

John Huppenthal Superintendent of Public Instruction

Traveling the Special Education Highway

A Parent's Guide to a Successful Journey

Arizona Department of Education
Exceptional Student Services

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TRAVELING THE SPECIAL EDUCATION HIGHWAY

The Individuals with Disabilities Education Act of 2004 (IDEA '04) requires schools to provide parents of a child with a disability a copy of the procedural safeguards notice (PSN) so they can learn about parental rights and special education procedures. Traveling the Special Education Highway is a guide and is not intended to replace the PSN.

For more information about parental rights and special education procedures, contact

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& 8BTIJOHUPO 4U 1IPFOJY ";
t 'BY
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Child Find

A Continuous Search

Child Find is a component of IDEA '04 that requires states to locate, identify, and evaluate all children with disabilities, aged birth through 21, who are in need of early intervention or special education services, including children who are:

t) J H INPZC JMCFD M V E J O H

Consent is required before any of the following situations can occur:

- * O J F U A N B M B U E J P L O F S I N E P V S I J S E V J S O F F I D E B M B I O S E M O B T U M S E D F T
- 2. Reevaluation of your child (unless the school made reasonable attempts to get your consent and you did not
S F T Q P O E
1 M B D P M F V O S U J M P S F S U N E T Q F D E B M B I O S E M O B T U M S E N
" D D U F P T V S I J M E / C O M F I O P A S U B J U M O T V S E B O C S F E J O P H S
- 5. Release of any personally identifiable information about your child.

Consent is not required before the school district:

- t 3 F W J F Y X I T E U B I O T H E R S P V S I J M M V E P U S P W B M P S U J P O
- t (J W P T V S I J B U E F F S U I F E M V B U B H O F W B N M J M G S M D P T C T E F O R U J G S N E I Q E S P I G
all children.

Revocation of Parental Consent

If, at any time after the school has initially provided special education and related services, you revoke your consent in writing for continued special education and related services, the charter school or school district:

- 1. May not continue to provide special education and related services to your child, but must provide you with a PWN
ë S C E G U P I S F D I F F R I N G S W J E J O F H E B M B I O S E M O B T U M S E D F T
- 2. May not use dispute resolution procedures, including mediation or due process hearings, in order to obtain your
B H S F F R A N S O N J O B U T F A S J D I Q S W J E P E V S I J M E
8 J M P O U F

Eligibility Determination The Journey Begins

The multidisciplinary evaluation team (MET), consisting of you and a group of qualified professionals, will review existing data and additional evaluation results to determine if your child is eligible for special education and related services. The evaluation will consist of a variety of assessment tools and strategies to gather academic, functional, and developmental information about a qualified professional in areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional evaluation must be completed within 60 calendar days of the date you gave informed written consent to determine special

Parental consent is required for the evaluation. If you have any questions, please contact the school district. The evaluation process is designed to be as efficient and effective as possible. The school district will provide you with a copy of the evaluation report. The school district will also provide you with a copy of the evaluation report. The school district will also provide you with a copy of the evaluation report.

Individualized Education Program

Additional Functions of the Individualized Education Program

The IEP serves several other purposes and includes other pieces of information that you will need to know about.

Measurement of Progress Toward Annual Goals

The IEP will include a description of how your child's progress toward meeting his or her specific annual goals will be measured and how you will be notified of his or her progress. For example, periodic reports will be provided (i.e., semester, quarterly, or concurrent with the issuance of report cards).

Description of Related Services (this list does not include all related services):

Related services can include services such as (this list does not include all related services):

- t 4 Q F B D F S B Q Z
- t 1 I Z T J D B S B Q Z
- t 0 D D V Q B W J F F S O B N Z
- t " V E J P M P S J D F T
- t 0 S J F O U B B C H U S B J Z O J O H
- t # S B J M M F
- t * O U F S C A S S E S U F J S O H F T N U Q E J S U T
- t 4 Q F D J B S B C F T O U R S O
- t 4 D I P P M I C B N T M S J D F T

Decision about Accommodations and Alternate Assessments

As part of the IEP team, you will discuss what accommodations will be necessary to measure your child's academic achievement and functional performance on State and school-wide assessments. The team may decide your child will take an alternate assessment.

Determination of the Least Restrictive Environment

IDEA '04 states that to the maximum extent appropriate, children with disabilities should be educated with children without disabilities. The IEP team will determine the least restrictive environment for your child based on information collected throughout the school year. The team will discuss the educational setting best suited to address your child's learning needs.

- h F G P X M U N O P V F T U J P V O M E B L J F O O P O T J E X S F E U J F F S N U M B I D H O F E B &
 - t * T Q M B D C B F T O P V S I J B E O V B H M P B I O E I F A S J D I F D Z U B B S D I I P H P B M T
 - t 8 P V M F E V S I J M U E U F Q T E D I R B A P S I E J E P I B A B E J T B C J M J U Z
 - t 8 J M M F S F B S N G A M D Q T V S I J M S E Q I R V B M C E V Z D F B E P S I E F F X E T W I I Q T M B D F N F O U
 - t 8 J M M Q M B D Q S T A C Z E V S I J M I E Q Q P S U J R B S D J Q R B U F F X S T U I E V T B C U N V J U B F J N V N F Y U E F O R C S J R O U F F O B D B E O F E N J S B D B S S J J W M J B S T
 - t) B U I B F B N P N N J R O U F V Q I O R V S J U U N B F O E T P V S I P I F U F S N B R V S I J M E S R V J S F N F O U T
- cannot be met in an age-appropriate regular education classroom with accommodations and supplementary aids and services.

Discussion of Extended School Year Services

Extended School Year (ESY) services are provided to students who are at risk of losing skills acquired during the school year. ESY services are based on information collected throughout the school year. Related services (speech, occupational and physical therapy, etc.) are provided as part of the IEP, and a PWN notifies parents of the decision.

Determination of Transition Services

The IEP should include measurable postsecondary goals addressing training/education, employment, and where appropriate, independent living skills. These measurable postsecondary goals and transition services should be updated annually and based upon your child's strengths, preferences, and interests as determined by age-appropriate transition assessments. Planning for transition should begin no later than the first IEP to be in effect when your child turns 16, or when your child is younger if the IEP team determines that is appropriate.

Review and Revision of the IEP

The IEP team will review the IEP document and progress, anticipated needs, and other special considerations. The IEP document will be revised to include current information, updated goals, and related services.

Practical IEP Tips

Before the IEP Meeting

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- t 3 F W J J I X S W J P V T

Reevaluation

: P V S

Discipline Procedures

Keep Your Eyes on the Road

School personnel may consider unique circumstances on a case-by-case basis to determine whether a change of placement is appropriate if your child violates a school code of student conduct.

- t h FT D I N P M R V Z P V S I J M E O O U B S M U N F F E B D B W E B B S M H Q Z P O E I J O M S J O H M F
conduct violation or separate incidents of misconduct for not more than 10 school days in a
- t O O Z P V S I J N B C F S O N P V G S I J T P S F S V S C S U M B D I G N E S O P W B M D I R E B M W I T B N D I P P M
year, the school must provide services.
- t h FT M S J X F M O M B Z P M S I J M E P O U J R B S D J O B I E F O S V S S J B W M V N C I P U I F L S U J O H
and work on IEP goals.
- t " G V O D C J P B B M P S B T N C E R I B W J O P S B S Q M B O C U E S W J B B E R Q S S J B U F
- t C S N P W B M B O P H Z P V S I J M E B D F U N F O W F B X N M M U F S N Q R O S J B S U F D F U

Exiting Special Education at the Journey's End

There are a number of reasons why your child may no longer be eligible to receive special education and related services.

1. The MET determined through reevaluation your child is no longer a child with a disability in need of specialized instruction.
Contact: P V



Resources

Roadside Assistance

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& 8BTIJOHUPO 4U 1IPFOJY ";
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XJUI %JTBCJMJUJFT &EVDBUJPO "DU *%&" 4FSWJDFT BSF PGGFSFE UP
t CFUUFVS VOEFSTUBOE UIF OBUVSF PG UIFJS DIJMESFOhT EJTBCJMJUJFT
t DPNNVOJDBUF FGGFUDUJWFMZ XJUI QFSTPOOFM SFTQPOTJCMF GPS QSP
t QBSUJDJQBUF JO EFDJTJPO NBLJOH QSPDFTTFT BOE UIF EFWFMPQNFO
t PCUBJO BQQSPQSJBUF JOGPSNBUJPO BCPVU UIF SBOHF PG PQUJPOT C
EJTBCJMJUJFT BOE UIFJS GBNJMJFT
t VOEFSTUBOE UIF QSPWJTJPOT PG *%&" GPS UIF FEVDBUJPO BOE FBSMZ
SFTUSJDUJWF FOWJSPONFOU BOE XJUI BDDFTT UP UIF HFOFSBM FEVDB

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TQFDJBM FEVDBUJPO QSPHSBN IPX UIFZ DBO BDUJWFMZ QBSUJDJQBUF JO
XJUI %JTBCJMJUJFT &EVDBUJPO "DU *%&"

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1-800-352-4558

www.azed.gov/special-education/

The mission of ADE/ESS is to promote the development and implementation of quality education for students with disabilities. The ESS website includes numerous links to special education law, publications, presentations, and public reports.





