

ECI	School District (ISDs)
Service Delivery Model	
ECI offers an array of services based on the child's developmental needs. Individualized services can include case management, parent education, therapy services and various therapies.	ISDs offer special education service options for each child. Individualized services are based on the child's educational need. A continuum of options are available.
A service coordinator assists the family in meeting their child's developmental needs and/or their concerns. Planning is accomplished at the IFSP Meeting.	The needed educational and related services for the child are coordinated through the assigned campus. Planning is accomplished at the ARD/IEP meeting.
During the IFSP meeting outcomes and strategies are developed based on the family concerns and the developmental needs of the child. Team members determine how they can best meet the child/family needs and what services are necessary to accomplish them. The parents are considered full team members at the IFSP meeting.	During the ARD/IEP meeting, goals and objectives are developed based upon the child's present levels of academic achievement and functional performance. The team determines how they can best meet the educational needs of the child and what services are necessary to accomplish them. The parents are considered full team members at the ARD meeting.
In ECI, the main contact for continued services or a change in services is the Service Coordinator.	The Child Find contact for Education Service Center - Region 14 is Trudy Little and she may be contacted at (325) 675-8629 or tlittle@esc14.net.



TRANSITION CONTACT INFORMATION	
Child Find Referral Line	(325) 675-8629
Local ECI Programs	
Betty Hardwick ECI	(325) 627-0908
Center for Life Resource.....	(800)796-2752
Little Lives ECI.....	(800)852-2193
Region 14 Head Start	(325) 675-8600
Region 14 Child Find	(325) 675-8629

My Child's School District:

Name(s) of School District contact(s) & Phone Number(s):

ECI Transition Coordinator and Program:

Other Important Notes:

This brochure was a collaborative effort of the Region 14 Preschool Transition Network. The network includes representatives from Early Childhood Intervention, ESC-Region 14, School Districts, Head Start, Shared Service Arrangements (SSAs) and other community agencies. The template was provided by Region 19 Preschool Transition Network.

Preschool TRANSITION



TRANSITION FROM ECI TO PRESCHOOL

The purpose of this brochure is to assist parents in the transition process from services offered by the Early Childhood Intervention Programs (ECI) to services offered by Independent School Districts (ISDs) in counties covered in the Big Country. Transition is moving from one situation or experience to another. In your case, transition would be the process of moving from ECI to another setting (Independent School District, Head Start, etc.).

Thanks to Region 19 for their contribution to the Preschool Transition Brochure





FACTS YOU SHOULD KNOW

Children will transition out of Early Childhood Intervention on their third birthday. All service options (Independent School District Special Education & related services, Head Start, childcare programs, private therapy, preschool, and preschool programs for children with disabilities) will be discussed with parents on or around your child's second birthday.

There are some similarities and differences between ECI services and Independent School District special education services. Children and families who are currently receiving ECI services **do not automatically qualify for ISD special education services**. The following is a brief comparison of the programs. If you have further questions please discuss them with your ECI Transition Coordinator and/or your child's assigned school district contact.

ECI Services	ISD Special Education Services
Ages Served	
Children, birth to 3, are provided services if they meet IDEA Part C eligibility criteria.	Children ages 3-5 are provided preschool services if they meet IDEA Part B eligibility criteria.
Focus	
ECI services focus on helping to meet the needs for both the eligible child and the family. This program is implemented in the child's natural environment (home, day care, grandma's, or other community settings).	Preschool Programs for Children with Disabilities (PPCD) offer a full continuum of services in an inclusive or self-contained setting as well as speech therapy and/or related services.
Type of Plan Used	
ECI uses an Individualized Family Service Plan (IFSP). The developmental needs of the child and family concerns are stated as outcomes of the IFSP and are discussed during your child's IFSP meeting.	ISD's use an Individual Education Plan (IEP). The educational needs of the child are stated as outcomes of the IEP and are discussed in your child's Admission, Review and Dismissal (ARD) meeting.



Referral for a Full and Individual Evaluation for Special Education Services

A referral for a Full and Individual Evaluation (FIE) for special education services may be initiated by you, school personnel, or by another person involved in the education or care of your child. If you request an evaluation for special education services and the school determines that an evaluation is not needed, the school must give you prior written notice of its decision not to evaluate your child. The Texas Project First website at:

<http://www.texasprojectfirst.org/SEProcessStep.html> provides detailed information and resources regarding the referral process.

Once your consent is given for an FIE, the school will conduct an FIE of your child in all areas of suspected disability. The child between the ages of 3 through 21 (except as noted) must meet the criteria for one or more of the disability categories listed below to be eligible for special education services:

- Auditory impairment (from birth)
- Autism
- Deaf-blindness (from birth)
- Emotional disturbance
- Intellectual Disability
- Multiple disabilities
- Noncategorical Early Childhood ages 3 - 5
- Visual impairment (including blindness from birth)
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury (TBI)



Timelines

The FIE and the resulting report must be completed no later than 60 calendar days from the day the school receives your signed, written consent.

Consent for Initial Evaluation

The school must ask for consent from you to conduct an FIE for possible special education services. The school may not evaluate your child for special education services without your consent. Informed parental consent means that you understand and agree in writing to allow the school to test your child.

If you do not consent to the initial evaluation, the school district may, but is not required to, ask for mediation or request a due process hearing to evaluate your child. If the school district decides not to ask for mediation or to request a due process hearing to override your refusal to consent for evaluation of your child, the school district does not violate Child Find requirements under the IDEA.



Eligibility

There is a two-part test for determining whether your child is eligible for special education services: (1) your child must have a disability, and (2) as a result of the disability, your child must need special education services to benefit from education. In Texas, an Admission, Review and Dismissal (ARD) committee makes decisions about eligibility. You are a member of the committee.

If the evaluation shows that your child has a disability, the ARD committee must then decide whether your child needs special education services to benefit from education. If your child does not have an educational need for special education services, he or she is not eligible for any such services.

The goal is a "seamless" transition from one program to another with as few interruptions in services as possible. Eligibility requirements for ECI Programs may not be the same as eligibility requirements for the Independent School District. In Texas all school districts are to ensure that an IEP for eligible preschoolers is developed and that services are made available on the child's third birthday.

Extended School Year

The ARD committee decides if your child qualifies for Extended School Year (ESY) services. The decision is based on formal and/or informal measures. ESY is not limited to categories of disability. These are individualized decisions based on the criteria for extended school year and not a "one size fits all" decision.



Disability Categories for Eligibility under IDEA

Auditory Impairment: A student who has been determined by an otological examination performed by an otologist (or licensed medical doctor with documentation that an otologist is not reasonably available) to have a serious hearing loss even after corrective medical treatment or use of amplification. An audiological evaluation by a certified audiologist must also be conducted.

Autism: A student who evidences the criteria for autism or other pervasive developmental disorders as determined by a multidisciplinary team, using the definition stated in 34 CFR 300.7 (b)(1) as being a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Eligibility under this criterion does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

Deaf Blindness: Children and youth who have auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated without special education and related services, beyond those that would be provided solely for children with hearing impairments, visual impairments, or severe disabilities to address their education needs due to concurrent disabilities.

Emotional Disturbance: A student who has been examined by a qualified Licensed Specialist in School Psychology who determines that the student meets the criteria as defined in the code of Federal Regulations, which included schizophrenia but not maladjustment unless it is determined that they have a serious emotional disturbance. Such students exhibit one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- * An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- * An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- * Inappropriate types of behavior or feelings under normal circumstances;
- * A general pervasive mood of unhappiness or depression; or
- * A tendency to develop physical symptoms of fears associated with personal or school problems.

Intellectual Disability: A student who has been determined by a qualified Licensed Specialist in School Psychology (LSSP), or an educational diagnostician to be functioning two or more standard deviations below the mean on individually administered scales of verbal ability and either performance or nonverbal ability, existing concurrently with deficits in at least two of the following areas of adaptive behavior: communication, self-care, home living, socially interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety.

Multiple Disabilities: A student who has a combination of disabilities and who meets all of the following conditions:

(A) The student's disability is expected to continue indefinitely;

(B) The disabilities severely impair performance in two or more of the following areas:

- *Psychomotor skills;
- *Self-care skills;
- *Communication;
- *Social and emotional development; and/or
- *Cognition

Noncategorical Early Childhood: A child who is experiencing developmental delays as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who for that reason, needs special education and related services. The child meets specific eligibility criteria for intellectual disability, emotional disturbance, specific learning disability, or Autism.

Other Health Impairment: A student who has been determined by a licensed physician to have limited strength, vitality, or alertness, due to chronic or acute health problems such as but not limited to asthma, diabetes, epilepsy, heart condition, hemophilia, leukemia, lead poisoning, ADD, ADHD.

Orthopedic Impairment: A student who has been determined by a licensed physician to have severe orthopedic impairment.

Specific Learning Disability: A student determined by a multidisciplinary assessment team including (1) the child's regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or for a child of less than school age, an individual qualified by the State Education Agency (SEA) to teach a child of his or her age; and (2) at least one person qualified to conduct individual diagnostic examinations of children, such as an LSSP, Speech

Language Pathologist, educational diagnostician, or an appropriately certified or licensed practitioner with experience and training in the area of the disability, to be a student:

(A) who does not make sufficient progress when provided a process based on the child's response to scientific, research based interventions, as indicated by the child's performance relative to the performance of the child's peers or repeated curriculum based assessments of achievement at reasonable intervals; OR

(B) who exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive functioning, such as working memory and verbal comprehension, or between specific areas of cognitive functioning and academic achievement

Speech or Language Impairment: A student who has been determined by a certified speech and hearing therapist, certified speech and language therapist, or licensed speech language pathologist to have a communication disorder such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury (TBI): Traumatic Brain Injury(TBI) is defined as an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open and closed head injuries resulting in impairments in one or more areas such as: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual, and motor abilities; psychosocial behavior, physical functions; information processing, and speech. The term does not apply to brain injuries that are congenital, or degenerative or brain injuries induced by birth trauma.

Visual Impairment: A student who has been determined:

(A) By a licensed ophthalmologist or optometrist to have no vision or to have a serious visual loss after correction. The visual loss should be stated by the eye specialist in exact measures (or best estimates if obtainable) of visual field and corrected visual acuity at distance and near in each eye and

(B) By the following assessments to have a need for special services:

*a functional vision evaluation by a professional certified in the education of students with visual impairments or a certified orientation and mobility instructor, and

*a learning media assessment by a professional certified in the education of students with visual impairments.