

Free Appropriate Public Education (FAPE)

A child with a diagnosed disability has the right to a free appropriate public education.

Procedural Safeguards

Local school districts must create and maintain safeguards with respect to FAPE. Procedural Safeguards should include:

- Parents have a right to examine their child's records
- Parents have a right to participate in meetings regarding identification, evaluation, and placement of their child
- Parents have a right to obtain an independent educational evaluation of their child

Procedural Safeguards must be provided to parents:

- 1 time every year
- Upon initial referral or parent request for evaluation
- Upon request by parent
- Upon initial filing of a complaint by parent



Your child cannot be denied special education services because:

- Their behavior is problematic;
- They are not potty trained; or
- There is a waiting list

Help for Early Learning Professionals (HELP)
Manual, p. 161

www.azed.gov/early-childhood/files/2013/02/help-2013-final.pdf

Arizona Department of Education, Early Childhood

<http://www.azed.gov/early-childhood>

602-364-1530



Resources:

Arizona Early Intervention Program (AzeIP)

Arizona Early Intervention is a state-wide system of supports and services for children birth to 3 with developmental delays or disabilities and their families.

<https://des.az.gov/services/disabilities/early-intervention/information-families-about-azeip>

Phone: 602-532-9960

Raising Special Kids (RSK)

Raising Special Kids is a non-profit organization of families helping families of children with disabilities and special health needs in Arizona.

www.raisingpecialkids.org

Toll free: 800-237-3007

Exceptional Family Member Program (EFMP)

The Exceptional Family Member Program (EFMP) is designed to assist active duty service members with a dependent who has special medical or educational needs. Service members can find more information at their installation family support center or Military One Source.

<http://www.militaryonesource.mil/special-needs>

Toll free: 800-342-9647

Arizona Center for Disability Law

www.azdisabilitylaw.org

Toll free: 800-927-2260

Arizona Department of Health

Services; Child Care Facilities Licensing

www.azdhs.gov/licensing/childcare-facilities

Toll free: 800-615-8555

Navigating Early Childhood Special Education Services



A Family Guide

Screening/Evaluation

Process

Child is screened by school district within 45 days of parent making request or referred to AzEIP if under 3 years of age

Child fails screening in ANY area, receive prior written notice for evaluation.

Child passes screening.

No services provided—may monitor or re-screen at later date.

Team reviews all data and completes a full and individual evaluation to determine if the child has a disability.

Team meets to determine if child will receive services and provides parents with copies of the results. This must be completed within 60 days of parents giving written consent to evaluate.

If child is determined eligible to receive services, an IEP meeting will take place with parent participation. This must be completed within 30 days of eligibility determination.



Child Find

If you have concerns about your child's development, contact your local school district and ask when they are having their next **Child Find** event.

The **Child Find** process needs to be completed every 45 days in every school district to assist with identifying children with special needs and is for children of all ages.

During a **Child Find** event, the school district will **screen** your child to determine the need for further evaluation. During the **screening** process, all areas of development are assessed to determine if there is a concern that needs further testing. An **evaluation** will determine if your child is eligible for and in need of special education services or not. Screening and evaluation is **free and confidential**.

If your child is between the ages of birth and 2 years 10.5 months, the school district will refer you to the appropriate AzEIP provider.



Least Restrictive Environment (LRE)

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

IDEA.ed.gov 20 U.S.C. 1412(a)(5)

Placement options IEP teams should consider:

Childcare centers, Head Start classrooms, public/private preschool programs, home childcare providers

Transitions

AzEIP to Preschool:

2yrs. 6 mo. To 2yrs. 9mo.

⇒ Transition Conference held with parents and Service Coordinator and referral is made to school district.

⇒ If child is still eligible and parents want to continue services, school district schedules IEP meeting.

Preschool to Kindergarten:

⇒ Team reviews current IEP to determine if it will continue into kindergarten as written or if a new evaluation and IEP are needed.