

EARLY INTERVENTION PROCEDURES

Between

Cedar Unified School District, Early Intervention Programs, Hopi Head Start and Navajo Head Start

Local Education Agency

Cedar Unified School District (CUSD)

PO Box 367

Keams Canyon, AZ 86034

Office 928.738.2334 or 928.738.2366

Danny Wright, Interim Superintendent, 928.313.3223, dwright@cusd25.k12.az.us

Trish Pittman Special Education Director, 928.699.9463, cusdess@gmail.com

Ina Sahmea, Special Education Administrative Assistant, Early Intervention Transition Coordinator, 928.738.2334 Ext. 106, isahmea@cusd25.K12.AZ.US

TBD, Early Childhood Special Education Teacher, phone, [email](#)

Angela Stribling, Speech-Language Pathologist, 928-738-2334 ext 235, astribling@cusd25.k12.az.us (provided by the Navajo County Consortium)

TBD, Occupational Therapist, phone, e-mail

Daiana Trapp, Physical Therapist, Call Ina and leave a telephone number. (provided by the Navajo County Consortium)

*** Avis Macktima, Program Facilitator with the Tuba City Unified School District acts as a mentor/subject matter expert to CUSD staff. 928.283.1160 or 928.283.1028, amacktima@tcusd.org

Note: Hopi Early Intervention Program and Hopi Head Start also serves Tuba City Unified School District

Early Intervention Referral sources to and for CUSD

Arizona Early Intervention Programs (AzEIP) consists of four entities: (1) Department of Economic Security/Arizona Early Intervention (DES/AzEIP) Team Based Model Contractors (Northland Rural Therapy Associates); (2) Department of Economic Security/Division of Developmental Disabilities (DES/DDD) and (3) Arizona School for the Deaf and Blind (ASDB); (4) Growing in Beauty (make referrals to Navajo Nation Head Start);

On the Hopi Reservation, additional early intervention services are provided by the Office of Special Needs (OSN)/Hopi Early Intervention Program (HEIP) for children birth to five years old. Growing in Beauty provides services on Navajo Reservation or to Hopi families if requested. HEIP is supplemental to AzEIP Part C services and Preschool Part B services and typically provides complete developmental screenings using the Ages and Stages Questionnaire (ASQ) as part of Child Find. If additional evaluations are needed HEIP refers to AzEIP Team Based Contractor (DES/AzEIP) /Northland Rural Therapy Associates (NRTA). They may also assist in providing developmental information to the school district for Part B Preschool Services if the child is not enrolled in Hopi Head Start Program (HHSP), and also continue to provide assistance for families in the form of various social services, such as transportation, financial assistance for medical needs, et.al. HEIP also refers families to HHSP and provides copies of the ASQ, Permission to Share Information and other information that has been gathered from the family. It is important for all agencies to continue contact and obtain Permissions to Share Information for families on Hopi Reservation.

- **Northland Rural Therapy and Associates/Arizona Early Intervention Program (NRTA/AzEIP)**

Sandra Ami*, NRTA/AzEIP Service Coordinator, 928.779.1679,
sj9korny@yahoo.com (* Sandra is also an Intervention Coordinator for OSN/HEIP)

Rachel Stankey, AzEIP Program Coordinator/ Occupational Therapist,
928.779.1679, rachelstankey@hotmail.com

Maggie Carbajal, AzEIP Service Coordinator, 928.779.1679,
maggiecarbajal04@gmail.com

- **Department of Economic Security/Department of Developmental Disabilities (DES/DDD)**

1057 Vista Ave

PO Box 3323

Page, Arizona 86040

Melinda Harrington, 928.608.4247 (Phone) 928.645.8136(Fax),

mharrington@azdes.gov

Susie Tso, 928.871.3696 x221, stso@azdes.gov

- **Arizona School for the Deaf and Blind (often blended coordination with (NRTA/AzEIP) or DES/DDD)**

Cheryl McMahon, 928.774.0655, Cheryl.mcmahon@asdb.az.gov

Kristi Lawrence, 928.774.0655, Kristi.lawrence@asdb.az.gov

- **Office of Special Needs (OSN)/Hopi Early Intervention Program (HEIP)**
Hopi Office of Special Needs, Early Intervention and Vocational Rehabilitation Programs
PO Box 123
Kykotsmovi, AZ 86039
Fax: 928.734.2529

OSN/HEIP completes screenings for infants and toddlers up to age 3. HEIP assists Division of Developmental Disabilities (DDD) with service coordinating for services on Hopi Reservation.

Eva Sekayumptewa, Director, 928.734.3411, ESekayumptewa@hopi.nsn.us

Sandra Ami, Early Intervention Coordinator, 928.734.3416, SPAmi@hopi.nsn.us

Twila Gaseoma, Early Intervention Coordinator, 928.734.3419,
tgaseoma@hopi.nsn.us

Crystal Kewanimpptewa, EI Parent Trainer Hopi Tribe 928.734.3418,
CKewanimpptewa@hopi.nsn.us

- **Growing in Beauty/Arizona Early Intervention Program (GIB/AzEIP) for Navajo Nation**

“Hozloogo Jinooseet or Growing in Beauty accurately defines the Navajo Nation's desire for ALL Navajo children to grow into beautiful individuals, within an environment of caring, family, and harmony. Growing in Beauty's goal is to assist Navajo families who have a child with a disability with early intervention services. Early intervention services are designed for children between birth to five years of age to eliminate or minimize long-term developmental delays...The Navajo Nation's "Growing in Beauty" program is part of the Dine' Division of Education. The program was established to provide early intervention services to children with disabilities ages birth to 5. The Navajo Nation has an intergovernmental agreement with the Navajo Area Indian Health Services (IHS) to coordinate services in the areas of Child Find, service coordination, advocacy, and early intervention services”. GIB also provides early intervention services to Hopi children at the request of families.

<http://www.nectac.org/topics/bie/growinginbeauty.asp>

TDB, Supervisor, 928.674.2189, [e-mail](mailto:tdb@navajonation.org)

Reada Jones-Claw, E.I. Coordinator, 928.674.2412 or 928.674.2132, rdjones-claw@yahoo.com

Mary Shepperd, Navajo E.I. Coordinator, 928.737.6256, shphrdmry@yahoo.com

- **Indian Children's Program (ICP)**

Indian Children's Program (ICP) is a resource for CUSD to fill in temporary evaluation and service gaps (would not meet Individual Education Program (IEP) needs, but can help some with services and evaluation and no guarantee that they can meet transition timelines.

Website: www.icpservices.org

What they do: www.icpservices.org/what

Referral Form: www.icpservices.org/referral/AZ-ICP_Referral.pdf

Referral form includes: Authorization to Disclose Protected Health Information; Authorization to Disclose Confidential Educational Records;

Family Rights:

Consent for Evaluation: http://www.icpservices.org/referral/NM_ICP_Consent.pdf

Lynne Corbin, 928.523.7038, lynne.corbin@nau.edu

Other Resources

Service Coordinators can inform families about Early Head Start (available through Navajo Head Start) and 3-5 Head Start opportunities as early as possible around the child's age of 2 years old to ensure the child has an opportunity to be placed in Head Start as soon as possible if the family desires.

- **Hopi Head Start**

Hopi Head Start offers least restrictive environment (LRE) placement options for CUSD. Special education services are most often provided at the Hopi Head Start Centers.

Rayma Duyongwa, Director, 928.734.7125, RDuyongwa@hopi.nsn.us

Jolene Johns, Disabilities Coordinator, 928.734.7125, JJohns@hopi.nsn.us

Gloria Grover, Early Childhood Education Coordinator, 928.734.7125, ggrover@hopi.nsn.us

- **Navajo Nation Head Start – Fort Defiance Agency (4 days per week)**

Navajo Nation Head Start offers programs for Pregnant Women, Early Head Start and Head Start. Head Start provides least restrictive environment (LRE) placement options for 3-5 year olds in the community of Jeddito. Special Education services are most often provided at the Navajo Nation Head Start Center located on the Cedar Unified District Campus. There is currently one classroom at Cedar Unified School District campus.

The Navajo Nation Program and Disability Content Philosophy is “an overall goal of increasing the social competence of young children in low-income families.”

The program utilizes the Head Start Program Performance Standards and the IDEA 2004 as a guide to meet all requirements. The goals are to provide comprehensive services, such as health screenings to all enrolled children and their families. Program staff, children and their families work as a team to address the needs of the children and their families. The philosophy of the program's disabilities services is to provide comprehensive services to children with disabilities through collaborative efforts with resource providers. Services should emphasize the recruitment and identification of all children suspected of developmental delay through referrals, screenings, evaluations and placements through the local school district's special education programs.

Programs ensure all enrolled children who are identified as children with disabilities will receive appropriate services as identified by the Individual Family Service Plan (IFSP) and Individual Education Program (IEP) team. Services will be provided in the least restrictive environment for all educational and specialized services. If a child with disabilities cannot be enrolled in the program due to

unforeseen circumstances such as program closures, a referral to the PEA will be initiated.

Tammy Jo Lee, Disabilities Specialist, 928.729.4016 Ext. 4276,
tammyjlee2005@yahoo.com

- **Navajo County Education Service Agency Special Services Consortium**
The mission of the Consortium is to provide related services to its member school districts located throughout Navajo and Apache counties and to assist in the delivery of quality educational opportunities to enhance student achievement in a most cost effective manner. While these services are offered under the auspices of the Navajo County Superintendent of Schools, each individual district is required to request and provide funding for the services used in their district on a yearly basis.

Jeff Meeks, Director of Special Services, 928.524.2123, director1@citlink.net,

- **Community Health Representative**
These are resources that can help with transportation for evaluations. They have the ability to transport parent and child from different locations (e.g. the parent from home and child from school) to the evaluation appointment.

Beatrice Norton-CHS Administrator Hopi Tribe, 928.734.6344
BNorton@hopi.nsn.us

or

Hopi Head Start Health Coordinator

Mary Joyce Howato, 928.734.7125, MHowato@hopi.nsn.us

- **Arizona Department of Education/Early Childhood Special Education**
1535 W. Jefferson St. Bin #15
Phoenix, AZ 85007
602.364.1530
Fax: 602.542.2730

The Arizona Department of Education/Early Childhood Special Education monitors and provides technical assistance to preschool programs for children with disabilities throughout the state of Arizona. ADE collaborates with AzEIP, Head Start, Early Head Start, FACE Programs, Title 1 Program, Community Education Programs, First Things First and Child Care Programs. The Head Start State Collaboration Director, Amy Corriveau is also in the ADE/Early Childhood Education unit. ADE also provides professional development opportunities and anyone is invited to participate at any time. See www.ade.az.gov/onlineregistration for current listings of professional development opportunities.

Valerie Andrews-James, Director, 602.364.1948, Val.AndrewsJames@azed.gov

Kathy Coloma, Program Specialist, 602.542.8732, Kathleen.Coloma@azed.gov
(Early Intervention Issues)

Holly Ford, Program Specialist, 602.542.2790, Holly.Ford@azed.gov
(Teaching Strategies GOLD issues)

- **HELP Manual from Arizona Department of Education/Early Childhood Special Education (ADE/ECSE)**

<http://www.azed.gov/early-childhood/files/2011/09/helpmanualfinal.pdf>

The HELP Manual is a resource manual of early childhood special education process and procedures. A stakeholder group will be gathered in 2011-2012 school year to update and revise the manual.

Child Find

There are two aspects to Child Find. First, public relations advertising that a district is looking for children with disabilities ages birth through 21. Districts have the responsibility to refer children birth through age 2.10 ½ to Arizona Early Intervention Program. See HELP Manual (p.12) for other public relations ideas. The second part of Child Find is screenings. When Child Find referrals are made to CUSD for children ages 3-5, the district has 45 days to screen. For referrals that come from Head Start, screenings have been completed and the district should seek Permission to Evaluate, which Head Start may assist in obtaining. ****Children that have received services through Arizona Early Intervention (AzEIP) are not part of the “Child Find Agreement” and should not be screened. These children are part of the “Transition Agreement” Follow the Early Intervention Transition procedures.***

Child Find Referrals for children ages Birth - 2.10 1/2

Activity	Description	Who	Timeline
Inquiry from parent or other party	If CUSD receives an inquiry from a family, doctor office, etc. regarding help for a child from Birth to age 2.10 ½, CUSD staff completes the Child Find Referral Form which can be located on the Early Childhood Special Education website: http://www.azed.gov/special-education/az-find/sample-forms/ , select the referral form from the choices.	CUSD Staff	ASAP upon notification of child
Refer to AzEIP	Fax the completed form to the AzEIP Team-based Model Contractor with a coversheet marked “Confidential” to Northland Rural Therapy Associates at 928.779.2822 (fax), call a referral to 928.779.1679 or complete the online referral at: http://nrtatherapy.com/azeip.html	CUSD Staff	Within 2 days of notification of the child
Maintain Copy	Maintain a copy of the completed and faxed Child Find Referral Form.	CUSD and AzEIP Team-Based Model Contractor	Upon confirmation of fax transmission/receipt
Initial Referral Complete	Once the receiving AzEIP Team-Based Model Contractor enters the “Date” the referral was received. This date is considered the initial referral to AzEIP.	AzEIP Team-Based Model Contractor	ASAP and within 45 days after receipt of completed

			Child Find Referral Form and determine eligibility/complete IFSP.
--	--	--	---

Child Find Referrals for children ages 2.10 ½ - 5 years

Activity	Description	Who ?	Timeline
Referral	If the Family contacts an AzEIP Team-Based Model Contractor for assistance. The Contractor provides the Family with the name/number of the Special Education Contact at CUSD, Ina at 928.738.2334 x 106.	AzEIP Team-Based Model Contractor	Upon family contact
Call or Notification to CUSD	Family is responsible for contacting CUSD	Family	ASAP

- HEIP completes ASQ with referral to school district for children 2.10 ½ - 3 and above. There is a Memorandum of Understanding (MOU) with CUSD and HEIP to conduct joint Child Find Screenings. Typically screenings are scheduled and completed every other month for children zero to five. CUSD personnel (Early Childhood Special Education Teacher) and Hopi Head Start complete Dial-3 for 3-5 year old children that have been referred for developmental concerns. HEIP personnel provide ASQ results. Head Start assists CUSD with Child Find Screening days as well.
- For children that have not received a vision and hearing screening through other screening processes, CUSD technician completes vision and hearing following Department of Health Services Rules (AAC R-9-13-102 and R-9-13-103). NRTA/AzEIP completes vision and hearing screenings as part of initial planning process when referred for early intervention services. For failed OAE child may be referred to a variety of resources. CUSD will coordinate with one of the resources to complete vision and/or hearing screenings. (Navajo or Hopi Head Start, ASDB (located at Flagstaff Medical Center), NRTA, ICP, GIB, Indian Health Services (Hopi Health Care and Tuba City) and Woman, Infant and Children (WIC).
- Note: There is no pediatrician at Hopi Health Care and families often go to Tuba. For vision screenings that are attempted, it is acceptable to use the Vision Screening Checklist which can be found at <http://www.azed.gov/early-childhood/files/2011/09/visionscreeningchecklist.pdf>

- Children screened or transitioning during the summer months should be referred to CUSD for further evaluation. Summer contact information, Trish Pittman, 928.699.9463, cusdess@gmail.com*

Referral information can be scanned and e-mailed to the above address.

SAMPLE

Early Intervention Transition Procedures

Referrals to the school system for transition from the AZEIP system to CUSD may come from DES/AZEIP programs; Northland Rural Therapy Associates or Growing in Beauty, from DES/DDD support coordinators or from Arizona Schools for the Deaf and Blind. In addition, the community programs of Hopi Head Start and Hopi Office of Special Needs/Hopi Early Intervention may be involved with assisting children in the larger AZEIP system as they transition to the public school preschool.

Children that are Transitioning from Early Intervention Programs to a Public Education Agency (PEA) must have an IEP written on or before their 3rd birthday or be determined ineligible on or before their 3rd birthday. This is included in the district's in-by-3 data on the ADE Annual Data Collection Report submitted each summer for children transitioning between June 1st and July 31st of each year.

Activity	Description	Who ?	Timeline
Transition Planning Data	The Transition Planning Data is the number of children that may potentially be transitioning (include a zero count if no children are anticipated at the time) and is sent twice per year. The February 1 st Transition Planning Data shows the number of children with an Individual Family Service Plan (IFSP) who will turn 3 between February 1 st and May 30 th of the following year (15 month window) The September 15 th Transition Planning Data shows the number of children that will <i>potentially</i> transition to CUSD.	AZEIP Service Coordinator sends data to CUSD at cusdess@gmail.com (scan and send on email)	February 1 st and September 15 th
Transition Planning Meeting	Conduct the Transition Planning Meeting as part of the IFSP meeting closest to, but not before age 2 and plans for Transition Conference. May obtain permission to share information. Contact CUSD to schedule transition conference (to occur between 2.6 and 2.9)	AZEIP Service Coordinator schedules/ conducts meeting with Family and others involved in Child's IFSP	Meeting with Family closest to but not before age 2
Transition Conference	The purpose of Transition Conference is for all programs to inform parents of	AZEIP Service	When Child is between 2.6 and

<p>(See Agenda, District Talking Points, See Head Start Talking Points, needs to be developed by team members)</p>	<p>possibilities (typically itinerant therapy services at home, school, location acceptable to family or a Head Start Center).</p> <p>The AzEIP Service Coordinator (AzEIP, DDD, ASDB or GIB) Schedules and facilitates the transition conference at a time and place convenient for the family (unless the family opts out). The transition conference should be coordinated with the school district if possible. The Invitation to the Transition Conference, Part I is completed and sent to the schools by the Service Coordinator. The Service Coordinator obtains permission from the child's family to share records and sends records to CUSD (if family is not comfortable sending records prior to transition conference, records may be brought to the meeting, or shared after the meeting).</p>	<p>Coordinator schedules and facilitates CUSD/Trish Pittman attends (available during summer)</p> <p>Other programs family is interested in attends</p> <p>Navajo Head Start/Tamm y Lee available all summer</p> <p>GIB available all summer</p> <p>Hopi Head Start and Hopi Early Intervention available all summer</p> <p>Translator or other attendee upon request of family</p> <p>Family attends</p>	<p>2.9 years old</p> <p>**The Service Coordinator must hold the Transition Conference by the time the child is 2.9 even if the school district cannot attend.</p>
Complete Transition	Transition Summary Form is completed at the transition conference	AzEIP Service	During Transition Conference when

Summary Form –		Coordinator	Child is between 2.6 and 2.9 years old
Referral to CUSD	<p>During the Transition Conference AzEIP Service Coordinator asks the family if they are ready to refer, completes and provides CUSD with the Public Education Agency PEA Notification/Referral Form (if not given prior to meeting due to family's decision to refer earlier).</p> <p>PEA Notification/Referral Form may be given before or after the Transition Conference based on the <u>family's</u> readiness and decision.</p> <p>CUSD facilitates remainder of meeting and provides a Prior Written Notice PWN for Referral. Review of Existing Data is initiated [and most likely completed at the evaluation appointment when the team is present to make final decision as to collecting additional data].</p>	<p>AzEIP Service Coordinator</p> <p>CUSD</p>	During Transition Conference when Child is between 2.6 and 2.9 years old
Complete Transition Planning Summary Form	<p>All planning is recorded on the Transition Planning Summary Form including when the parent will be called to schedule evaluation appointment. The family should be called within 3-5 days for appointment or kept apprised of progress.</p> <p>Head Start staff assists family with Head Start Applications <u>and</u> CUSD registration information.</p>	AzEIP Service Coord, Head Start Agency, CUSD	During Transition Conference when Child is between 2.6 and 2.9 years old
Complete Hearing and Vision Screening	Hearing and vision appointments should be scheduled (if not already completed) Hearing and vision screenings are the responsibility of the school to obtain if what they receive from the referring agency does not meet their requirements. This may be accomplished by having the child come to a child find screening just to do the	<p>CUSD</p> <p>Family brings child to scheduled CUSD screening or other</p>	Between Transition Conference and Evaluation/ Eligibility meeting

	vision and hearing, or by coordinating with Head Start. **	agency as appropriate **	
Evaluation and Eligibility Meetings	The evaluation and Eligibility/IEP Meetings are coordinated by CUSD. If the District requests assistance from ICP and/or Consortium, referral forms are completed with the parent and faxed during the Transition Conference to ICP/Consortium, etc. Family attends evaluation appointment. CUSD completes the Review of Existing Data (demonstrating team decision to collect additional data (if needed), and obtains Permission to Evaluate. PWN for evaluation is given and evaluation is completed. If MET/IEP is not scheduled it should be schedule before family leaves the evaluation appointment.	CUSD Family brings child to and participates in evaluation appointment and eligibility meeting	After Transition Conference and before Child's 3 rd birthday. The evaluation and eligibility must be completed within 60 days of the written consent, but the IEP must be written by the child's 3 rd birthday.
Schedule and Conduct IEP and Placement Meeting	CUSD schedules and conducts IEP meeting with the Family. Invitations to attend and participate in the meeting should also be sent to Head Start , AzEIP staff, Hopi Early Intervention and parents as indicated on the Transition Planning Summary Form.	CUSD Family Other Agencies as appropriate	Within 30 days of Eligibility Finding and before Child's 3 rd birthday

*For failed OAE child may be referred to a variety of resources. CUSD will coordinate with one of the resources to complete vision and/or hearing screenings. (Head Start, ASDB (located at Flagstaff Medical Center), ICP, GIB, Indian Health Services (Hopi Health Care and Tuba City). Note: no pediatrician at Hopi Health Care and families often go to Tuba. For vision screenings that are attempted, it is acceptable to use the Vision Screening Checklist which can be found at <http://www.azed.gov/early-childhood/files/2011/09/visionscreeningchecklist.pdf>

Evaluation by the School District

Activity	Description	Who ?	Timeline
Review Existing Data/RED	A Review of Existing Data is completed. <u>Team</u> determines if additional data is needed.	CUSD Family	At the beginning of the MET.
Obtain Permission for Evaluation if needed	If additional evaluation is required, CUSD must obtain permission from the family to continue with the evaluation process. If family does not want to continue, the family can choose not to approve of further evaluation.	Cedar Unified School District creates permission to evaluate Family can choose to continue with evaluation or decline evaluation	Upon the decision that more information is required to determine eligibility or ineligibility for special education and related services.
Complete PWN	Prior Written Notice information should include whether the District proposes or refuses to move forward with evaluation and associated reasons (ie family has declined further evaluation) as well as other items considered in making the decision	CUSD creates PWN and provides a copy to the Child's Family	As soon as possible following the decision, no later than 10 days after.
Complete Evaluation/ CDA	After permission for evaluation is obtained, CUSD completes a Comprehensive Developmental Assessment (CDA) ** with a minimum of two evaluators (typically an ECSE teacher and/or psychologist, SLP, OT or PT based concerns raised during the review of existing data). Sample evaluation instruments used are: DAYC, Battelle Developmental Inventory II, Peabody Assessment, SLP assessments, OT assessments, observations, etc.	CUSD Family brings Child to Evaluation and completes any Assessment s requested by CUSD	Completion of the CDA and eligibility must be completed within 60 days of written consent (30 day extension is possible if parent and PEA agree in writing). (Review of the CDA and Determination of Eligibility can be accomplished at one meeting).
Review Results of Evaluation/ CDA	CUSD reviews results of all evaluation instruments with the Family.	CUSD Family participates in review of	

		evaluation results	A copy of the evaluation results can be mailed to the Family within 10 days of the Eligibility meeting along with the Prior Written Notice.
Determine Eligibility/ Eligibility Meeting/ MET	The team, including Family determines appropriate eligibility category based on the results of the CDA	CUSD Family participates in eligibility decision	
Complete PWN	CUSD completes a Prior Written Notice indicating the results of the Eligibility Meeting	CUSD	Or The CDA/Review and Eligibility Meeting can be held separately based on the needs of CUSD and the Family
Schedule and Conduct IEP and Placement Meeting Schedule /Complete Initial IEP Meeting	<p>CUSD schedules and conducts IEP meeting with the Family. Invitations to attend and participate in the meeting should also be sent to Head Start , AzEIP staff, Hopi Early Intervention and parents as indicated on the Transition Planning Summary Form.</p> <p>CUSD schedules and conducts IEP meeting with the Family. Invitations to attend and participate in the meeting should also be sent to Head Start , AzEIP staff, Hopi Early Intervention and parents as indicated on the Transition Planning Summary Form.</p> <p>All parties of the IEP team contribute to the creation of the initial IEP and sign as participants to development of the IEP – goals, services and initiate placement into Special Education and Related Services</p>	<p>CUSD</p> <p>Family</p> <p>Other Agencies as appropriate</p> <p>CUSD schedules with Family and receiving School/Teacher and any other agencies that participate in servicing the child</p>	Within 30 days of Eligibility Finding and <i>before</i> the Child's 3 rd birthday
Complete PWN	CUSD completes a Prior Written Notice indicating the results IEP and Placement decisions	CUSD	As soon as possible following conclusion of the

			IEP meeting, and no later than 10 days following.
--	--	--	---

SAMPLE

Individualized Education Program (IEP)

Activity	Description	Who?	Timeline
Schedule and Conduct IEP and Placement Meeting	<p>CUSD schedules and conducts IEP meeting with the Family. Invitations to attend and participate in the meeting should also be sent to Head Start, AzEIP staff, Hopi Early Intervention and others involved in the child's education.</p> <p>All parties of the IEP team contribute to the creation of the initial IEP and sign as participants to development of the IEP – goals, services and initiate placement into Special Education and Related Services.</p> <p>Parents have the right to approve or decline placement.</p>	<p>CUSD with input from Family and others</p> <p>Family attendance is required.</p> <p>Other Agencies as appropriate that participate in servicing the child</p>	Within 30 days of Eligibility Finding and before Child's 3 rd birthday
Complete PWN	CUSD completes a Prior Written Notice indicating the results IEP and Placement decisions	CUSD	As soon as possible following conclusion of the IEP meeting, and no later than 10 days following.

Hopi Early Intervention is an added resource for the IEP and can provide great resources (ie: put in heating unit, summer programming, fencing, other things to assist the family). Keep Hopi Early Intervention (birth-5) in on all cases. They can assist the family for Transitions (Early Intervention or to Kindergarten) such as help with transportation, etc. Head Start and CUSD should both use Hopi Early Intervention as an added resource for families.

Dispute Resolution information

AzEIP <https://www.azdes.gov/main.aspx?menu=98&id=2366>

(See "If you have a conflict or concern).

ADE <http://www.ade.az.gov/ess/dispute/>

Links to Documents Helpful Documents

[Invitation to Transition Conference](#)

[Transition Conference Summary](#)

[Transition Conference District Talking Points](#)

[Transition Timelines](#)

[PEA Notification Referral Form](#)

SAMPLE