

APPENDIX V – 104



EXCEPTIONAL EDUCATION DEPARTMENT
Delivering Excellence in Education Every Day

PROCEDURES MANUAL

Tucson Unified School District
2017-2018

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Chapter 2: CHILD IDENTIFICATION & REFERRAL PROCESS

Public Awareness

The Tucson Unified School District, on an annual basis, creates public awareness of special education opportunities and advises parents of the rights of children with disabilities. Through Child Find, the district attempts to locate, identify, and evaluate preschool-12th grade students residing within the district boundaries or K-12 students attending private/parochial schools located within the district boundaries who are in need of special education and related services. The district will ensure that district staff and the general public are informed of:

- The availability of special education services.
- Student rights to a free appropriate public education.
- Confidentiality protections.
- The special education referral process.

Screening for Children Birth through 2 years 9 months

The screening of children from birth through 2 years 9 months who exhibit difficulty with cognitive skills, motor coordination, vision, hearing, speaking, or social/emotional skills is the responsibility of the Arizona Early Intervention Program (AzEip). For more information about AzEip, visit www.azdes.gov/azeip or call (520) 325-6495 or (877) 222-5432.

Screening of Preschool Children Ages 2.9 through Five Years.

Preschool special education services are offered to eligible children ages 2 years, 9 months to 5 years of age who have been identified through the district's Child Find process. Parents, private preschools, pediatricians, and other community members may contact the Exceptional Education Early Childhood Coordinator at 232-7034 or the district office at 225-6410 to refer a child for a preschool evaluation. The TUSD Child Find website, which describes our services for preschool children, can be found at:

<http://www.tusd1.org/contents/depart/preschool/ecee.asp>

Child Find procedures for preschool children are as follows:

1. When a child is referred to the Child Find screening personnel by the parents or other community member, the parents will be provided a Child Find information packet to complete.
2. The screening staff will schedule the child for a vision, hearing and appropriate developmental screening test.
3. If the child passes the developmental screening test, parents will be given a copy of the screening results and information about the tuition placement process.
4. If the child fails the developmental screening test, the Child Find packet will be forwarded to the preschool evaluation team. The preschool evaluation team will contact the parents to schedule a review of existing data and potential comprehensive evaluation.

Screening for School-Age Children K-12th grades

All kindergarten and other new students will be screened within 45 days of the date of enrollment using the New Student Screening form (*Appendix B), which is available on TUSD's intranet website

<http://intranet/adminresources.asp>, and at all district schools. The screening will be conducted to identify possible problems in the areas of vision, hearing, academic skills, cognitive development, psychomotor skills, communication, and social-emotional development. Screening will not be needed if records from a previous school indicate that the student already has been screened. If screening results from the previous school indicates a possible disability, the student will be referred to the school's child study team to determine if a comprehensive evaluation is needed.

The New Student Screening process is as follows:

1. The Office Manager/Attendance Clerk or Designee generates the New Student Screening Form located in Mojave and gives the form to the general education teacher of the student.
2. The teacher completes Section B of the form and returns it to the Office Manager/Attendance Clerk or Designee.
3. If concerns *are* indicated, the Office Manager/Attendance Clerk or Designee refers the form to the Administrator or Designee who indicates on the form what actions are to be taken. Examples of actions to be taken are included in the New Student Screening form, and may include consideration for Child Study. The Administrator or Designee follows up with a staff member and signs and dates the form. Staff member will follow up.
4. The parent must be informed in writing, within 10 days of the concerns and the intended action to be taken. Two types of templates for letters to parents are available on the website (mentioned above) in both English and Spanish.
5. If no concerns are noted, the Administrator or Designee marks the form "No problem noted at this time" and signs and dates the form.

Chapter 2: CHILD IDENTIFICATION & REFERRAL PROCESS

6. In addition, Child Find brochures in both English and Spanish will need to be downloaded, printed and made available for parents to pick up. These documents are also available on the website mentioned above.

Child Find: Required Activities by Principals

- Ensure that all new students are screened within 45 days of enrollment using the New Student Screening Form provided on the following website: <http://intranet/adminresources.asp>. On the left side of the screen, scroll to "New Student Screening".
- Disseminate Child Find procedures to parents annually using brochure provided on website above.
- Review Child Find procedures with staff annually at the beginning of each school year using the power point provided on website above.
- Use the Sign-In Attendance form to verify staff participation in step #3 (provided in website above).

The Child Study Team

Purpose

Each school will have a Child Study Team (CST) to assist school staff in problem solving and planning general education interventions to support student's success in the classroom. Child Study Teams are school-based, problem solving groups whose mission is to assist teachers, administrators, and school staff with intervention strategies for dealing with the academic and social-emotional behavioral needs of general education students. Child Study Teams have the potential to:

1. Enable the school's instructional program to meet a broader range of student needs.
2. Engage in group problem-solving procedures to resolve both academic and behavioral concerns.
3. Identify for early intervention students who are at-risk to themselves and others.
4. Partner with parents and outside resources.
5. Engage as a professional learning community by sharing expertise and enhancing professional development.
6. Reduce the number of inappropriate referrals for special education evaluations

Recommendation to the Child Study Team

A teacher, parent, guardian, administrator, or staff member may initiate a recommendation to the CST. **A student for whom concerns were noted through the New Student Screening process may also be recommended to the CST.**

Child Study Team Members

The CST may consist of a core team of at least 4-7 members, including:

1. A Coordinator who schedules, facilitates, and maintains records of team actions.
2. The recommending teacher.
3. At least one other teacher.
4. A specialist such as a school nurse, school counselor, or special education teacher.

Other CST members in addition to the core team may be invited to participate. While parent permission is not required to initiate the Child Study process, parents are encouraged to participate. Parents must be notified in their native language or in another mode of communication if the parents are not able to read. If the parent will need an interpreter or translator, please contact Meaningful Access at 225-4672.

Chapter 3: MET/EVALUATION

The determination of the need to evaluate a student for Special Education is a team decision. A multidisciplinary team must conduct the evaluation, and the team must include at least one education specialist in a field relevant to the student's suspected disability. All students considered for placement in a special education program must have a comprehensive evaluation of the capabilities and limitations of the student that establishes the student's eligibility for such placement.

I. Multidisciplinary Evaluation Team Members

A. The multidisciplinary evaluation team (MET) is a school district team of qualified professionals, including the parent, or student if 18 or older, that determines whether a student is eligible for special education based on evaluation results. Required members of the MET are in **bold** below. Other members of the MET may include, but are not limited to the following: related service providers, counselor, Adaptive P.E. teacher, etc.

- **Parent**
- Student
- **Special Education Teacher or specialist** with knowledge in the area of the suspected disability
- **Evaluator**
- **General Education Teacher** directly instructing the student or a teacher in an age-appropriate grade level
- **District representative**

B. **Roles: See Appendix S: Description/signature sheets for different roles.**

Participant	Role
Parent	To provide current information about the student (developmental, medical, functional, or other pertinent information) To be involved in the decision making as to whether the existing data is sufficient to determine eligibility or if additional data is needed.
Student	To provide information about strengths, preferences and interests. To provide information about educational goals and progress made.
Special Education Teacher	To provide expertise regarding appropriate accommodations and modifications. To report relevant performance information toward IEP goals (if a continuing IEP student). To report the results of any classroom observations that may have been conducted. To be involved in the decision making as to whether the existing data is sufficient to determine eligibility or if additional data is needed.
Related Service Provider	To report current data regarding the students present level of performance. To provide an analysis of the impact of the services on the students progress in special education. To provide suggestions for accommodations and/or modifications to help the student succeed in the general curriculum. To be involved in the decision making as to whether the existing data is sufficient to determine eligibility or if additional data is needed.
General Education Teacher	To provide a summary of all classroom data collected about the student's progress. To provide information about additional strategies implemented to help the student succeed. Report behavioral observations and provide data. Participate in decision making about the need for additional data and eligibility for special education services. Provide information about the general education context. To be involved in the decision making as to whether the existing data is sufficient to determine eligibility or if additional data is needed.
School Psychologist	To guide the team in discussing all areas of the suspected disability. To provide interpretation of any existing assessment data. To provide the team with eligibility criteria to help in the decision making as to whether the existing data is sufficient to determine eligibility or if additional data is needed.
District representative	Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and who is knowledgeable about the general curriculum and the availability of district resources. To be involved in the decision making as to whether the existing data is sufficient to determine eligibility or if additional data is needed.

Chapter 3: MET/EVALUATION

II. Initial Special Education Evaluation or Re-evaluation Procedures

It is the responsibility of the multidisciplinary evaluation team (MET) to consider all available and relevant information about the student before determining the need to evaluate. This consideration process is called "Review of Existing Data."

**** IMPORTANT **** The eligibility process for special education does NOT change because of the third grade retention or "Move on When Reading" law. Referral for special education evaluation must be substantiated by evidenced-based practice demonstrating effective instruction and interventions have been implemented and documented.

A. Review of Existing Data : Consideration of Student Data as a Team

- 1) The case manager will send the parents a **TUSD Meeting Notice** which will indicate the need to complete a review of existing data with the MET team.
- 2) The assigned psychologist or speech/language pathologist (for SLI only students) is responsible for the following prior to or during the Review of Existing Data:
 - a) Obtain relevant background information about the student including educational records; previous evaluation reports if any are available; the student's developmental, medical, and family history;
 - b) Obtain current vision and hearing screening test results;
 - c) Determine the student's primary language; the extent to which disadvantage is a factor; and documentation of efforts to educate the student in general education.
 - d) If the team is considering social-emotional factors, the **Emotional Disability Eligibility Checklist** will be a required evaluation component and the team will need to document the following on the **TUSD Review of Existing Data/MET Report**:
 - Behavior History Review/Factors
 - Social-Emotional History Review/Factors
 - How long has the behavior been a problem?
- 3) The team will review existing data **regarding** the student, including evaluations and information provided by the parents, current classroom-based assessments and observations, and observations by teachers and related service providers. Vision and hearing screening must be obtained **PRIOR** to the review of existing data meeting.
- 4) Contributions provided by each team member regarding student data will be documented in the appropriate sections using the form **TUSD Review of Existing Data/MET Report**.
- 5) The team may conduct the review to consider the need for a reevaluation at the IEP annual review meeting prior to the reevaluation due date.

B. Review of Existing Data Team Decision Making

- 1) Based upon this review of existing data, the team will identify what additional data, if any, are needed to determine the following:
 - a) If the student has a category of disability, or in the case of re-evaluation, if the student continues to have a disability. This includes students with Speech Language Impairment (SLI) who are suspected of having a disability other than, or in addition to SLI.
 - b) If the student needs special education and related services, or in the case of re-evaluation, if the student continues to need special education and related services.
 - c) The present levels of performance and other educational needs of the student.
 - d) In the case of a re-evaluation, any additions or modifications to the special education and related services that will be needed to enable the student to meet the measurable annual goals established in the IEP and to participate in the general curriculum, as appropriate.
- 2) If the team determines that no additional data are needed, the **TUSD Review of Existing Data/MET Report** will reflect this determination. The team needs to complete the **MultiDisciplinary Evaluation Team (MET) Determination Report** and provide the parents a finalized copy of the **TUSD Review of Existing Data - MET Process** document which includes the **TUSD Prior Written Notice** within 7 calendar days of the meeting.
- 3) If the team determines that additional assessment(s) is/are necessary to determine eligibility and/or performance and classroom needs, then the team obtains Parent permission. The parents will sign the **TUSD Permission For Exceptional Education Evaluation** within **15 calendar days** of determining the need for an evaluation.
- 4) The team will document the outcome of the review using **TUSD Review of Existing Data/MET Report**.