

beyond

Moving on from the
Texas Early Childhood
Intervention (ECI) Program!

This booklet will help your family
make the transition from ECI.

early childhood intervention



PLANNING



TRANSITION MEETING



NEXT STEPS



**TERMS YOU SHOULD
KNOW**



RESOURCES



TIMELINES



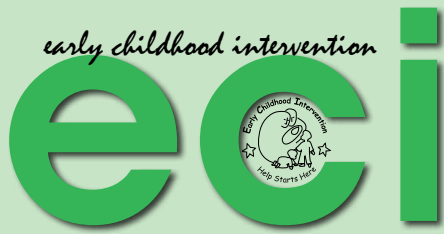
REGULATIONS



**CHECKLIST OF
STEPS**



Department of Assistive and Rehabilitative Services
Division for Early Childhood Intervention Services



Texas Early Childhood Intervention (ECI) programs serve families with children birth to 36 months with developmental delays or disabilities. ECI provides family support and specialized services to strengthen the family's ability to access resources and improve their child's development through daily activities.

The state agency responsible for ECI services is the Department of Assistive and Rehabilitative Services (DARS). DARS contracts with local ECI programs to provide services throughout Texas.

ECI Program Name _____

Program Director _____

Telephone _____ E-mail _____

ECI Service Coordinator _____

Telephone _____ E-mail _____

DARS Inquiries Line - 800-628-5115
ECI TDD/TYY - 866-581-9328

Always talk to your local ECI program first if you need more information or have a concern about your services. If you still have concerns or need more information, call the toll-free DARS Inquiries Line. Inquiries Line staff can connect you to other staff who can talk to you about your concerns. DARS Inquiries Line operators do not resolve complaints or solve problems or concerns, but they can make sure you are connected to someone who can help you.

beyond early childhood intervention eci









Beyond Early Childhood Intervention

Introduction

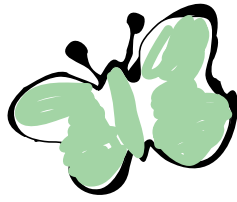
As parents of a young child receiving early intervention services, you are partners with your ECI program staff. This partnership can help you move into new services when your child turns three and graduates from ECI. As you explore your options beyond ECI, your partnership may expand to include people from your school district, a local Head Start program, or other community agencies. We call the process of moving out of ECI “transition.”

The formal transition process begins when your child turns 2. At that time, you and your ECI service coordinator will develop transition strategies that will be part of your Individualized Family Service Plan (IFSP). Transition planning begins at 2 because it takes time to explore the possibilities. When your child is 2 years old, your service coordinator will notify the school district that your child will turn 3 in a year.

THIS BOOKLET WILL HELP YOU WITH TRANSITION. IT CONTAINS INFORMATION ON:

	Planning	2 - 3
	Transition Meeting	4 - 5
	Next Steps	6 - 7
	Terms You Should Know	8 - 9
	Resources	10 - 11
	Transition Timelines	12
	An Overview of The Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973	13 - 14
	Checklist of the Steps in the Transition Process	15

Planning



Transitions are natural events for all of us. Remember your first day of school? What about the day you brought your new baby home? Successful transitions require planning ahead and working with others who can help. Your family's culture will also bring a unique set of values, beliefs, customs, and behaviors that may affect how you plan and the choices you make.

In the Individualized Family Service Plan (IFSP), your family sets goals based on your priorities and concerns, and identifies services and supports that you need to reach the goals. During transition, you will identify people and agencies that can help you continue to access needed services. Some services may not be available after ECI. In that case, your ECI providers will help you find ways to help your child continue to grow and learn through activities in your family's daily life, with family members, friends or other community resources.

As you plan, ask yourself:

- What do I hope and dream for my child?
- What does my child need now to grow and develop?
- Where do I want my child to play and learn?

CHOICES AFTER ECI

While you have been in ECI your provider has maintained frequent contact with your family. Together, you have developed outcomes and strategies to help your child grow and learn, address your child's health needs, and address the needs of your family. Your ECI provider can assist you in finding other resources for these issues when your child is no longer enrolled in ECI.

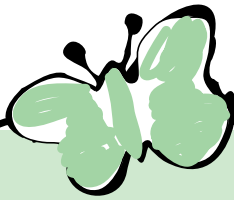
Some ideas to consider to help your child continue to grow and learn:

- Local school district special education
- Music or art classes
- Early Head Start
- Friends with young children
- Child care centers and homes
- Charter schools
- Mother's Day Out
- Community recreation programs
- Private Therapy
- School district Pre-Kindergarten program
- Relatives
- Cooperative Play Groups
- Library Story Hour
- Parks and Recreation

Your service coordinator can help you determine what will be needed for your child to participate in any of these activities. You may need to provide a birth certificate, medical/immunization information, or transportation. You may want to discuss special accommodations your child may need, giving and storing medication, fees that may be required for the program or service, special diet restrictions your child may have, behavior supports, or assistive technology needs. If separating from your child is a concern, you may want to discuss with your service coordinator ways to help your child adjust.

Other things you may want to discuss with your service coordinator:

- Primary care physicians
- Information about “medical homes”
- Medicaid, CHIP, private insurance
- Medical specialists
- After hours clinics
- Children and Pregnant Women’s services
- Children with Special Health Care Needs
- Case management services
- Medicaid waiver programs
- Dentists
- State agency services
- Parent support groups
- Parent training resources
- Respite care
- Advocacy groups
- Counseling
- Mental Health/Mental Retardation (MHMR) community centers



To Plan Ahead...

YOUR FAMILY CAN:

Imagine what kinds of activities you would like to see your child doing.

Imagine an “ideal” day for your child, and consider what steps are needed to make it happen.

Discuss what types of programs or services you wish to pursue.

Decide if you want a friend, relative, or other person to participate in the transition meeting with you.

ECI PROVIDERS WILL:

Offer your family information about transition planning and related community resources.

Help your family in planning transition steps.

Explain the differences between ECI and other programs.

Invite appropriate people from other agencies to come to a transition meeting.

Transition Meeting



Your service coordinator will help you schedule transition meetings. At each meeting, you, your ECI team, and others you invite will meet with people from your school district, Early Head Start, child care, a mother's day out program, or other programs in your community. If you are considering several options, you may have more than one meeting. If you are considering a group program for your child, the meeting may include visits to the classrooms or program sites.

MEETING WITH HEAD START, CHILD CARE PROVIDERS, OR OTHER COMMUNITY SERVICE PROVIDERS

Your service coordinator can help you schedule transition meetings with community service providers.

Things you may want to ask about include:

- Scheduling
- Costs
- Transportation
- Any special diet needs
- Giving medication
- Other special needs such as wheel chair ramps

Things you may want to share include:

- Information about your child and family you feel is important
- Your hopes and dreams for your child
- Your child's favorite toys and activities

MEETING WITH THE SCHOOL DISTRICT STAFF

Public schools have services called Preschool Programs for Children with Disabilities (PPCD). By federal law, the transition meeting for PPCD occurs from 9 to 3 months before your child's third birthday. If PPCD is an option for your child, a meeting will be held for you and members of your ECI team to discuss transition with school district staff. These meetings may be held individually, or in groups, and you may invite anyone you would like to come to the meeting with you. School district staff can explain eligibility criteria, service options, and how an educational plan will be developed for your child.

At the meeting, the school district staff will:

- Explain the program in your native language or provide an interpreter
- Discuss eligibility requirements and evaluation procedures
- Explain the steps in the process
- Explain your parental rights and answer your questions
- Explain the different types of information that may be needed
- Use terms you understand
- Discuss options for where services may be provided
- Consider your family's concerns about the change in services and the transition process

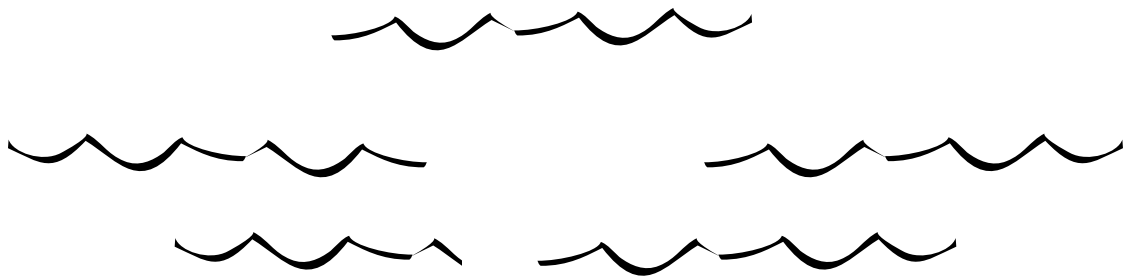
If you participate in an individual meeting, you can share information about your child and family at the meeting. As a parent you have information about your child that no one else has.



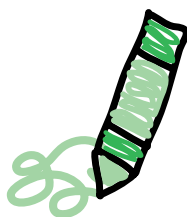
To help school district staff understand your family, you can:

- Ask questions
- Share ideas and dreams for goals and objectives
- Invite friends, relatives, or child care staff who may have useful information
- Describe your child’s activities and routines
- Describe future activities and routines

The school district program will address your child’s educational needs, but it does not address family needs. Your service coordinator will help you access services to meet your family’s other needs.



Next Steps



At least 90 days before your child's third birthday, with your consent, your ECI provider will make a referral to the school district, Early Head Start, or other community service provider(s) that you have selected. You may also give your ECI provider consent to send information from your child's evaluation and IFSP with the referral. You will meet with the new service provider to plan for services.

Whether your child will be going to public school, child care or other community program, be sure to speak up. If you don't understand something, ask questions. No question is too small. The key to a good beginning is communication among all who know and care for your child. As you talk, you will think of many creative ideas to help your child enjoy each new step.

SCHOOL DISTRICT SERVICES

If your child is to be evaluated for school district special education services, you will go through the process described below.

Evaluation and Eligibility Determination

A school district referral meeting will be scheduled to discuss the evaluation process with you and get your signed consent for the evaluation to determine if your child is eligible to receive school district special education services. Eligibility requirements for school district services are different from those for ECI. The school must determine that your child has a disability and needs special education services.

If your child is eligible, the evaluation will help you and the staff decide on services. If your child's behavior may cause problems at school, the evaluation should include recommendations on how to help him/her learn appropriate behaviors at school.

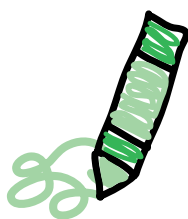
Other sources of information, such as your child's ECI records, and information you provide,

will also be considered in the evaluation. The school must give you a copy of your child's full individual evaluation (FIE).

The ARD Committee

After the evaluation, you will be invited to participate on a team that will meet to determine whether or not your child is eligible for the school district's Preschool Programs for Children with Disabilities (PPCD). If your child is eligible, the team will develop an Individualized Education Program (IEP) for your child.

This team is called the Admission, Review, and Dismissal (ARD) Committee. The people on the committee will include you, as parents, and an early childhood special education teacher, a representative of the school district, a person who can interpret the results of the evaluation, one or more therapists, and others with knowledge about your child. It may also include a regular kindergarten or pre-kindergarten teacher. You may invite people to participate, including your ECI provider. You may also want to look at the terms on pages 8 and 9 before the meeting.



The IEP

As you develop the IEP, the ARD Committee will consider your child's strengths, your concerns, your goals for your child, and the evaluation results. As a member of your child's ARD Committee, you will help develop annual goals based on this evaluation.

Goals are written so that your child's progress can be measured annually. You will be provided progress reports on your child's IEP goals at regular intervals during the school year.

Making Services Decisions

The ARD Committee decides on services your child will receive and how often, how long, and where your child will receive the services. These should all be written into the IEP. By law, your child must receive services in the least restrictive environment (LRE). This means the school must try to provide the special education services your child needs in places, such as

a preschool program in the community, where your child can be with children who do not have disabilities. If your child turns three during the summer months, extended school year (ESY) services must be considered. Once the ARD Committee agrees on the IEP, you will be asked to sign a consent.

Other issues you may discuss at the meeting include planning to make your child's first days in the new program happy and successful. You may wish to schedule visits to the new classroom, bring a familiar toy from home, or discuss other strategies to ensure a successful transition.

OTHER OPTIONS

If your child is not eligible for school district services, your ECI service coordinator will help you explore and plan for other options. Those options may include some of the resources mentioned on pages 2 and 3.



Terms You Should Know



Admission, Review and Dismissal (ARD) Committee:

The Admission, Review, and Dismissal (ARD) (ARD) Committee is composed of a student's parent(s) and school personnel who are involved with the student. The ARD committee determines a student's eligibility to receive special education and related services and develops the individualized education program (IEP) of the student. These meetings are called "ARD" meetings. You must be invited to participate in all ARD meetings.

Assistive technology device:

Any item, piece of equipment, or product, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Some children need assistive technology devices to enable them to communicate with others, as well as to enable them to participate in activities with children who do not have disabilities.

Assistive technology service:

Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. These services include evaluating, purchasing, leasing, selecting, designing, constructing, adapting and repairing devices; coordinating with other therapies or interventions; training or assistance for a child, the family, or professionals related to an assistive technology device.

Full Individual Evaluation (FIE):

The evaluation done by the school district is used to determine whether your child has a disability and needs special education. It will include information about a student's specific learning needs, strengths, and development. An evaluation may include giving individual tests, observing the student, looking at educational records, and talking with the student and his/her teachers and parents.

Extended School Year (ESY) Services:

Education services provided in the summer or during other school breaks to students with disabilities whose educational needs require the services to prevent loss of skills. The need for ESY services must be determined on an individual basis by the ARD committee. ESY services must be provided at no cost to the parent.

Free Appropriate Public Education (FAPE):

Federal law mandates that students have the right to a free appropriate public education, including special education and related services. The public school provides these services at no cost to the parents.

Family Education Rights and Privacy Act (FERPA):

A federal law which gives parents access to their child's school records and certain other rights regarding their child's school records.



Head Start/Early Head Start:

A federally funded program that provides ongoing comprehensive child development services to eligible children and their families. Head Start programs serve children with and without disabilities.

Individualized Education Program (IEP):

A written plan for each child receiving special education services that is developed annually by the ARD Committee. Parents are members of the ARD Committee and contribute to its development. The IEP contains goals for what your child will be learning during each school year. In addition, it also contains information about any needed modifications or accommodations, the dates services will begin and end, any needed related services, and whether there is a need for an extended school year (ESY). The IEP must also address how special education services will be provided in the least restrictive environment (LRE). Other issues may be addressed in the IEP, depending on the individual needs of the child.

Individuals with Disabilities Education Act (IDEA):

This federal law gives every child with a disability the right to a public education at no cost to the family. Part C of the IDEA requires services to begin at birth and extends until the child turns 3. ECI programs deliver Part C services. Part B of the IDEA requires services for children from ages 3-21. Most children receiving Part B services are in public schools.

Least Restrictive Environment (LRE):

The term used to describe a student's right to be educated to the maximum extent appropriate with students his or her age who do not have disabilities.

Local Education Agency (LEA):

The public schools (including charter schools) operating in accordance with state statutes, regulations, and policies of the Texas Education Agency.

Preschool Programs for Children with Disabilities (PPCD):

The term used to describe the special education and related services available for eligible children ages three through five. Children can receive special education services and support in regular pre-kindergarten classes and community settings, such as a preschool or Head Start.

Related Services:

Support services needed by a student in order to benefit from special education services. Related services may include occupational therapy, physical therapy, music therapy, orientation and mobility training, transportation, and more. A student must be eligible for special education in order to receive related services.

Resources



BOOKS FOR CHILDREN

Nick Joins In

Written and Illustrated by Joe Lasker. Albert Whitman & Company. Morton Grove, Illinois. 1980.

Nick, who uses a wheelchair, goes to school for the first time. The story explores his feelings about school, his reactions to his classmates and their reactions to him.

The Kissing Hand.

Written by Audrey Penn. Illustrations by Ruth E. Harper and Nancy M. Leak. Child & Family Press. Washington, D.C. 1993.

The Kissing Hand is a story for any child who confronts a difficult situation.

BOOKS FOR PARENTS

It's a New IDEA

The Arc of Texas

This manual walks parents and students step by step through the special education process.

To order a copy, write:

The Arc of Texas

8001 Centre Park Drive, Austin, Texas 78754

Telephone: 512-454-6694 or

Toll Free Telephone: 800-252-9729

Download from the website: www.thearcoftexas.org

THE ECI COLLECTION

at the Texas Department of State Health Services Audiovisual Library

The ECI Library Collection includes current books, DVDs, assessment instruments and journals in the area of early intervention and related subjects such as child development, parenting, specific disabilities including, but not limited to, Down syndrome, Cerebral Palsy and Autism, laws and legislation related to children with disabilities, children's literature about children with disabilities and much more. It is open to anyone in Texas.

Most materials may be checked out for two weeks. The library sends the materials free of charge, however the borrower is responsible for the cost of returning the items.

Call: 512-458-7260

Visit: 1111 North Loop Blvd., Austin, Texas 78751

E-mail: avlibrary@dshs.state.tx.us

Web Site: www.dars.state.tx.us/ecis (click on Resources)



ONLINE RESOURCES

Texas Education Agency/Special Education Main Page

<http://ritter.tea.state.tx.us/special.ed/>

A Guide to the Admission, Review, and Dismissal Process

Texas Education Agency, 2002
Division of Special Education,
1701 North Congress Avenue
Austin, Texas. 78701-1494

Telephone: 512-463-9414

Fax: 512-463-9560

Download from the Internet at:

<http://ritter.tea.state.tx.us/special.ed/guidance/ardguide.html>

Procedural Safeguards

<http://ritter.tea.state.tx.us/special.ed/guidance/procsafe.html>

Early Childhood Transition

<http://ritter.tea.state.tx.us/special.ed/guidance/keet.html>

Early Transition Memorandum of Understanding

<http://ritter.tea.state.tx.us/special.ed/mou/etmou.html>

Partners Resource Network

A statewide parent-run organization, helps parents of children with disabilities or delays, access public school and community services.

Toll Free Telephone: 800-866-4726

www.partnerstx.org

Texas Project FIRST

A website created and run by parents of children with disabilities, organized to link parents to a variety of information and resources most relevant for the age of their child. For example, there are specific sections for parents of children ages 0-3, and also 3-5. You can also sign up for their mailing list.

www.texasprojectfirst.org

Additional Websites

Americans with Disabilities Act

www.usdoj.gov/crt/ada/adahom1.htm

Section 504 of the Rehabilitation Act

www.hhs.gov/ocr/504.html

Individuals with Disabilities Education Act

<http://idea.ed.gov>

ERIC (Education Resources Information Center)

www.eric.ed.gov

Choosing Quality Child Care (Department of Family and Protective Services)

www.dfps.state.tx.us/Child_Care/dontbeinthedark/5steps.asp

Texas Head Start State Collaboration Office

<http://cli.uth.tmc.edu/our-programs/program-overview/TX-head-start/>

TELEPHONE INFORMATION LINES

The Americans with Disabilities Act (ADA)

information line: 800-514-0301 or


TDD Telephone: 800-514-0383

U.S. Office of Civil Rights Telephone:

800-421-3481



Transition Timelines

	CHILD'S AGE IN MONTHS															
	24	25	26	27	28	29	30	31	32	33	34	35	3rd Birthday			
IFSP includes planning for transition to education programs and/or community programs and services as identified with the family.	←→															
ECI notifies school district that the child will shortly turn 3 and become eligible for public school preschool services.		←→														
Schedule, with family approval, the transition conference between the family, ECI program and school district program or with other community programs and services.		←→														
Parents visit school district programs for 3 year-olds and/or other community programs and services as identified.				←→												
For children going to school district services, with parental consent, complete referral to the local school.				←→												
For children going to community programs or services, transition steps for enrollment will be completed.				←→												
School district conducts, with parental consent, evaluations to establish eligibility for special education services so, if the child is eligible, an IEP can be developed and implemented by the child's third birthday.							←→									
An ARD meeting is held to determine eligibility for special education services and, if the student is eligible and the parent wants school services, to develop an IEP. If needed, schedule another meeting to plan for transition to other community programs and services.							←→									
Implement plan for school district services as identified on the IEP or begin to participate in community programs and services. ECI services end.																



An Overview of ADA, IDEA, and Section 504*

Americans With Disabilities Act of 1990 (ADA)	Individuals with Disabilities Education Act (IDEA), amended in 2005	Section 504 of The Rehabilitation Act of 1973
Type/Purpose		
<p>A civil rights law to prohibit discrimination solely on the basis of disability in employment, public services, and accommodations.</p>	<p>An education act to provide federal financial assistance to state and local education agencies to guarantee special education and related services to eligible children with disabilities.</p>	<p>A civil rights law to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance.</p>
Who is Eligible?		
<p>Any individual with a disability who (1) has a physical or mental impairment that substantially limits one or more life activities; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Further, the person must be qualified for the program, service or job.</p>	<p>Children and youth aged 3-21 who are determined through an individualized evaluation and by a multidisciplinary team (including the parent) to be eligible in one or more of 13 categories and who need special education and related services. The categories are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment including blindness. Children aged 3 through 9 experiencing developmental delays may also be eligible. Infants and toddlers from birth through age 2 may be eligible for early intervention services, delivered in accordance with an individualized family service plan.</p>	<p>Any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The person must be qualified for the services or job; in the case of school services, the person must be of an age when nondisabled peers are typically served or be eligible under IDEA.</p>
Responsibility To Provide a Free, Appropriate Public Education (FAPE)?		
<p>Not directly. However, ADA provides additional protection in combination with actions brought under Section 504 and IDEA. ADA protections apply to nonsectarian private schools, but not to organizations or entities controlled by religious organizations. Reasonable accommodations are required for eligible students with a disability to perform essential functions of the job. This applies to any part of the special education program that may be community-based and involve job training/ placement. Although not required, an IEP under IDEA will fulfill requirements of Title II of the ADA for an appropriate education for a student with disabilities.</p>	<p>Yes. A FAPE is defined to mean special education and related services that are provided at no charge to parents, meet other state educational standards, and are consistent with an individualized educational program (IEP). Special education means "specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability." Related services are those required to assist a child to benefit from special education, including speech-language pathology, physical and occupational therapy, and others. A team of professionals and parents develop and review at least annually, an IEP for each child with a disability. IDEA requires certain content in the IEP.</p>	<p>Yes. An "appropriate" education means an education comparable to that provided to students without disabilities. This may be regular or special education. Students can receive related services under Section 504 even if they are not provided any special education. These are to be provided at no additional cost to the child and his or her parents. Section 504 requires provision of educational and related aids and services that are designed to meet the individual educational needs of the child. The individualized educational program of IDEA may be used to meet the Section 504 requirement.</p>



An Overview of ADA, IDEA, and Section 504*

Americans With Disabilities Act of 1990 (ADA)	Individuals with Disabilities Education Act (IDEA), amended in 2005	Section 504 of The Rehabilitation Act of 1973
Funding to Implement Requirements?		
No, but limited tax credits may be available for removing architectural or transportation barriers. Also, many federal agencies provide grants to public and private institutions to support training and technical assistance.	Yes. IDEA provides federal funds under Parts B and C to assist state and local educational agencies in meeting IDEA requirements to serve infants, toddlers, children, and youth with disabilities.	No. State and local jurisdictions have responsibility. IDEA funds may not be used to serve children found eligible only under Section 504.
Procedural Safeguards/Due Process		
The ADA does not specify procedural safeguards related to special education; it does detail the administrative requirements, complaint procedures, and consequences for noncompliance related to both services and employment. The ADA also does not delineate specific due process procedures. People with disabilities have the same remedies that are available under Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991. Thus, individuals who are discriminated against may file a complaint with the relevant federal agency or sue in federal court. Enforcement agencies encourage informal mediation and voluntary compliance.	IDEA provides for procedural safeguards and due process rights to parents in the identification, evaluation and educational placement of their child. Prior written notice of procedural safeguards and of proposals or refusals to initiate or change identification, evaluation, or placement must be provided to parents. IDEA delineates the required components of these notices. Disputes may be resolved through mediation, impartial due process hearings, appeal of hearing decisions, and/or civil action.	Section 504 requires notice to parents regarding identification, evaluation, placement, and before a “significant change” in placement. Written notice is recommended. Following IDEA procedural safeguards is one way to meet Section 504 mandates. Local education agencies are required to provide impartial hearings for parents who disagree with the identification, evaluation, or placement of a student. Parents must have an opportunity to participate in the hearing process and to be represented by counsel. Beyond this, due process is left to the discretion of local districts. It is recommended that they develop policy guidance and procedures.
Evaluation/Placement Procedures		
The ADA does not specify evaluation and placement procedures; it does specify provision of reasonable accommodations for eligible students across educational activities and settings. Reasonable accommodations may include, but are not limited to, redesigning equipment, assigning aides, providing written communication in alternative formats, modifying tests, reassigning services to accessible locations, altering existing facilities, and building new facilities.	With parental consent, an individualized evaluation must be conducted using a variety of technically sound, unbiased assessment tools. Based on the results, a team of professionals (including the parent of the child) determines eligibility for special education. Reevaluations are conducted at least every 3 years. Results are used to develop an IEP that specifies the special education, related services, and supplemental aids and services to be provided to address the child’s goals. Placement in the least restrictive environment (LRE) is selected from a continuum of alternative placements, based on the child’s IEP, and reviewed at least annually. IEPs must be reviewed at least annually to see whether annual goals are being met. IDEA contains specific provisions about IEP team composition, parent participation, IEP content, and consideration of special factors.	Section 504 provides for a placement evaluation that must involve multiple assessment tools tailored to assess specific areas of educational need. Placement decisions must be made by a team of persons familiar with the student who understand the evaluation information and placement options. Students with disabilities may be placed in a separate class or facility only if they cannot be educated satisfactorily in the regular education setting with the use of supplementary aids and services. Significant changes to placement must be preceded by an evaluation. Section 504 provides for periodic reevaluation. Parental consent is not required for evaluation or placement.

* “An Overview of ADA, IDEA, and Section 504,” ERIC (The ERIC Clearinghouse on Disabilities and Gifted Education) digest #E606, was made available on the ERIC Web site: <http://www.eric.org/digests/e606.html>. ERIC digests are in the public domain and may be freely reproduced with acknowledgement.



Checklist of the Steps in the Transition Process

- ✓ **My child's service coordinator began talking to me about the transition process on or before my child's second birthday.**
- ✓ **We developed a transition plan that includes outcomes, strategies, and timelines.**
- ✓ **When my child turned 2 years old, my service coordinator notified my school district that my child would be turning 3 in one year.**
- ✓ **My service coordinator helped me explore places in my community for my child to continue to grow and learn.**
- ✓ **With my permission we held a transition meeting(s) before my child's third birthday.**
- ✓ **With my permission, my service coordinator made a referral for my child to the placement option of my choice. My child's records were provided with the referral if I gave consent.**

For School District Services

- ✓ **My child has been evaluated to determine eligibility for services through our local education agency (LEA).**
- ✓ **Before my child turned 3, we held a meeting to develop an Individualized Education Program (IEP) for my child.**



Serving Texas families
who have children
birth to 36 months with
developmental delays and



Department of Assistive and Rehabilitative Services
Division for Early Childhood Intervention Services
4900 N. Lamar Blvd. • Austin, Texas 78751
www.dars.state.tx.us/ecis