

The background features a light blue-to-purple gradient with several realistic water droplets of various sizes scattered across the surface. In the center, there is a faint, circular logo that appears to be a stylized sun or a similar emblem.

CHILD FIND ADVISORY COMMITTEE MEETING

WORKSHOP # 58068

MARCH 2, 2017

REGION ONE ESC

PRESENTER: J. LOVEJOY

AGENDA

- WELCOME / INTRODUCTIONS
- REVIEW POLICIES AND PROCEDURES FOR LEA & ECI
- TRANSITIONING FROM ECI TO LEA OR COMMUNITY
- ECI (PART C) TO LEA (PART B) FLOWCHART
- TIMELINE DECISION TREE
- TEAM WEBSITE
- CHILD FIND BROCHURES & POSTER

TEA WEBSITE

Memorandum of Understanding TEA - ECI

- [HTTP://TEA.TEXAS.GOV/ACADEMICS/SPECIAL STUDENT POPULATIONS/SPECIAL EDUCATION/PROGRAMS AND SERVICES/SERVICES FOR TEXAS STUDENTS WITH DISABILITIES AGES 3-5/](http://TEA.TEXAS.GOV/ACADEMICS/SPECIAL_STUDENT_POPULATIONS/SPECIAL_EDUCATION/PROGRAMS_AND_SERVICES/SERVICES_FOR_TEXAS_STUDENTS_WITH_DISABILITIES_AGES_3-5/)

VI. TRANSITION PLAN

- A. DARS ensures that it has policies and procedures in effect to establish requirements that:
1. ECI programs develop transition plans as part of a child's IFSP not fewer than 90 days, but at the discretion of all parties up to nine months, before the child's third birthday;
 2. Meetings held to develop the transition plan include the required members:
 - a. Parent(s) of the child;
 - b. Other family members, as requested by the parents;
 - c. An advocate or individual outside the family, if requested by the parent;
 - d. Designated service provider;
 - e. Individuals involved in evaluations and assessments; and
 - f. Individuals who will be providing early intervening service to the child and family, as appropriate;
 3. ECI programs review the program options for the child for the period from the child's third birthday through the remainder of the school year;
 4. ECI programs include a child's family in the development of the transition plan included in the IFSP; and
 5. Transition plans in IFSPs include, as appropriate:

• TEA - ECI MOU ON TRANSITIONING



ECI TRANSITION

- a. Steps for the child and his or her family to exit from the Part C program including:
 - i. Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition;
 - ii. Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child;
 - iii. Procedures to prepare the child for changes in the service delivery, including steps to help the child adjust to, and function in, a new setting;
 - iv. Confirmation that referral information about the child has been transmitted to the LEA in accordance with the required notification provisions. With parental consent, if required under confidentiality of information provisions, the ECI program may transmit additional information needed by the LEA to ensure continuity of services from the ECI program to the Part B special education preschool program, including a copy of the most recent evaluation and assessments of the child and the family and most recent IFSP developed; and

- b. Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child.

TEA AND TRANSITIONING FROM ECI

B. TEA ensures that it has policies and procedures in effect to ensure that:

- 1. LEAs coordinate with ECI programs to fully inform families of the possible services available under Part B and support family involvement in the transition planning process; and**
- 2. LEAs understand the requirement that they participate in the transition planning process.**

TEA & ECI TRANSITIONING

VII. IDEA PART B EARLY CHILDHOOD TRANSITION REQUIREMENTS

A. TEA ensures that it has policies and procedures in effect to ensure that:

1. An IEP is developed and implemented for Part B eligible children by their third birthday;
2. The ARD committee determines the start date of the IEP if the child's birthday occurs during the summer. Services will begin by the first day of school, or earlier as determined and stated on the IEP; and
3. For children transitioning from Part C services to Part B services, the ARD committee considers an IFSP that contains the IFSP content including the natural environments statement, described in 34 CFR §303.344, and that is developed in accordance with the IEP procedures under 34 CFR §300.323(b) when developing the initial IEP.

TEXAS ADMINISTRATIVE CODE

[<<Prev Rule](#)

[Next Rule>>](#)

Texas Administrative Code

[TITLE 40](#)

SOCIAL SERVICES AND ASSISTANCE

[PART 2](#)

DEPARTMENT OF ASSISTIVE AND REHABILITATIVE SERVICES

[CHAPTER 108](#)

DIVISION FOR EARLY CHILDHOOD INTERVENTION SERVICES

[SUBCHAPTER L](#)

TRANSITION

[RULE §108.1217](#)

LEA Transition Conference

- (a) The IFSP team determines whether a child is potentially eligible for special education services. The IFSP team's decision regarding a child's potential eligibility for special education services is documented in the child's record.
- (b) If the parent gives approval to convene the LEA Transition Conference, the contractor must:
- (1) meet the requirements in 34 CFR §303.342(d) and (e) and §303.343(a), which requires:
 - (A) the face-to-face attendance of the parent and the service coordinator; and
 - (B) at least one other ECI professional who is a member of the IFSP team who may participate through other means as permitted in 34 CFR §303.343(a)(2);
 - (2) send an invitation at least 14 days in advance to the appropriate representatives for the LEA which serves the area where the child resides;
 - (3) conduct the LEA Transition Conference at least 90 days before the child's third birthday. At the discretion of all parties, the conference may occur up to nine months before the child's third birthday; and
 - (4) document the date of the conference in the child's record.

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_pla c=&pg=1&p_tac=&ti=40&pt=2&ch=108&rl=1217](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_pla c=&pg=1&p_tac=&ti=40&pt=2&ch=108&rl=1217)

(c) The contractor must conduct the LEA Transition Conference, even if the representatives for the LEA which serves the area where the child resides do not attend, and provide the parent information about preschool special education and related services, including a description of the:

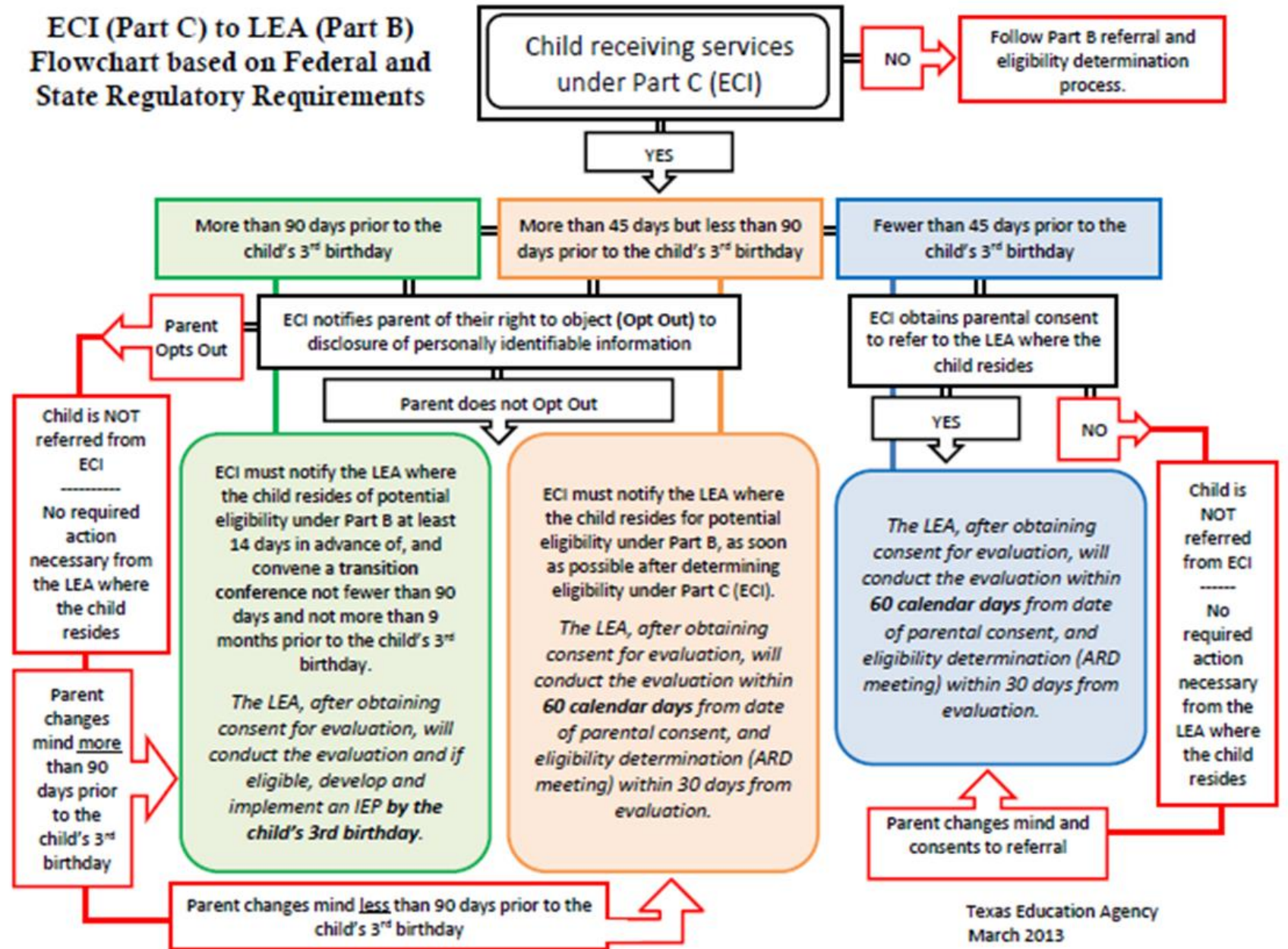
- (1) eligibility definitions;
- (2) timelines;
- (3) process for consenting to an evaluation and eligibility determination; and
- (4) extended year services.

(d) The contractor is not required to conduct the LEA Transition Conference for children referred to the contractor's ECI program less than 90 days before the child's third birthday.

(e) The 14-day timeline for inviting the LEA representative may be changed by written local agreement between the LEA and the contractor. If the contractor becomes aware of a consistent pattern of the LEA representative not attending transition conferences, the contractor must make efforts to meet with the LEA to reach a cooperative agreement to maximize LEA participation.

(f) If the parent gives approval to have an LEA Transition Conference, but does not give written consent to release records to the LEA, then the contractor may only release limited personally identifiable information to the LEA. With written parental consent, other personally identifiable information may be released to the LEA.

**ECI (Part C) to LEA (Part B)
Flowchart based on Federal and
State Regulatory Requirements**



**ECI (PART C) TO
LEA (PART B)
FLOWCHART**



Timeline Decision Tree Jan 2017.pdf

TEAM Project



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Habla español

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The TEAM Project is one of three federally funded Parent Training and Information Centers (PTI) serving Texas parents of children and youth with disabilities ages 0-26. We serve families living in ESC regions 1-4 and 20.

TEAM Regional Coordinators are here for you! We can help you:

- Understand your child's disability;
- Understand your rights and responsibilities under IDEA;
- Obtain and evaluate resources and services for your child;
- Fully participate as a team member with professionals in planning services for your child.

+ What kind of assistance does TEAM offer?

+ How do I get started?

[HTTP://WWW.SPEDTEX.ORG/](http://www.spedtex.org/)



[Home](#)

[FAQs](#)

[Disabilities](#)

[Regulations](#)

[Resources and Videos](#)

[Contact Us](#)



Delivering accurate and timely answers
About special education
To stakeholders across the state of Texas

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SPEDEX POSTCARDS



Special needs come with special questions.

SPEDEX
Special Education Information Center

Region 10 ESC, in collaboration with the Texas Education Agency (TEA), is proud to introduce the *Texas Special Education Information Center (SPEDTex)*, a dynamic resource designed to inform and support parents, teachers, and anyone who is committed to the success of children with disabilities.

For more information, visit our website today!
www.spedtex.org

 SpedTex  follow us @spedtex **1-855-SPEDTex**
(1-855-773-3839)



Las necesidades especiales vienen con preguntas especiales.

SPEDEX
Special Education Information Center

El Centro de Educación de la Region 10 (Region 10 ESC), en colaboración con la Agencia de Educación de Texas (TEA), introducen con orgullo el *centro de información de educación especial para el estado de Texas (SPEDTex)*, un recurso dinámico diseñado para informar y apoyar a padres, maestros y cualquier persona que sea comprometido al éxito de niños con discapacidades.

Para obtener más información visite nuestro sitio web!
www.spedtex.org

 SpedTex  síganos @spedtex **1-855-SPEDTex**
(1-855-773-3839)



Texas Parent to Parent

en español

Join Our Family

- Parent Mailing List
- Request a Match
- Become a Mentor
- Professional Mailing List



Program Spotlight

[Are you curious](#) about what is happening for statewide advisory committees in Texas – [learn more!](#)

Important Information



TxP2P Parent Conference



Pathways to Adulthood



TxP2P Advocacy Network

"Having a child with special health care needs is a life-altering experience...but with the support of another parent we begin to see through the cracks and find joy in places we never could have imagined. Our journey continues, but this time we feel we will survive because we know another parent who has." <http://www.txp2p.org/>

Upcoming

Tell us how we are doing! **Survey.**

TxP2P Events:

(click on the titles to get more info)

Sponsors

Corporate Sponsors:



[HTTP://WWW.TXP2P.ORG/DOCS/RIOGRANDEVALLEY.PDF](http://www.txp2p.org/docs/riograndevalley.pdf)

LOCAL RESOURCES

Very Important!!

There are three waiting lists you should get on now for services that will make a big difference later:

CLASS (Community Living & Support Services)	(877) 438-5658
MDCP (Medically Dependant Children's Program)	(877) 438-5658

HCS (Home & Community Services)	(800) 458-9858
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LOCAL RESOURCES CONTINUE

These programs provide funding, based on the income of the individual with disabilities (not the family), for therapies, assisted/supported living, home and vehicle modifications, nursing, adaptive aids and more. Waiting lists are years long; so sign up now!



Texas Parent to Parent

MONTH OF APRIL

- WEEK OF THE YOUNG CHILD – IS AN ANNUAL CELEBRATION HOSTED BY THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) CELEBRATING EARLY LEARNING, YOUNG CHILDREN, THEIR TEACHERS AND FAMILIES.
- APRIL 24 - 28, 2017
- WEEK OF THE YOUNG CHILD CONTEST! TAEYC
[HTTP://WWW.TEXASAEYC.ORG/ABOUT US/WEEK OF THE YOUNG CHILD](http://www.texasaeyc.org/about-us/week-of-the-young-child)
- [HTTP://WWW.NAEYC.ORG/WOYC](http://www.naeyc.org/woyc)

WHAT CAN YOU DO IN YOUR DISTRICT?

- EVENTS?
- GIVE OUT FLYERS?
- HIGHLIGHTING THE YOUNG CHILD
- [HTTP://HCISDNEWS.ORG/SYLVAN-AND-HARLINGEN-CISD-CELEBRATE-NATIONAL-WEEK-OF-THE-YOUNG-CHILD/](http://HCISDNEWS.ORG/SYLVAN-AND-HARLINGEN-CISD-CELEBRATE-NATIONAL-WEEK-OF-THE-YOUNG-CHILD/)

RESOURCES

- ECTA CENTER – THE EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER
- [HTTP://ECTACENTER.ORG/](http://ectacenter.org/)

THE EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER IS FUNDED BY THE OFFICE OF SPECIAL EDUCATION PROGRAMS TO IMPROVE STATE EARLY INTERVENTION AND EARLY CHILDHOOD SPECIAL EDUCATION SERVICE SYSTEMS, INCREASE THE IMPLEMENTATION OF EFFECTIVE PRACTICES, AND ENHANCE THE OUTCOMES OF THESE PROGRAMS FOR YOUNG CHILDREN AND THEIR FAMILIES

QUESTIONS?

