

# beyond

*early childhood intervention*

# eci

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

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



**PLANNING**



**TRANSITION  
CONFERENCE  
OR MEETING**



**NEXT STEPS**



**TERMS YOU MAY HEAR**



**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**

**If you are a person who is deaf or hard of hearing, use the relay option of your choice.**

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.”

Transition is addressed in your child’s Individualized Family Service Plan (IFSP). When your child is within 27 and 33 months of age, your IFSP team will work with you to develop steps and transition services for the IFSP that are specific to your child and family.

### This booklet will help you with Transition. It contains information on:

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# 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, we will help you identify people and agencies that can help you get some of the same services. Some services you want may not be available to you. In that case, we will help you find other 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 for the future, 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, we have maintained frequent contact with your family. Together we have developed outcomes and activities to help your child grow and learn, address your child's health needs, and address the needs of your family. We can assist you in finding other resources for these issues when your child is no longer enrolled in ECI.

## **Some ideas to consider:**

- School district pre-kindergarten program
- Charter schools
- Classes for children, such as art or music
- Head Start
- Friends with young children
- Child care settings
- Parent's Day Out programs
- Community parks
- Community recreation programs
- Neighborhood play groups
- Private therapy
- Library story hours

Your service coordinator can help you determine what might be needed for your child to participate in any of these activities. For example, some places may require you to provide your child's birth certificate or medical/immunization information. You may want to discuss in advance issues such as:

- special accommodations your child may need,
- how your child will get to and from the activity or program,
- their policies for giving and storing medication,
- any fees they may charge, and
- any special diet restrictions.

It is also important to know how they manage behavior. If your child uses assistive technology, you will want to talk with them about this in advance. If being away from you is hard for your child, you may want to discuss with your service coordinator ways to help your child adjust.

School districts must also plan for children that may be eligible for special education services. Some children enrolled in ECI will be eligible for these services when they are three years old.

Transition planning helps you address your child's educational and developmental needs. It can also help you address your child's social/emotional needs, and health and dental needs.



# Planning

## Service needs you may want to think about for your child and family could include:

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



## 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 conference or meeting with you.

### ECI 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 conference or meeting.



# Transition Conference or Meeting

Your service coordinator will help you schedule transition meetings. At each meeting, you will meet with people from your school district, Head Start, child care, a parents'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 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:

- Important information about your child and family
- Your hopes and dreams for your child
- Your child's favorite toys and activities

## CONFERENCE WITH THE SCHOOL DISTRICT STAFF

Public schools have services called Preschool Programs for Children with Disabilities (PPCD) that begin for eligible children on their third birthday. If you want to explore PPCD services, and you give your approval, you will participate in a transition conference with representatives of the school district and ECI. The transition conference usually occurs three to nine months before your child's third birthday. You may invite anyone you want to the conference. As with your IFSP meetings, you may invite other people to the Transition Conference. For example, you may bring someone who has worked with your child in another setting, or a friend who is familiar with your child or parent advocate along for support.

The school district or your ECI program will conduct the conference in your native language using words and terms you can understand. To get the most from this conference, let your service coordinator know if you need translation or interpreter services, including sign language.





# Transition Conference or Meeting

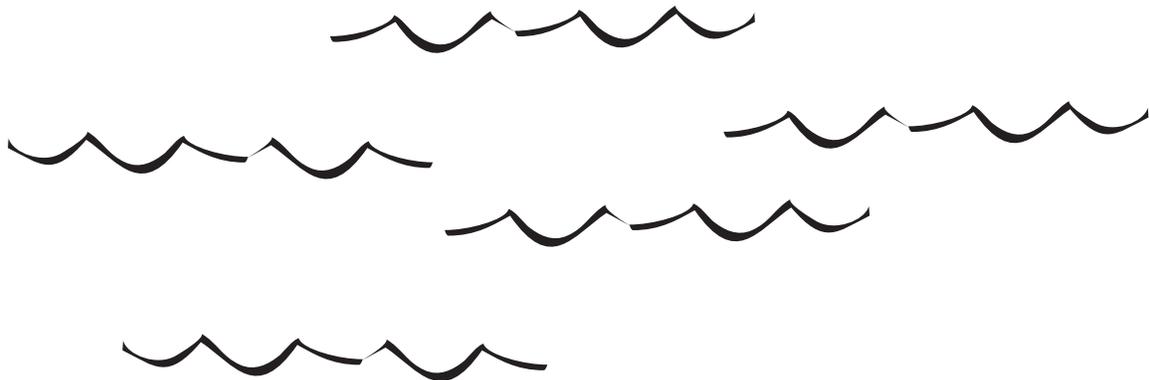
## **At the conference, the school district or ECI staff will:**

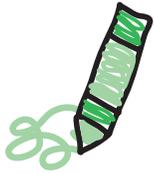
- Explain eligibility requirements for PPCD services;
- Explain the evaluation procedures for determining eligibility;
- Explain the steps and timeline in the process;
- Explain your parental rights;
- Explain the different types of information that may be needed from you during the process;
- Answer your questions and consider your concerns; and,
- Discuss extended year services and locations where services may be provided. Children may receive PPCD services in pre-kindergarten classes, and community settings such as preschool or Head Start.

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

- Share ideas for goals and objectives that are important to your family
- Invite to the conference friends, relatives, or child care staff who may have useful information
- Describe your child's current activities and routines
- Describe what you want for your child in terms of future activities and routines

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





# Next Steps

If the IFSP team thinks your child may qualify for special education, ECI will notify the school district and the Texas Education Agency (TEA) that your child may be eligible for services from their PPCD program. ECI sends these notices at least three months before the child's third birthday. The advance notice to the district gives them time to evaluate your child and, if found eligible, to develop an Individualized Education Program (IEP), also known as an Individualized Education Plan, so services can begin on the child's third birthday. We may also ask for your consent to send other information to the district, such as the current evaluation or IFSP, to help them plan for your child.

If you have already decided that you are not interested in the PPCD program, just ask us, in writing, not to send the notice, or any other information about your child, to the school district and TEA at this time. We will let you know at least 10 days before the notice is sent.

You have the right to change your mind. If you decide to pursue PPCD as an option for services when your child turns three, just let us know and we will provide the appropriate notice to the district and TEA at that time. Just remember that the more time the district has for planning, the smoother the transition for you and your child.

Whether your child will be going to public school, child care or other community programs, be sure to discuss what you want for your child. If you don't understand the information provided to you, ask questions. No question is too small. The key to a good transition is communication among all those who know and care for your child. Together 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 following process:

### Step 1: Evaluation

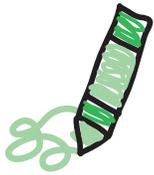
The school district must get your signed consent for the evaluation to proceed. Once you have given your consent, your child will be evaluated according to the state timeline. Other sources of information, such as your child's ECI records, and information you provide will also be considered in the evaluation. The school must give you a copy of your child's full individual evaluation (FIE).

### Step 2: Eligibility Determination

The results of the evaluation will be used to determine if your child is eligible to receive special education services. The 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.

After the evaluation, you will be invited to participate on the team that determines whether or not your child is eligible for special education services. Only children found eligible for special education can participate in the school district's PPCD. If your child is eligible, the team will develop an IEP for your child. Related services, such as therapies, are not available from the school district if your child is not found eligible for special education.

The team that makes these important decisions is called the Admission, Review, and Dismissal (ARD) Committee. You are an important member of that team. Other people on the ARD Committee include: 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.



# Next Steps

You may invite people to participate, including your ECI provider. Some parents are more comfortable at the meeting if they have a friend, family member or maybe another parent with them. You may also want to look at the terms on page 9 before the meeting.

## Step 3: Developing the IEP

The most important job of the ARD Committee is developing your child's IEP. Your participation is very important. You have important information about your child's strengths, as well as those areas of his development where you have concerns. Your goals for your child are also important for the ARD Committee to know and address. 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. You will be asked to participate in ARD Committee meetings to review and, when necessary, revise your child's IEP throughout the time your child is receiving special education services. The IEP must be reviewed at least annually.

The ARD Committee decides on what services your child will receive, how often those services will be provided, and for how long. If your child's behavior may cause problems at school, the evaluation results should include recommendations on how to help your child learn appropriate behaviors at school. These decisions should all be written into the IEP. The ARD Committee also decides where your child will receive the services. 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.

The ARD committee is required to meet within 30 calendar days after the evaluation for special education has been completed to determine eligibility and develop your child's IEP. However, if the 30 days falls in the summer when school is not in session, the ARD committee can wait until the first day of classes to meet and make those decisions unless the evaluation shows that your child will lose skills without services during the summer. Services provided during the summer to prevent loss of skills are called "extended school year" (ESY) services. If you think your child needs services before the start of the school year to prevent regression or loss of skills, you can ask that the ARD Committee meet to consider your request.

Once the ARD Committee agrees on the IEP, you will be asked to sign that you agree with the IEP. Be sure to get and keep a copy of your child's IEP.

Though these are probably not things that need to be in the IEP, you may also want to discuss at the meeting ways to make your child's first days in the new program happy and successful. For example, you may ask to schedule visits to the new classroom, send a familiar toy from home, or discuss other strategies to ensure a successful transition.

## Other Options

Not all children want or need special education services at age three. If your child is not eligible for school district services, or you just don't want your child to go to school at age three, your ECI service coordinator will help you explore and plan for other options. Planning for transition is just as important for children and families not pursuing services from the school district at this time. Your options may include some of the resources mentioned on pages 2 and 3.



# Terms You May Hear

**Below are some terms you may hear during the transition process that haven't already been explained somewhere in this book.**

## **Accommodations:**

Adjustments made in how a student with a disability is taught or tested. Accommodations do not change what is taught or what a student is expected to know. Extension of time to complete work and seating near the teacher are common accommodations. (See Modifications)

## **Assistive technology device:**

An item, piece of equipment, or product, used to increase, maintain, or improve the functional capabilities of a person with a disability. Some children use assistive technology devices to communicate with others and to enable them to participate in activities with other children.

## **Assistive technology service:**

A service that helps someone select, acquire, or use an assistive technology device. Services can include training or assisting the child, family or a professional working with the child to use the device.

## **Behavior Intervention Plan (BIP)**

A written plan, included in a child's IEP, that identifies the supports and services that will be provided to prevent inappropriate behaviors from occurring, and to teach and support desired behaviors.

## **Free Appropriate Public Education (FAPE):**

Federal law gives students who have disabilities 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 that gives parents access to their child's school records. FERPA also limits who other than the parent can see their child's school records without their permission.

## **Head Start/Early Head Start:**

A federally funded program that provides child development services designed to promote school readiness to eligible children and their families. Head Start programs serve children with and without disabilities. Eligibility is based on family income.

## **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.



# Terms You May Hear

## **Local Education Agency (LEA):**

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

## **Modifications:**

Unlike accommodations, modifications do change the level of instruction provided or taught. Modifications create a different standard for the student with a disability. Making changes in the curriculum being taught for a student with an intellectual disability is a common modification. Needed modifications should be in the child's IEP. (See Accommodations)

## **Notification Process:**

Information sent to the school district about a child and family for transition purposes. Information sent includes child and parent(s) names, address, child's date of birth, and phone number.

## **Opt Out:**

Request made to the ECI program to withdraw child's name from the notification process to the school district and TEA.

## **Related Services:**

Support services needed by a student in order to benefit from special education services. Related services may include occupational therapy, physical therapy, speech therapy, music therapy, orientation and mobility training, transportation, and more. A student must be eligible for special education in order to receive related services. Because a child received therapy services in ECI does not mean he will receive them from the public school if there is no educational need for those services.

## **Supplementary Aids and Services**

Services provided to a child with a disability so the child can be educated with students without disabilities. Examples for young children include: assistance provided by a paraprofessional, arranging a classroom to accommodate a wheelchair, or provided modified seating.



## Resources

### **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 childhood intervention. Related subjects include child development, parenting, specific disabilities (such as Down syndrome, cerebral palsy, autism), laws and legislation related to children with disabilities, and children's literature about children with disabilities. 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](mailto:avlibrary@dshs.state.tx.us)  
**Web Site:** [www.dars.state.tx.us/ecis](http://www.dars.state.tx.us/ecis)  
(click on Resources)

### **IDEA Manual 2012 The Arc of Texas**

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

It is available in both English and Spanish and can be download from either of the following websites:

[www.thearcoftexas.org](http://www.thearcoftexas.org)  
[www.disabilityrightstx.org](http://www.disabilityrightstx.org)

### **Online Resources**

**DARS ECI Website**  
[www.dars.state.tx.us/ecis](http://www.dars.state.tx.us/ecis)

**Texas Education Agency/  
Special Education Main Page**  
[www.tea.state.tx.us/index2.aspx?id=2147491399](http://www.tea.state.tx.us/index2.aspx?id=2147491399)

### **A Guide to the Admission, Review, and Dismissal Process**

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

Phone: 512-463-9414  
Fax: 512-463-9560

**Download from the Internet at:**  
[www.tea.state.tx.us/index2.aspx?id=2147496922](http://www.tea.state.tx.us/index2.aspx?id=2147496922)



## Resources

### **Procedural Safeguards**

[www.tea.state.tx.us/index2.aspx?id=2147497556](http://www.tea.state.tx.us/index2.aspx?id=2147497556)

### **Early Transition Memorandum of Understanding**

[www.tea.state.tx.us/index2.aspx?id=2147494979](http://www.tea.state.tx.us/index2.aspx?id=2147494979)

### **Legal Framework:**

<http://framework.esc18.net>

### **Partners Resource Network**

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

800-866-4726

[www.partnerstx.org](http://www.partnerstx.org)

### **Texas Parent to Parent**

Organization created and run by parents of children with disabilities that provides a variety of services and supports to families including access to a parent-to-parent matching system.

866-896-6001

[www.txp2p.org](http://www.txp2p.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 birth to three, and also three to five. You can also sign up for their mailing list.

[www.texasprojectfirst.org](http://www.texasprojectfirst.org)

### **Additional Websites**

#### **Americans with Disabilities Act**

[www.usdoj.gov/crt/ada/adahom1.htm](http://www.usdoj.gov/crt/ada/adahom1.htm)

#### **Section 504 of the Rehabilitation Act**

[www.hhs.gov/ocr/504.html](http://www.hhs.gov/ocr/504.html)

#### **Individuals with Disabilities Education Act**

<http://idea.ed.gov>

#### **ERIC (Education Resources Information Center)**

[www.eric.ed.gov](http://www.eric.ed.gov)

#### **Choosing Child Care (Department of Family and Protective Services)**

[www.dfps.state.tx.us/Child\\_Care/Information\\_for\\_Parents/default.asp](http://www.dfps.state.tx.us/Child_Care/Information_for_Parents/default.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) 800-514-0301 or

TDD: 800-514-0383

#### **U.S. Office of Civil Rights**

800-421-3481

#### **HHSC 2-1-1 Texas Information and Referral Network**

Telephone No.: 2-1-1





# A Comparison 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
<b>Type and Purpose</b>		
A civil rights law to prohibit discrimination solely on the basis of disability in employment, public services, and accommodations.	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.	A civil rights law to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance.
<b>Who is Protected?</b>		
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 impairment; or (3) is regarded as having such an impairment. Further, the person must be qualified for the program, service, or job.	Children ages 3-21 who are determined by a multidisciplinary team to be eligible within one or more of 13 specific disability categories and who need special education and related services. Categories include autism, deafness, deaf-blindness, hearing impairments, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, serious emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments.	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 walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.
<b>Provides for a Free, Appropriate Public Education (FAPE)</b>		
Not directly. However, (1) ADA protections apply to nonsectarian private schools, but not to organization or private schools, or entities controlled by religious organization; (2) ADA provided additional protection in combination with actions brought under Section 504. 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.	Yes. A FAPE is defined to mean special education and related services. 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 provided if students, require them in order to benefit from specially designed instruction. States are required to ensure the provision of “full educational opportunity” to all children with disabilities. IDEA requires the development of an Individualized Education Program (IEP) document with specific content and a required number of participants at an IEP meeting.	Yes. An “appropriate” education means an education comparable to that provided to students without disabilities. This may be defined as regular or special education services. Students can receive related services under Section 504 even if they are not provided any special education. Section 504 does require development of a plan, although this written document is not mandated. The Individualized Education Program (IEP) of IDEA may be used for the Section 504 written plan. Many experts recommend that a group of persons knowledgeable about the students convene and specify the agreed-upon services.
<b>Funding to Implement Services</b>		
No, but limited tax credits may be available for removing architectural or transportation barriers. Also, many federal agencies provide grant funds to support training and to provide technical assistance to public and private institutions.	Yes. IDEA provides federal funds under Parts B and C to assist states and local education agencies in meeting IDEA requirements to serve infants, toddlers and youth with disabilities.	No. State and local jurisdictions have responsibility. IDEA funds may not be used to serve children found eligible under Section 504.



# A Comparison 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
<b>Procedural Safeguards</b>		
<p>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.</p>	<p>IDEA requires written notice to parents regarding identification, evaluation, and/or placement. Further, written notice must be made prior to any change in placement. The Act delineates the required components of the written notices.</p>	<p>Section 504 requires notice to parents regarding identification, evaluation and/or placements. Written notice is recommended. Notice must be made only before a “significant change” in placement. Following IDEA procedural safeguards is one way to comply with Section 504 mandates.</p>
<b>Evaluation and Placement Procedures</b>		
<p>The ADA does not specify evaluation and placement procedures: it does specify provision of reasonable accommodations for eligible activities and settings. Reasonable accommodations may include, but are not limited to, redesigning equipment, assigning aides, providing written communication in alternative formats, modifying tests, redesigning services to accessibility locations, altering existing facilities, and building new facilities.</p>	<p>A comprehensive evaluation is required. A multidisciplinary team evaluates the child, and parental consent is required before evaluation. IDEA requires that reevaluations be conducted at least every 3 years. For evaluation and placement decisions, IDEA requires that more than one single procedure or information source be used; that information from all sources be documented and carefully considered; that the eligibility decision be made by a group of persons who know about the student, the evaluation data, and placement options; and that the placement decision serves the student in the least restrictive environment. An IEP meeting is required before any change in placement.</p>	<p>Unlike IDEA, Section 504 requires only notice, not consent, for evaluation. It is recommended that district obtain parental consent. Like IDEA evaluation and placement procedures under Section 504 require that information be obtained from a variety of sources of the area of concern; that all data are documented and considered; and that decisions are made by a group of persons knowledgeable about the student, evaluation data, and placement options. Section 504 requires that students be educated with their non-disabled peers to the maximum extent appropriate. Section 504 does not require a meeting for any change in placement. Section 504 provides for periodic reevaluation. Parental consent is not required for evaluation or placement.</p>
<b>Due Process</b>		
<p>The ADA does not delineate specific due process procedures. People with disabilities have the same remedies that are available under the Title VII of the Civil Rights Act of 1964, as amended in 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.</p>	<p>IDEA delineates specific requirements for local education agencies to provide impartial hearings for parents who disagree with the identification, evaluation, or placement of a child.</p>	<p>Section 504 requires local education agencies to provide impartial hearings for parents who disagree with the identification, evaluation, or placement of a student. It requires that parents have an opportunity to participate in the hearing process and to be represented by counsel. Beyond this, due process details are left to the discretion of the local education agency. It is recommended that districts develop policy guidelines and procedures.</p>

\* “A Comparison of ADA, IDEA, and Section 504,” produced by the Disability Rights Education & Defense Fund (DREDF).  
<http://dredf.org/advocacy/comparison.html>



## Checklist of the Steps in the Transition Process

- My child's service coordinator began talking to me about the transition process shortly after my child's second birthday.
- We developed steps and transition services that include service options, resources, time lines and person responsible for activity.
- My ECI program notified my school district and TEA that my child may be eligible for PPCD, unless I asked them not to.
- My IFSP team helped me explore places in my community for my child to continue to grow and learn.
- We held a transition meeting or conference before my child's third birthday.
- 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 my local education agency (LEA).
- Before my child turned three, we held a meeting to develop an IEP for my child.





**Serving Texas families who  
have children birth to 36  
months with developmental  
delays or disabilities.**



**TEXAS**

Department of Assistive  
and Rehabilitative Services



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

6330 Hwy 290 East • Austin, Texas 78723

[www.dars.state.tx.us/ecis](http://www.dars.state.tx.us/ecis)

For questions, compliments or complaints call 1-800-628-5115.