further understanding, and to address specific LEA situations.

LAWS, RULES AND POLICIES

Those involved in administering the special education program, need to familiarize themselves with the Individuals with Disabilities Education Act (IDEA), the USBE SpEd Rules, and their LEA's special education policies and procedures (P&P) manual. The P&P manual includes information such as the LEA's identified specific learning disability (SLD) eligibility determination method, criteria for evaluation procedures, eligibility determination, individualized education program (IEP) development and implementation, the procedures for dispute resolution, the requirements for fiscal management, and more. Each LEA needs to ensure that their LEA complies with all federal and state laws and administrative rules governing the special education program.

New LEAs need to work with the USBE special education services section to develop their special education policies and procedures manual and obtain approval from both USBE and their local board.

In addition to following the laws, rules, and policies listed above, each LEA should establish and implement local internal policies and procedures that address the specific issues and challenges of their special education program.

RESOURCES

[U.S. Department of Education Individuals with Disabilities Act \(IDEA\)](#)

[USBE Special Education Rules IX.A](#)

[USBE Contact\(s\) List for Additional Resources and Support](#)

- Program Support Coordinator (Special Education Rules, P&P manuals)
- New Leaders' Summit professional learning series and mentoring for administrators in their first three years.

GENERAL EDUCATION SYSTEMS

Fostering a culture of collaboration and communication among general education, special education, and administrators is essential for implementing an effective special education program. These systems are critical to ensure students with disabilities have the same opportunities as their nondisabled peers to gain access to and progress in the general education curriculum.

Even though it is ultimately the responsibility of the LEA administration, special education administrators should work closely with the administrative staff to ensure the following systems are in place to improve the success of students with disabilities.

- ❑ High-quality instruction, provided by general education teachers, available to all students by implementing evidence-based instructional practices aligned with the Utah Core Standards.
- ❑ Collaborative teams of professionals to identify and address the unique needs of all students who may be experiencing academic, behavioral, or social-emotional challenges (often referred to as Student Success Teams, Child Study Teams, etc.).
- ❑ A multi-tiered system of supports (MTSS) or Response to Intervention (RtI) system that uses data-based decision making to provide high-quality, evidence-based interventions targeting students' academic, behavioral, and social-emotional needs.
- ❑ A welcoming environment that fosters parent and family engagement, overcomes engagement barriers, and provides school communication in the preferred format and language of the family.
- ❑ A culture of meaningful inclusion and expectation of success for students with disabilities across the LEA.
- ❑ Professional learning and technical assistance provided for all staff in implementing these systems.

RESOURCES

[USBE Special Education Rules III.O-R](#)

[Utah Core Standards](#)

[Multi-Tiered Systems of Support](#)

[Meaningful Inclusion of Students with Disabilities](#)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Instructional Support for Inclusive Practices Coordinator
- Special Education Parent Specialist

QUALIFIED PERSONNEL

All personnel providing services for students with disabilities must be properly trained, possess the necessary content knowledge and skills, be adequately prepared to serve students with disabilities, and hold the appropriate credentials when required.

Special education administrators should work closely with their LEA administrators to ensure the following.

- ❑ All special education professionals providing services to students with disabilities hold a current Utah Associate or Professional Educator License.
 - Mentoring from a qualified educator is available and provided to new special education teachers in their first three years.
- ❑ All related services personnel who deliver services to students with disabilities meet the current licensing requirements of their profession.
- ❑ All paraeducators are appropriately trained and supervised by a licensed special education or related service provider.
- ❑ Plans are in place on how to contract with or hire related service providers such as speech-language pathologists, occupational and physical therapists, counselors, etc. to provide services to students with disabilities as described in their IEPs, even if no current students have specific related service needs at the time.
 - Some students may enroll in the LEA with such related services already required on their IEPs, and comparable services must be provided when the student attends school.
- ❑ Qualified personnel are hired or contracted with to administer and interpret appropriate assessments and evaluations such as psychological, academic, behavioral, and social-emotional assessments.

RESOURCES

[USBE Special Education Rules](#) IX.I

[Paraeducator Manual](#)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Supporting Personnel Preparation Coordinator

COLLECTING AND MAINTAINING STUDENT INFORMATION

Each LEA is responsible for collecting, entering, and maintaining accurate student information for students with disabilities. Information about each student identified as having a disability within the LEA is documented on the Self-Contained Resource Management Record (SCRAM) and is entered into the LEAs student information system (SIS).

SCRAM data includes information such as the student's disability type, the amount of time the student is receiving special education services, the date the services began, changed, or ended, the percent of time the student is in the general education environment, if the student has been identified as a student with a significant cognitive disability, and if the student requires Extended School Year (ESY) services.

USBE gathers and stores each student's SCRAM data through the Utah eTranscript and Record Exchange (UTREx) system. LEAs can then verify the correct data submission through Utah's Educational Data Gateway (Data Gateway).

Special education administrators should ensure the following processes are followed:

- ❑ A system to ensure each student identified as having a disability is documented on SCRAM and entered into their LEA's SIS.
- ❑ An account set up in Data Gateway as the Special Education LEA user role in order to verify correct data submission (connect with the LEA's Data Gateway Administrator or Data Manager to set up an account).
- ❑ A system for the organization of digital and hard copies of special education files, as well as the system that will be used for developing and maintaining special education records including eligibility documents, IEPs, progress reports, etc. Examples include using the State model forms, or an online IEP system (note: The USBE does not recommend or promote any specific online platform).

- ❑ Confidentiality of student records, allowing access solely to those with appropriate authorization.
- ❑ An account in the Utah Program Improvement Planning System (UPIPS) online tool is set up in order to review files for compliance within the LEA and access reports and documentation provided by the USBE special education services section.

Transfer Files

- ❑ A process to obtain student records. During the summer and throughout the school year, obtain special education files for enrolling students with disabilities. Obtain the records from the previous LEA as soon as possible.
 - A system to track the transfer and receipt of student records.
 - Review of newly transferred IEPs for compliance for students who transfer from within or out of state.
 - If the team determines a new eligibility determination and/or IEP must be held to ensure compliance, provide comparable services until the IEP team determines the eligibility, and either adopts or adapts and IEP for the student.
- ❑ All transferred records are promptly provided to requesting LEAs and are copied and stored for at least three years.

RESOURCES

[USBE Special Education Rules](#) III.C

[Data Gateway](#)

USBE Special Education Model Forms ([SCRAM form](#) #10)

Utah Program Improvement Planning System ([UPIPS](#)) Online Tool

[USBE Contact\(s\) for Additional Resources and Support](#)

- Program Evaluation and Data Analysis Specialist

CHILD FIND AND THE REFERRAL PROCESS

Child Find is a requirement under the IDEA that requires all students with disabilities who are in need of special education and related services are identified, located and evaluated. Each charter school must fulfill this requirement for students enrolled in their LEA, and each district must fulfill this requirement for students residing in their district boundaries. Special education administrators should:

- ❑ Establish a system for identifying, locating, and evaluating all students with disabilities who are enrolled in their LEA (charters) or their boundaries (districts).
- ❑ Work in conjunction with collaborative school teams to ensure students who are struggling are receiving appropriate interventions in the general education setting and data is being collected and analyzed.
- ❑ Train all staff on child find procedures at least annually.

Parents, students who are adults, and staff within the LEA may initiate a request for an initial evaluation to determine if a student is a student with a disability. Once the LEA receives the request, they must respond within a reasonable timeframe, and the response cannot be delayed due to the LEA's RtI process.

To comply with this requirement, special education administrators should implement the following measures:

- ❑ Develop and train all staff on the referral process for school staff referrals, and how to respond to parental evaluation requests.
- ❑ Develop a system to track students who have been referred for a special education evaluation.
- ❑ When parents give consent for testing, ensure it is written consent that includes a signature (can be digital).
- ❑ At the time of consent, provide parents with a copy of their rights (Procedural Safeguards), and explain them in a way that is understandable.

RESOURCES

[USBE Special Education Rules](#) II.A-B

[Procedural Safeguards](#) (Parent Rights)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Program Support Coordinator

INITIAL AND REEVALUATION PROCEDURES

The following procedures should be in place prior to, and after receiving parental consent for an initial evaluation.

- ❑ Review a student's background and communication needs with parents and each test administrator to ensure the appropriate assessments are provided and administered in the student's native language or other mode of communication.
- ❑ Work with parents, teachers, and test administrators to determine that the evaluation is sufficiently comprehensive to evaluate all areas of suspected disability, and identify all the student's needs, whether or not commonly linked to the suspected disability category.
- ❑ Develop a process to track the initial evaluation timeline and ensure that all evaluations that consent was given are completed after the date of consent, and within 45 school days of receiving consent.

A reevaluation of each student with a disability must occur at least once every three years unless the LEA and the parent agree that it is unnecessary as there is data available to determine the eligibility and educational needs of the student. To ensure this process is followed correctly, special education administrators should:

- ❑ Develop a process to track reevaluation timelines.
- ❑ Train special education staff in the process of conducting a review of existing data (including parent input) to decide if additional assessments are needed.
- ❑ If additional assessments are needed, obtain parent consent and ensure students receive a comprehensive evaluation addressing all areas of suspected disability pursuant to determining eligibility.
- ❑ Ensure the determination of eligibility is held within three years of the previous eligibility determination.

RESOURCES

[USB E Special Education Rules II.D-H](#)

[USB E Contact\(s\) for Additional Resources and Support](#)

- Program Support Coordinator

DETERMINATION OF ELIGIBILITY

Upon completion of the evaluation for either an initial or reevaluation, a group of qualified professionals and the parents of the student, or the student who is an adult, meet to determine: whether the student is a student with a disability, and the educational needs of the student.

When determining eligibility, the group of qualified personnel, and the parents, need to:

- ❑ Consider data and input from teachers and parents to ensure that the student's learning difficulties are not caused by inadequate instruction in the science of reading and mathematics.
- ❑ Consider information from multiple sources when deciding if a student's learning challenges are due to limited English proficiency.
- ❑ Refer and adhere to the SpEd Rules II.J.2-14 on the definitions, criteria, and evaluations for each of the 13 eligibility categories.
- ❑ When determining if the student is a student with a specific learning disability, follow the criteria listed in the LEA's policy and procedures manual for the approved SLD eligibility determination method (RtI, Combination, or Patterns of Strengths and Weaknesses).
- ❑ Ensure all information obtained from the variety of sources used in the evaluation is considered and clearly documented in a way that all group members, including parents, can understand.
- ❑ Determine if the suspected disability adversely affects the student's educational performance and if the student requires or continues to require special education services.
- ❑ Provide parents with a copy of the evaluation summary report and eligibility determination.

RESOURCES

[USBE Special Education Rules](#) II.D-H

[USB E Contact\(s\) for Additional Resources and Support](#)

- Program Support Coordinator

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

If a determination is made that a student has a disability and needs special education services, an IEP must be developed for the student within 30 calendar days.

Each IEP must be tailored to address the specific needs of each student, ensuring a personalized approach. The IEP facilitates collaboration among parents, students, and school staff to achieve meaningful progress for students with disabilities. A well-developed IEP is critical to ensuring each student receives the services and supports they need to be involved and progress in the general curriculum.

Special education administrators and LEA administrators need to train all staff on their [roles and responsibilities](#) in developing an IEP, [using reflective questions](#) and data, and ensuring that each IEP team adheres to the requirements for development of an IEP including but not limited to:

- ❑ Determine the student's [present level of academic achievement and functional performance](#) (PLAAFP) based on multiple sources of data. Identify the student's strengths, needs, preferences, and interests, and how they affect their involvement and progress in the general education curriculum.
- ❑ Develop [annual goals](#) that are measurable and specific and align with baseline data in the PLAAFP and the grade-level [Utah Core Standards](#).
 - For students with significant cognitive disabilities, ensure the annual goals are aligned with the [alternate achievement standards](#) (i.e., Essential Elements for Math and English Language Arts) and include benchmarks or short-term objectives for each annual goal.
- ❑ Select the [special education and related services](#) that the student needs to achieve their annual goals
- ❑ Identify the supports, [accommodations, modifications](#), supplementary aids and services that the student needs to access the general education curriculum.

- ❑ Specify the frequency, location, and duration of the delivery of the services and supports.
- ❑ Document the student's [participation in the regular or alternate statewide and district-wide assessments](#), and the accommodations that are needed.
- ❑ Ensure students who are taking the statewide [alternate assessments](#), have been identified as having a significant cognitive disability, have significant adaptive behavior needs, and are participating in the Essential Elements Alternate Standards,
- ❑ Determine the student's eligibility for [extended school year \(ESY\) services](#) based on data such as regression and recoupment, disability severity, progress rate, and emerging skills, etc.
- ❑ Determine the least restrictive environment placement (regular classroom, special classroom, special school, home instruction, and instruction in hospitals and institutions) of a student with a disability based on the services and supports outlined in the IEP.
 - A placement more restrictive than the regular classroom should only be considered when the data demonstrates the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
 - Note: each LEA must have in place a continuum of placement options available for the provision of special education and related services to meet the individual needs of each student with a disability. The needs of all students with disabilities must be met and systems need to be in place to address them. A student with a disability may not be denied access to a LEA based on the nature or severity of the disability, nor on the basis of his/her needs arising from the disability.)
- ❑ Special education administrators should oversee the monitoring of compliance of special education files. Internal file reviews can be reviewed in the UPIPS online tool.

RESOURCES

[USB E Special Education Rules](#) III

- See attached links above

[USBE Contact\(s\) for Additional Resources and Support](#)

- Instructional Support for Inclusive Practices Coordinator
- Program Support Coordinator
- Specially Designated Instruction Specialist
- Significant Cognitive Disabilities Specialist
- Alternate Assessment Specialist

POSTSECONDARY TRANSITION PLANS

Postsecondary transition plans must be developed for students with disabilities ages 14 or older at the time of the IEP. Postsecondary transition services are a coordinated set of activities designed to meet each student's unique needs and prepare them for further education, employment, and independent living. They are based on an individual student's needs, strengths, preferences, and interests and include instruction, related services, community experiences, post-school adult living objectives, and if appropriate, acquisition of daily living and functional skills.

Note: even if an LEA or school does not include secondary students, it is important to keep the postsecondary transition in mind throughout all school years and develop an IEP that is working towards the goals of education, employment, and independent living.

Special education administrators need to:

- ❑ Ensure IEP teams, including school counselors, are trained and knowledgeable in developing postsecondary transition plans (see training resources below).
- ❑ Provide opportunities for students to explore and experience postsecondary options and settings, such as career fairs, job shadowing, internships, college tours, etc.
- ❑ Develop a relationship and collaborate with outside agencies (e.g., Vocational Rehabilitation Services, Division of Services for Persons with Disabilities, institutes of higher education disability resource centers, independent living centers, Utah Center for Assistive Technology, etc.) to help students and families access resources and support for their postsecondary goals. These resources are available for all students with disabilities, not just students with significant cognitive disabilities.
 - Contact the LEA assigned Vocational Rehabilitation liaison and build a relationship where they can reach out for any questions or referrals,

- and with consent of parents or the adult student, invite them to IEP meeting.
- Maintain a collaborative relationship with Pre-Employment Transition Services (Pre-ETS) providers in the county and know when, why, and how outside agencies should be involved, even if they are not “paying for services.”

RESOURCES

[USBE Special Education Rules](#) VII.B

Tips for Writing Compliant Transition Plans – under construction

Postsecondary Transition Services Examples – under construction

Postsecondary Transition Asynchronous Canvas Course (contact the postsecondary transition specialist for information)

[Utah Transition Elevated](#) website

[Vocational Rehabilitation](#)

[Pre-Employment Transition Services](#) (Pre-ETS)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Postsecondary Transition for Students with Disabilities Specialist

IMPLEMENTATION OF THE IEP AND MONITORING STUDENT PROGRESS

Implementing the IEP is vital for the success of students with disabilities. A well-crafted IEP is ineffective if not properly executed. It's essential that all teachers and service providers have access to, and training on their responsibilities in implementing the student's IEP.

One of the most important aspects of implementing an IEP is having the correct understanding of special education services. Special education requires specially designed *instruction* (SDI) to meet the unique needs of a student with a disability. SDI is intentionally designed, proactive, responsive to the student's needs, and linked to the goals and service time in the student's IEP. ([USB E Framework SDI and Service Time](#))

Special education administrators need to ensure the following:

- ❑ Each licensed special education teacher who is providing special education services is trained in providing specially designed instruction.
- ❑ Appropriately licensed special education teachers are the ones who are:
 - a) responsible for selecting programming or materials,
 - b) designing lesson plans, and
 - c) directly training and supervising the paraeducators on implementing elements of an IEP.
- ❑ Multiple service delivery models for special education and related services are available throughout the LEA.
 - Note: the environment must be determined based on the needs of each individual student, rather than resources available or school culture.
- ❑ Special education teachers who provide services for students with significant cognitive disabilities provide high-quality instructional practices aligned with Utah's alternate achievement standards (i.e., Essential Elements).

To track the effectiveness of IEP implementation and student progress, consider the following.

- ❑ Monitor the timeliness of annual IEP meetings. IEPs must be reviewed at least once annually.
- ❑ Set up a system to regularly monitor, supervise, and document the implementation of IEPs, including the delivery of specially designed instruction, related services, accommodations, and modifications as documented on the IEP.
- ❑ Monitor students' progress regularly to address any lack of expected progress toward the annual goals in the IEP and in the general education curriculum. Revise the IEP if appropriate.
- ❑ Create a system to manage and oversee the caseload of each special education provider.
- ❑ Ensure that parents are provided with progress reports as indicated on the IEP.

RESOURCES

[USBE Special Education Rules](#) III.B, III.J, III.R, I.E., IX.A

[IEP Reflective Framework SDI and Service Time](#)

[USBE Paraeducator Manual](#)

USBE SDI Manual - under construction

[USBE Model Form for Documentation of Services \(Model Form #27\)](#)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Instructional Support for Inclusive Practices Coordinator
- Specially Designed Instruction Specialist
- Educational Benefit Review Specialist

STUDENT OUTCOMES

The importance of student outcomes for students with disabilities cannot be overstated. IDEA mandates that students with disabilities receive a free and appropriate public education tailored to their unique needs, ensuring they have the same opportunities for academic success and personal growth as their non-disabled peers; thereby preparing them for further education, employment, and independent living.

It is critical that schools track student outcomes to ensure they are providing appropriate services to students with disabilities. Without monitoring student outcomes, schools will remain unaware of the effectiveness of their programs.

Special education administrators can implement a system for collecting and analyzing State, LEA, school, and classroom data on the performance and outcomes of students with disabilities. Collected data can be used to:

- Measure the proficiency and progress of students with disabilities.
- Identify gaps in achievement and growth between students with disabilities and their peers without disabilities.
- Evaluate the effectiveness of their LEA's instructional practices, curriculum, interventions, and accommodations for students with disabilities, and adjust as needed.

Additionally, special education administrators can work collaboratively with their administration to:

- ❑ Build time into teacher schedules for special education and general education staff to plan, deliver, and evaluate instruction for students with disabilities.
- ❑ Provide feedback and recognition to teachers and staff who are implementing effective practices for students with disabilities.
- ❑ Identify and address any barriers or challenges that prevent students with disabilities from accessing and participating in the general education curriculum and activities.

RESOURCES

[USBE Data Gateway](#)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Program Evaluation and Data Analysis Specialist
- School Improvement Specialist
- Education Benefit Review Specialist

BEHAVIOR AND DISCIPLINE PROCEDURES

In situations where the behavior of a student with a disability impedes the student's learning or that of other students, schools must consider the use of positive behavior interventions and supports. An IEP team may determine that a student receives a functional behavior assessment (FBA) and/or behavior intervention services and modifications.

When making decisions on behavior, IEP teams should be thoroughly trained in the information and resources provided in the USBE Least Restrictive Behavioral Interventions (LRBI) manual, including the development, implementation and review of an FBA, and a behavior intervention plan (BIP).

Regardless of a student's behavior, each LEA is responsible for providing a FAPE in the least restrictive environment. Special education administrators need to

- ❑ Ensure IEP team members, especially administrators, are appropriately trained in the protections of students with disabilities under IDEA.
- ❑ Develop a system to track data related to discipline such as office referrals and suspensions, as well as required services provided during suspensions.
- ❑ Collaborate with administrators to ensure parents are notified of any disciplinary changes of placement and are provided with a copy of the Procedural Safeguards notice.
- ❑ Monitor the removal of students with disabilities for disciplinary reasons and ensure they receive educational services after 10 days of suspension in the same school year.
- ❑ Train administrators and special education staff on conducting a manifestation determination review and the three special circumstances (weapons, drugs, bodily injury) that authorize the LEA to remove a student to an interim alternative educational setting (IAES) for up to 45 school days.
- ❑ Ensure the use of emergency safety interventions such as restraint and seclusion align with Utah Board Rule R277-609 and the LRBI.

RESOURCES

[USBE Special Education Rules](#) III.I.b., V.

[USBE Least Restrictive Behavior Intervention Manual](#)

[Utah Board Rule R277-609](#)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Special Education Behavior Support Specialist
- [Student Services Section](#)

PRESCHOOL (DISTRICTS ONLY)

Preschool education plays a crucial role in the development of young children, particularly those with disabilities. Early intervention can significantly improve outcomes by addressing developmental delays and providing support at a critical stage in a child's growth. Research has shown that children who attend high-quality preschool programs are more likely to succeed academically, socially, and emotionally. Preschool special education programs help build foundational skills that are essential for future learning and development.

Key components of preschool programs:

- ❑ Ensure timely identification and referral of children to special education services for preschool-aged children, including:
 - A multidisciplinary evaluation team that conducts comprehensive assessments of each student's developmental, academic, and functional skills within the required timelines.
 - An IEP in place for children who participated in Part C (ages 0-3) and are eligible for Part B (ages 3-22) Preschool services by the student's third birthday.
- ❑ Establish a relationship with Part C (ages 0-3) early intervention programs with a formal agreement that outlines the roles and responsibilities of each agency to support a smooth and effective transition to preschool special education services.
- ❑ Place students in the least restrictive environment with individualized supports that enable them to access appropriate activities and participate in activities with their nondisabled peers.
- ❑ Create a system for training preschool staff to consistently rate entry and exit scores on the Utah Preschool Outcomes Data (UPOD) rating scale.
- ❑ Develop a data-driven and individualized approach that uses the UPOD entry and exit scores, along with other relevant information, to determine the student's present levels of academic achievement and functional performance, annual goals, services, and supports.
- ❑ Collaborate with parents to develop an IEP that reflects their students' strengths and needs.

- ❑ Support parents and students with resources concerning readiness for kindergarten to ensure a smooth transition from preschool to kindergarten.

RESOURCES

[Special Education Preschool](#)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Program Support Preschool Specialist

USBE REQUIRED REPORTING

Each LEA must ensure that personnel at the LEA are responsible for the fulfillment and timely completion of special education program and fiscal reports. Special education administrators need to work collaboratively with the LEA designated personnel to ensure the following reports are submitted by the USBE identified deadline (note: some deadlines are not provided in this document as they may change from year to year).

- ❑ Cohort Graduation rate data (secondary schools only), and Event Dropout Data (middle and secondary schools) must be reviewed for accuracy.
- ❑ Extended Year Stipend for Educators (EYSE) report. This report indicates the days worked prior to and after the end of the school year.
- ❑ Personnel Survey. This survey provides special education personnel counts within the LEA.
- ❑ Ensure the accuracy of SCRAM and discipline data entered into the LEA's Student Information System (SIS) for students with disabilities on October 1, December 1, and June 30 of each year.
- ❑ Engage in the Post School Outcomes survey for all students with disabilities who graduated the previous school year (secondary schools with 12th grade).
- ❑ If the LEA voluntarily participates or is mandated, complete the annual Coordinated Early Intervening Service/Comprehensive Coordinated Early Intervening Services (CEIS/CCEIS) survey.

RESOURCES

[Reporting Deadline Calendar](#)

[USBE Contact\(s\) for Additional Resources and Support](#)

- Program Evaluation and Data Analysis Specialist (SCRAM, Event Dropout, and Discipline data)

- Postsecondary Transition Specialist (Cohort Graduation and Post School Outcomes survey)
- Fiscal Accountability Specialist (EYSE, Personnel, CEIS/CCEIS reports)
- Program Support Coordinator

FISCAL RESPONSIBILITIES

Federal and State funds are restricted funds that are provided to each LEA and may only be used to provide services and programs for students who qualify as a student with a disability. In order to receive the funds, the special education administrator should work closely with the LEA administration and business administrator to:

- ❑ Complete the IDEA Application in Utah Grants prior to the deadline provided by USBE.
- ❑ Ensure that IDEA funds are requested for reimbursement in a timely manner.
- ❑ Ensure the LEA has policies and procedures for documenting all employee's time when working in the special education program (i.e., Time and Effort policies).
- ❑ Create budgets that ensure that adequate fiscal resources are made available to provide all students with FAPE.
- ❑ Monitor state funds carry forward amounts not to exceed 20% annually.
- ❑ Monitor Maintenance of Effort (MOE) to ensure that MOE is met each year.
- ❑ Monitor expenditures to ensure that expenditures and supporting documentation are compliant with the Special Education Rules Manual Section X.
- ❑ Develop an inventory tracking system for items purchased with special education funds.

RESOURCES

[USBE Special Education Rules](#) IX and X

[USBE Contact\(s\) for Additional Resources and Support](#)

- Fiscal and Data Support