



Page Unified School District Exceptional Student Services Procedure Guide

Mission

The Exceptional Student Services Department is committed to supporting the unique needs of all students through inclusive practices, collaborative partnerships, and systems of support that promote academic, social-emotional, and lifelong success.

Child Find

AAC R7-2-402.C Public Awareness

Each public agency shall inform the general public and all parents within its boundaries of responsibility of the availability of special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years.

PUSD Action Steps for Informing the General Public

	Action	Person Responsible
	<p>August-September</p> <ul style="list-style-type: none"> • Publish annual Child Find notice including dates and how to access services (district website, school offices, health clinics, Head Start, tribal organizations, preschools, social service agencies.) • Update bilingual Child Find materials to reflect current district demographics • Provide Child Find training to all PUSD staff on signs of disability, referral procedures and early intervention partnership (AzEIP). • Meet with local clinics to review refereeing procedures for children birth-21 years of age. • Meet with private school/home schooled parents/staff to review child find process. <ul style="list-style-type: none"> ○ Document all activities in Child Find data base 	<p>Preschool Coordinator/ESS Director</p>
	<p>Ongoing</p> <ul style="list-style-type: none"> • Maintain an active referral process and track all referrals in a district-wide log. • Document outreach to community partners. 	<p>School site administration/ Preschool Coordinator</p>

Child Find Policy and Procedures (45-Day Screening)

Each public education agency will ensure that all children with disabilities within the boundaries of the public education agency, including children with disabilities who are homeless or wards of the state, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

Individuals with Disabilities Education Act (IDEA '04) 34 CFR §300.111 Child Find

The District will identify, locate, and evaluate all children with disabilities within its geographic boundaries who are in need of special education and related services including, but not limited to, children who are:

- Homeless;
- Highly mobile, including migrant children;
- Wards of the state; and,
- Attending private schools or who are homeschooled.

In its identification process the District will include children who are suspected of being children with a disability and in need of special education, even though a student is:

- Advancing from grade to grade or
- Highly mobile children, including those who are migrant student children.

The District will maintain a record of children who are receiving special education and related services.

Child Identification and Referral

Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules R7-2-401.

The District is responsible for child identification activities for children whose parents reside in the district unless:

- The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;
- The student is enrolled in a nonprofit private school. In that event, the District within whose boundaries the private school is located is responsible for child identification activities.

Identification (screening for possible disabilities) is completed within 45 calendar days after:

- Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
- Notification to the District by parents of concerns regarding developmental or educational progress by their child (aged 3 through 21 years). [A.A.C. R7-2-401]
- Screening procedures include vision and hearing status and consideration of the following areas:
 - Cognitive or academic;
 - Communication;
 - Motor;
 - Social or behavioral; and
 - Adaptive development. [A.A.C. R7-2-401]

Screening does not include detailed individualized comprehensive evaluation procedures. [A.A.C. R7-2-401]

For a student transferring into a school, the District will review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or poor progress, the name of the student shall be submitted to the

administrator for consideration of the need for a referral for a full and individual evaluation or other services. [A.A.C. R7-2-401.D]

If a concern about a student is identified through screening procedures or review of records, the school will notify the parents of the concern within 10 school days and inform them of District’s procedures to follow up on the student’s needs. [A.A.C. R7-2-401.D]

The District shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern, and the dates of screening. The results shall be maintained in the student’s permanent records in a location designated by the administrator. In the case of a student not enrolled, the results shall be maintained in a location designated by the administrator. [A.A.C. R7-2-401.D]

If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student who has reached the age of majority may request an evaluation of the student. [A.A.C. R7-2-401.D]

If, after consultation with the parent, the District determines that a full and individual evaluation is not warranted, the school will provide prior written notice and procedural safeguards to the parent in a timely manner. [A.A.C. R7-2-401.D]

PUSD Action Steps for Child Find 45-Day Screening (School Age 3-21)

	Action	Person Responsible
	Identify new students. This includes: <ul style="list-style-type: none"> • All Preschool and Kindergarten students • All students new to the District Distribute the Page Unified School District 45-Day Screening Form to teachers of students new to PUSD District. Complete Page Unified School District 45-Day Screening Log indicating student name and date of enrollment.	Office Staff
	Complete Page Unified School District 45-Day Screening Form for all students new to PUSD within 45 days of enrollment. Sign form and return to Office Staff. Note: If student new to PUSD has an IEP, note that on screening form and return to the Office Staff. It is not necessary to complete the remainder of the form	Classroom Teacher
	Indicate on the Page Unified School District 45-Day Screening Log the date the Page Unified School District 45-Day Screening Form was completed.	Classroom Teacher
	Evaluate Page Unified School District 45-Day Screening Form for each new student and sign the form. indicate administrative action taken, if needed.	Building Administrator
	If a concern is noted, send the Parent Letter home within 10 school days.	Building Administrator

	Action	Person Responsible
	File the Page Unified School District 45-Day Screening Form and a copy of the Parent Letter (if one was sent home) in the student's cumulative file.	Office Staff
	<p>Student transferring into a school</p> <p>Review enrollment data and educational performance in the prior school to determine if there is a history of special education for a student not currently eligible for special education or poor progress.</p> <p>If no documentation complete the PUSD 45-Day Screening Form and follow the above steps.</p>	Register/Counselor
	If a concern is identified through record review, submit the students name to the administrator for considerations of the need for a referral, a full and individual evaluation, or other services.	Register/Counselor
	Evaluate the student information, sign the form and indicate administrative action taken,	Building Administrator

PUSD Action Steps for Child Find 45-Day Screening (Preschool Age)

A screening in all areas of development must occur for all students by either the district screening team or the student's classroom teacher and speech staff. This screening is required to be completed within 45 calendar days of the student enrolling in the preschool program.

When the district is notified of a child identified as having a suspected delay in development by their parents, or other individual, they will be screened by the PUSD Screening team. Screenings are held at least every 45 days, or more frequently if needed. The screening team is made up of speech language staff and teacher(s). Students engage in play, story, songs and direct assessment of skills in all areas of development (gross and fine motor, cognitive, social, adaptive and communication. An articulation screening is conducted if there are specific articulation concerns.

If the district is notified of a child identified as having a suspected delay in development by their parents and the child is between the ages of 0- 2 years 10 ½ months, the district will complete the online referral for AzEIP and document this referral on the district log.

PUSD Action Steps for Child Find Age 3-5 Private/Home school Setting

	Action	Person Responsible
	<p>Referrals are received</p> <ul style="list-style-type: none"> • Input referrals into Preschool Child Find Database • Contact referrals to schedule a screening to take place within 45 days. 	Office Staff
	<p>Week of screening</p> <ul style="list-style-type: none"> • Preschool Clerk prepares all screening folders <ul style="list-style-type: none"> ○ Child find intake form ○ Blank developmental history ○ Screening forms 	Office Staff

	Action	Person Responsible
	<ul style="list-style-type: none"> ○ Procedural safeguards • Contact’s referrals to remind them of upcoming screening 	
	<p>Day of screening</p> <p>Once students arrive -Conduct Hearing and Vision Escort the family to the screening room.</p>	Office Staff
	<p>Screening</p> <p>Preschool evaluation team conduct screening, review results with family and provides a PWN and Procedural Safeguards.</p>	Evaluation Team
	<p>Post screening</p> <p>Gather screening documents and document findings in the preschool child find data base Schedules evaluations Mail meeting notice</p>	Office Staff

For children transitioning from Part C to Part B services

ADES/AzEIP is required to notify ADE/ESS of children transitioning to Arizona Part B services. Notification to ADE/ESS will include children’s names, birthdates, date of eligibility, parent and service coordinator contact information, and PEA Notification date. AzEIP will complete this notification through data submission into ADE’s systems, the specifics for which are outlined within a data-sharing agreement. AzEIP is required to initiate and coordinate the transition conference with the family and the PEA when the child is between 2 years and 6 months (2.6) and 2 years and 9 months (2.9) old.

PEA Notifications for children who are AzEIP-eligible before 2 years and 9 months (2.9) and who are received by the PEA and the SEA after the child turns 2 years and 9 months (2.9) old will result in issuance of an alert to AzEIP. AzEIP will address the delay with Service Coordinators. The SEA will also notify the PEA that Service Coordinator delay is not deductible and that an evaluation and IEP must be completed prior to the child turning three years old. Alerts for delays by the PEAs to engage in transition activities that could result in a late transition are issued by AzEIP to ADE/ESS. ADE/ESS contacts PEAs to facilitate coordination to ensure that children are evaluated and, if eligible, have an IEP in place by their third birthdays

The district is required to make a FAPE available to each eligible child transitioning from Part C to Part B living within their boundaries no later than the child’s 3rd birthday. To accomplish this goal, children who have received services from AzEIP and who will be participating in preschool programs will experience a smooth and effective transition between programs.

- The district is required to have staff in attendance at a child's transition conference to facilitate an efficient preschool transition. The transition conference is to be held at a time and place mutually agreed upon by all parties, which include parents, Arizona Part C providers, and district staff. District participation is defined as having a member of the district attend the transition

conference, in person or through alternate means. The district role at the transition conference is to provide information to parents about the options for preschool programming available, including the continuum of service options available for all students.

- The PEA will conduct a full and individual initial evaluation of the child transitioning from Part C, in accordance with § 300.304–300.306, by the child’s third birthday.
- The PEA will develop and implement an individualized education program (IEP) in accordance with §§ 300.101 and 300.320–300.324 by the child’s third birthday and within 30 days of the completed evaluation when the child is determined to be eligible for services.

PUSD Action Steps for Transitions from Part C to Part B Services

	Action	Person Responsible
	PEA Notification received from Part C agency Document information in the Preschool Child Find data base	Office Staff
	Coordinate the transition conferences with the family and the Part C agency.	Preschool Coordinator
	Attend the conference and provide information on the preschool program and available services.	Preschool Coordinator
	If parent choses to move forward with the transition, the PEA will insure that an evaluation (if warranted) and IEP will be completed prior to the child turning three years old. Ensuring a smooth and effective transition between programs.	Preschool Coordinator/Preschool Evaluation Team

Child Find Obligation for Students in a Private School Setting

Page Unified School District’s obligation is to locate, identify, and evaluate students in private/homeschools. The District cannot delay this evaluation due to the private/homeschool not providing interventions.

On an annual basis, Page Unified School District will determine what the proportionate share obligation is and which special education services will be provided for that year.

If a student newly enrolls in the PUSD District boundaries and already has a service plan, PUSD staff will review the evaluation report and service plan and determine if the district will provide any services.

PUSD Action Steps for Referral of School Age Students in Private/Home-School Settings

	Action	Person Responsible
	ESS Leadership contacts all private schools on an annual basis and provides information concerning the process to refer students for an evaluation.	ESS Leadership

	Action	Person Responsible
	Private schools or the parents of home-school students complete the Private School/Home School Team Report before student is referred to the district.	Private Schools
	The parent/guardian or private school director contacts the ESS Department to refer a student for a special education evaluation. Note: The private school may also contact the district for a student who enrolled at the private school with an existing service plan not from the district.	Private Schools or Parent
	Review/obtain Private School/Home School Team Report from private school or parent and log the referral into the tracking log.	ESS Leadership
	Enter the student into E-IEP PRO.	ESS Specialist
	Assign a School Psychologist or Speech Pathologist as the Lead Evaluator to conduct the evaluation.	ESS Leadership
	Notify the Lead Evaluator that they have been assigned to the request for evaluation.	ESS Specialist

PUSD Action Steps for Evaluation of School Age Students in Private/Home-School Settings

The following action steps apply for any K-12 student who attends a private school in the district’s geographical boundaries or is home schooled and lives within the district’s geographical boundaries. These steps may also apply for preschool age students who reside in the district’s geographical boundaries, and whose parents request an evaluation.

All meetings for private/home-school students must include all required team members – Parent, District Representative, Special Education Teacher, General Education Teacher, and Person to Interpret Results.

	Action	Person Responsible
	Within 10 school days of assigned request for evaluation, hold a Review of Existing Data meeting with parent and private school. Review the referral and begin the Special Education process. Invite all required participants. Note: Identify personnel to fulfill mandatory meeting participant roles. Private school staff can fill the required role of General Education Teacher.	Lead Evaluator
	If you received informed parental consent for evaluation, complete the evaluation and hold the MET within 60 calendar days.	Lead Evaluator
	After the evaluation process is completed, notify ESS Leadership of the outcome.	Lead Evaluator and School Team

	Action	Person Responsible
	<p>If the student is not eligible, the Lead Evaluator finalizes all documents and notifies the ESS Specialist to inactivate the student in E-IEP PRO. (The process ends here.)</p> <p>If the student is eligible, offer the Initial Parental Consent for placement form</p> <p>If parents decline placement the process concludes here.</p> <p>Document decisions in a Prior Written Notice.</p>	
	<p>If parents sign the consent form, the team must develop an IEP and offer a Free and Appropriate Public Education (FAPE) within 30 days. The IEP team must include all mandatory participants.</p> <p>After developing the IEP, the team discusses the option to implement the current IEP in a federally funded school (requires the student to enroll in PUSD, if desired).</p> <p>If the parent chooses not to enroll in the Page Unified School District, and chooses not to enact the IEP, they may choose to receive an Individual Service Plan (ISP).</p>	Grade Level Case Manager
	<p>If the parents choose to have an Individual Service Plan (ISP) developed,</p> <p>Finalize the initial evaluation process in E-IEP PRO.</p>	Grade Level Case Manager
	<p>When developing the Individual Service Plan (ISP), consider the following:</p> <p>Page Unified School District provides only one service on the ISP; therefore, the ISP reflects only the service the LEA will provide to a parentally placed private school child with a disability who is designated to receive services.</p> <p>The ISP is designed to be implemented in the current school year, so all service plans will begin when the child has been identified and end on the last day of the school year.</p> <p>Use the information from the recently developed IEP to develop the ISP with only one service.</p> <p>Document decisions in a Prior Written Notice.</p>	Grade Level Case Manager
	Send all documents – protocols and signature pages	Lead Evaluator/Grade Level Case Manager

PUSD Action Steps for Maintaining Records of School-Age Students in Private/Home-School Settings

Action	Person Responsible
ESS Specialist updates current year service log.	ESS Specialist
At the beginning of each school year (July), identify the number of students in private school/homebound and determine the proportionate share for the coming school year.	ESS Leadership
ESS Leadership or ESS Specialist contacts the parents of students with a service plan and determines if parents want to continue with a new service plan for the coming school year.	ESS Leadership or Specialist
ESS Leadership assigns the service providers based on caseload, and not location of the private school.	ESS Leadership
The assigned service provider develops a new service plan that reflects the services being provided for the upcoming school year.	Service Provider
The assigned service provider documents progress on the student service plan and uploads the information to E-IEP PRO.	Service Provider
If a student has met their goals and is no longer eligible for services: Provide PWN to parent. Notify ESS Leadership to exit student from system. Send any remaining signature pages and protocols to ESS to archive.	Service Provider

PUSD Action Steps for Evaluation of Preschool Age Students

The following applies for any preschool-age student who lives within the district's geographical boundaries:

Action	Person Responsible
<p>If a parent requests an evaluation for their preschool age child, clarify with parent if they are requesting a screening or an evaluation.</p> <p>If the parent requests a screening, follow the steps for "PUSD Action Steps for Child Find 45-Day Screening (Preschool Age)" on page 5.</p> <p>If the parent requests an evaluation, follow the steps for "PUSD Action Steps for Evaluation of School Age Students in Private/Home-School" on page 10.</p> <p>Note: A preschool screening is a quick look at all developmental domains completed by speech language staff and preschool teachers.</p>	ESS Leadership and/or ESS Specialist

