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FREQUENTLY ASKED QUESTIONS

RELATED TO THE

MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN
THE INTERAGENCY COUNCIL ON EARLY CHILDHOOD INTERVENTION (ECI)
AND
THE TEXAS EDUCATION AGENCY (TEA)

Introduction

The purpose of this Q&A is to provide general guidance and address frequently asked questions regarding the provision of services under Part C of the Individuals with Disabilities Education Act (IDEA-Part C) and the Texas Education Code (TEC) to children, birth through two years of age, with auditory and/or visual impairments. For more information about the provision of services to children, birth through two years of age, with auditory impairments (AI) and/or visual impairments (VI), please refer to the Memorandum of Understanding (MOU) between the Interagency Council on Early Childhood Intervention (ECI) and the Texas Education Agency (TEA), IDEA-Part C, the ECI Policy and Procedures Manual, the TEC, the Texas Administrative Code (TAC), and other applicable federal and state laws and regulations.
1. **What is the referral process for children, birth through two years of age, suspected of having a hearing or vision loss?**

A referral source may contact either an Early Childhood Intervention (ECI) program or a local school district to make a Child Find referral just as it would for any child suspected of having a disability.

Once a local school district receives a referral it must forward the information to the appropriate ECI program within two working days. The Child Find contact person from the local school district must follow up on the referral to make sure it was received and, within 45 days, verify what action was taken regarding that referral. The two collaborating programs determine the method to be used to follow-up on the referral.

When an ECI program receives a referral (whether from a local school district or another referral source), an Individualized Family Service Plan (IFSP) must be developed within 45 days. During the 45 days, the following must occur. The ECI program schedules an appointment for intake and screening and assigns a service coordinator to the family. The intake and screening usually occur in the home. During this visit, the ECI *Parents Rights Handbook* is given to the parents and explained, parental consent is obtained for screening, and then the screening is performed. The ECI program must screen for hearing, vision, nutrition, and assistive technology. Additionally, many programs perform a developmental screening. If, as a result of the screening, a concern is noted in the areas of vision or hearing, the ECI program will do the following.

**Concern in the hearing screening:**

Refer the child to an audiologist for documentation of a hearing loss. If the audiologist notes a hearing loss, refer the child to an otologist. If the otologist confirms a hearing loss, the ECI program refers the child to the local school district and/or the Regional Day School Program for the Deaf (RDSPD) for additional evaluation.

**Concern in the vision screening:**

Refer the child to an eye doctor (ophthalmologist or optometrist). If a serious visual problem is confirmed, the ECI program refers the child to the local school district for additional evaluation.

Within two days of confirming a serious hearing or vision loss, the ECI program must refer the child to the local school district.
2. For a referral for auditory impairment (AI) or visual impairment (VI) services by an ECI program to the local school district, what documentation must the ECI program obtain, maintain, and send to the district? What documentation must the district obtain, maintain, and send to the ECI program? How is the information shared between programs?

**ECI program:**
The ECI program obtains documentation of the hearing or vision problem from the appropriate doctor. The ECI program also obtains from the parents: notice of and consent for referral to the local school district for evaluation/assessment; and appropriate consents for release of confidential information. Copies of all of this information, along with basic family and child information (e.g., birth date, home language, phone number, address, etc.), other relevant medical reports, and other relevant evaluation/assessment reports, are sent to the local school district. The ECI program maintains all of these documents in the child’s eligibility folder.

**Local school district:**
The local school district conducts the sensory specific educational evaluations/assessments such as the functional vision evaluation, learning media assessment, orientation and mobility evaluation (if indicated), and communication assessment. Copies of all of these evaluations/assessments are sent to the ECI program upon completion. The local school district maintains these evaluation/assessment reports as well as the referral documentation from the ECI program in the child’s folder at the local school district. (See question #37 for additional local school district folder requirements.)

Each local school district and ECI program must jointly develop a system with timelines to ensure timely exchange of the documentation.

3. **What are the timelines for the local school district to provide the sensory specific educational evaluations/assessments to the ECI program?**

The local school district and the ECI program must collaboratively establish timelines; however, it is strongly recommended that any evaluations/assessments be completed and reports provided to the ECI program within three weeks of the referral by the ECI program to the district.

4. **Who qualifies as the medical doctor who can perform an otological evaluation?**

An otologist, an otolaryngologist, an otorhinolaryngologist (ENT), or medical doctor if one of these specialists is not available, must perform the otological evaluation.

5. **Who qualifies as an eye doctor?**

An ophthalmologist or optometrist may conduct eye examinations.
6. **Must local school districts provide annual functional vision evaluations/learning media assessments or communication assessments?**

In accordance with ECI policy, evaluations/assessments must occur annually. The functional vision evaluation/learning media assessment or communication assessment must be updated annually by the local school district.

7. **How do functional vision evaluations, learning media assessments, and low vision evaluations differ?**

*Functional vision evaluation (FVE)*

The FVE refers to an assessment of how a child uses residual vision for routine tasks in everyday settings. The purpose is to determine (1) whether visual impairment is interfering with the learning process, (2) the quality and quantity of the functional vision, and (3) which intervention strategies such as environmental modifications and adaptive technology are needed. It also evaluates whether or not the child should be referred for an orientation and mobility evaluation and for a low vision evaluation by an optometrist or ophthalmologist. It is conducted by a vision teacher or an orientation and mobility specialist in a variety of functional settings. For a child between birth and two years of age, these settings might include various rooms of the home, the yard, neighborhood, etc.

*Learning media assessment (LMA)*

The LMA is also conducted by the vision teacher. This assessment objectively looks at (a) the efficiency with which the student gathers information from various sensory channels, (b) the types of learning media the student uses or should use to accomplish learning tasks, and (c) the primary literacy medium the student will use for reading and writing. Literacy media include braille, large print, regular print, auditory media, or a combination of these.

*Clinical low vision evaluation*

This is an in-depth clinical evaluation by an optometrist or ophthalmologist who has specialized training in low vision services. The purpose is to provide more precise information about how the child sees and to determine if visual functioning can be enhanced through optical and non-optical devices, and adaptive techniques. Optical devices may include such items as telescopes, magnifiers, CCTVs, etc., that may be needed to enable the child to appropriately access visual information.

8. **Who is responsible for providing a low vision evaluation if it is recommended by the IFSP team?**

As a function of service coordination, ECI helps families to access low vision evaluations. ECI may pay for a low vision evaluation when it is necessary to identify assistive technology needs for a child.
9. **Who pays for the ophthalmological/optometric and otological evaluations?**

The ECI program is responsible for providing an ophthalmological/optometric and otological evaluation when it is required to determine eligibility for ECI and VI and AI services for the LEA. As a function of service coordination, ECI is responsible for helping the family access the evaluations when they are not necessary for eligibility.

10. **How does a child qualify for an ophthalmological/optometric examination paid for by the Texas Commission for the Blind (TCB)?**

The child must be a resident of Texas, be between birth and 15 years of age, have a visual impairment, and the family must meet the TCB economic need criteria that are reviewed on a case-by-case basis. The ECI program should access the TCB as part of service coordination.

11. **Should an ECI program always perform an auditory and visual screening?**

Every child must be screened at intake and thereafter when concerns arise. If the child has a hearing or vision loss that has already been diagnosed and documented, only Section I of the screening tool is completed.

12. **Is an orientation and mobility evaluation completed on every child suspected of having a visual impairment?**

One requirement of a functional vision evaluation is to determine if the child needs to be referred for an orientation and mobility evaluation. If the orientation and mobility screening indicates there is a need for a more in-depth evaluation, then the local school district is responsible for providing it.

13. **How does a child qualify for AI or VI services from the local school district? What services may the child receive from the ECI program if the child does not qualify for local school district services?**

To receive services under the Individuals with Disabilities Education Act, Part C (IDEA-Part C), a child must first meet the ECI eligibility criteria. A child with a vision or hearing problem may be eligible for IDEA-Part C services if the child has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay, is documented as developmentally delayed, or exhibits atypical development. For a list of medical diagnosis that meet this criteria, see Appendix C of the ECI Policy and Procedures Manual at:

http://www.eci.state.tx.us/providers/policy_procedures.html

To receive AI or VI services from the local school district, the child must also meet the requirements for auditory impairment, visual impairment, or deaf-blind in Title 19 of the Texas Administrative Code (TAC) §89.1040. The IFSP team determines if the child meets these requirements, based on the evaluation/assessment documentation. A child who does not meet the criteria for local school district services but needs support for compromised auditory or visual development, will
have those needs addressed through individualized services determined by the interdisciplinary team.

14. What is an IFSP?

An IFSP is an individualized family service plan. It is a document written to ensure that each child and family has a plan of services that meets their unique needs and reflects and supports the collaborative partnership between parents and professionals.

The IFSP includes outcomes, resources and priorities for both the child and family. It therefore extends beyond the child’s educational needs, and may include additional support for families.

Families, with support from professionals, identify desired outcomes for their child’s development, based on evaluation results. Child outcomes are written to meet needs as perceived by families, and therefore may not include all of the recommendations of the professionals.

See Appendix M of the ECI Policy and Procedures Manual which describes the flow of the IFSP process at: 
http://www.eci.state.tx.us/providers/policy_procedures.html

15. What are the types of IFSPs and how do they differ?

There are different types of IFSP meetings to meet the needs of families and to address the rapidly changing developmental needs of infants and toddlers. They include initial, six-month review, annual, and revision meetings.

All IFSPs must:

a. Be jointly developed with parents, service coordinator, and other members required for each type of IFSP.

b. Include the services necessary to enhance the development of the child, the child's ability to function in his/her natural environments, and the capacity of the family to meet the child's unique needs.

c. Be jointly coordinated with other service providers (including the child care providers) involved in delivery of services to the child and family.

d. Be fully reviewed with the parents prior to obtaining their consent.

e. Be signed by parents to designate their consent to services. ECI programs must ensure families are fully informed before seeking consent to provide services (See ECI Policy III.13B).

f. Be signed by all IFSP team members, including team members who conducted evaluations and assessments, participated in the IFSP development, and provided or will provide services. To expedite the review and secure the
signatures of all IFSP team members, programs may accept a facsimile (fax) signature.

g. Be conducted in settings and scheduled at times convenient to families.

h. Be conducted in the native language or mode of communication used by the family.

i. Include the procedural safeguards required by IDEA-Part C. If conditions warrant, there must be documentation that the IFSP was written in the native language of the parent or that a translation was provided.

**Initial IFSPs must:**

a. Be written within 45 days of the referral to ECI.

b. Be jointly developed through a face-to-face meeting of the interdisciplinary team. The interdisciplinary team must include the parent(s), the service coordinator, and a minimum of two fully qualified professionals from different disciplines. The teacher of the deaf or vision teacher who is, or will be, serving a child with auditory or visual impairments must be included on the interdisciplinary team and be present at the initial IFSP meeting if the evaluations by the LEA have been completed.

c. Include written notice to the parents and the teacher of the deaf or vision teacher at least ten calendar days prior to the meeting dates. The parents may request or give the program permission to schedule the meeting sooner unless having the meeting sooner prohibits the required attendance by the teacher of the deaf or vision teacher.

d. Be based on information gathered during the intake process and the comprehensive evaluation and assessment performed by an interdisciplinary team.

e. Be signed by parents after program staff have provided and reviewed the contents of the ECI Parents Rights Handbook.

**Six-Month Review IFSPs must:**

a. Address the degree to which progress toward achieving the outcomes is being made, whether or not additional needs have been identified based on ongoing observation procedures, and whether or not modification or revision of the outcomes or services is necessary.

b. Be conducted every six months. The six-month review may be carried out at a meeting or by other means acceptable to the parents and other participants.

c. At a minimum include the parent(s) of the child and the service coordinator.
d. Include written notice to the parents and the teacher of the deaf or vision teacher at least ten calendar days prior to the meeting dates. The teacher of the deaf or vision teacher must be present at the meeting if changes in AI or VI services are expected to occur. In the event that a teacher of the deaf or vision teacher cannot attend a six month review, the IFSP team attending the meeting may not make any decisions regarding AI or VI services, including frequency, intensity, location, and methods. When the teacher of the deaf or vision teacher does not attend the meeting, the IFSP must be routed to them for review and signature. If, after reviewing the IFSP revisions, the teacher of the deaf or vision teacher disagrees with the IFSP, the teacher must request, within 5 days of receipt of the IFSP, another IFSP meeting to discuss the concerns.

**Annual IFSPs must:**

a. Be written one year after the initial IFSP is developed.

b. Be jointly developed through a face-to-face meeting of the interdisciplinary team. The interdisciplinary team must include the parent(s), the service coordinator, and a minimum of two fully qualified professionals from different disciplines. A teacher of the deaf or vision teacher who is, or will be, serving children with auditory or visual impairments must be included on the interdisciplinary team and be present at each annual IFSP meetings.

c. Be based on information gathered during the annual re-evaluation and assessment performed by an interdisciplinary team.

d. Be signed by parents after program staff have provided and reviewed the contents of the ECI Family Rights Handbook.

e. Include written notice to the parents and teacher of the deaf or vision teacher at least ten calendar days prior to the meeting dates. The parents may request or give the program permission to schedule the meeting sooner unless having the meeting sooner prohibits the required attendance by the teacher.

**IFSPs Revisions must:**

a. Be conducted whenever the parent requests such a review, or whenever changes in a child’s outcomes and/or services (including frequency, intensity, and end date) need to be made between the initial and subsequent annual IFSP meetings.

b. At a minimum, be jointly developed through a face-to-face meeting of the parent(s) and the service coordinator. Only if changes in AI or VI services are expected to occur, the teacher of the deaf or vision teacher must be invited through a 10-day written notice. If the teacher of the deaf or vision teacher cannot attend a revision IFSP meeting, the IFSP team attending the meeting cannot make any decisions regarding AI or VI services, including frequency, intensity, location, and methods. When a teacher of the deaf or vision teacher does not attend a revision meeting, the revised IFSP must be routed to the teacher for review and signature. If after reviewing the IFSP revisions, the
teacher of the deaf or vision teacher disagrees with the IFSP, the teacher must request within 5 days of receipt of the IFSP, another IFSP meeting to address the concerns.

c. Be documented on an IFSP revision or addendum form, and cannot be made by adding, deleting or otherwise changing information on the existing IFSP.

d. List all of the services the child will receive subsequent to the revisions.

e. Include signatures of all IFSP team members.

Revisions to the IFSP services that occur due to a change in personnel, service location, or payment source, do not require an IFSP meeting.

16. What happens when a child transfers from another in-state or out-of-state ECI program?

If families move from one Texas ECI program to another, the service coordinator will send the entire record, including all medical information and the T-KIDS (the ECI statewide data base) child identification number, to the receiving ECI program. Parental consent for release of information is not required to send the child and family records to another ECI program within Texas. In no instance will the child be treated as a new referral in the new program. Services should be provided according to the child’s existing IFSP until another IFSP is written. This includes children of migrant families.

If families move to Texas from another state, the ECI program will implement services designated in the existing IFSP until another IFSP is written. AI and VI services will begin upon determination of eligibility for those services according to the AI/VI MOU.

17. If a child receives only AI or VI services, who is responsible for the IFSP meetings?

The service coordinator is responsible for scheduling and conducting the IFSP meetings, in accordance with IDEA-Part C requirements.

18. Are there additional requirements for children with auditory or visual impairments that must be addressed and documented at the IFSP meeting?

There are numerous IEP/IFSP requirements in state laws that are unique to children with auditory or visual impairments. The following must be addressed and documented in the IFSP:

*Children with Auditory Impairments*

- Determination of whether the student needs services from and meets eligibility for the Regional Day School Program for the Deaf (requires a hearing loss which severely impairs processing of linguistic information through hearing, even with recommended amplification, which adversely affects educational performance).
• Provision of TEA approved brochure to parents regarding availability of programs at the Texas School for the Deaf, and its eligibility requirements, admission process, and student rights regarding admission.

Children with Visual Impairments:
• Determination of “functional blindness”.
• Appropriate learning media.
• Explanation to parents of various service resources available in the community and throughout the state.
• Detailed descriptions of arrangements made to provide the child with:
  - orientation and mobility training,
  - instruction in and use of braille or use of large print,
  - other training to compensate for serious visual loss,
  - access to special media and special tools, appliances, aids, or devices commonly used by individuals with serious visual impairments.
• Plans and arrangements made for contacts with and continuing services beyond regular school hours to ensure the child learns and receives the following required training before the child is placed in a classroom or within a reasonable time thereafter in order for the child to succeed in classroom settings and to derive lasting, practical benefits from the education in the school district:
  - Compensatory skills
  - Communicative skills
  - Orientation and mobility
  - Social adjustment skills
  - Vocational or career counseling
• Provision of information describing the benefits of braille instruction to the each person assisting in the development of a functionally blind child’s IFSP.
• Provision of TEA approved brochure to parents regarding availability of programs at the Texas School for Blind and Visually Impaired, and its eligibility requirements, admission process, and student rights regarding admission.

19. Must information about the Texas School for the Blind and Visually Impaired (TSBVI) and the Texas School for the Deaf (TSD) be given to parents?

Local school districts are required by the Texas Education Code (TEC) §30.004 and Title 19 of TAC §89.62 to provide specific written information about the TSBVI and the TSD annually to parents. Local school districts and ECI programs must determine who will be responsible for ensuring this information is given to parents and that this action is documented in the child’s folder at the local school district folder. Typically, the information is provided in a brochure developed for this purpose.
and documentation is a receipt or an assurance statement. See the attached brochures.

20. **What does full year service mean and how does this occur in districts with “traditional year” calendars?**

Programs must have the *capacity* to provide the services identified in an IFSP a minimum of 48 weeks out of the year. This means that district and ECI personnel must be available to provide services or assess children during the summer months. Programs may not exceed two successive weeks without having services available for children who need them as determined by the child’s IFSP.

21. **Who provides occupational, physical, and speech therapy services?**

The ECI program provides these services when they are included in the child’s IFSP.

22. **Who provides sign language interpreters or other language interpreters during provision of services?**

The ECI program provides any interpreter services needed by the child or family.

23. **How is the term “natural environment” defined?**

In accordance with IDEA-Part C, a child’s natural environment is made up of the settings that are natural or normal for the child’s age peers who have no disability, including the settings in which the child lives, learns, and plays, and places in which the child spends time on a daily basis.

24. **How is the location of service delivery determined?**

The location of service delivery is determined as part of the IFSP process based upon the individual needs of the child. The location of services is determined after outcomes are identified and strategies are designed. The family’s routines and the child’s daily living experiences are relevant factors to consider in determining the location of services. See Appendix M of the *ECI Policy and Procedures Manual* for further clarification at:

   [http://www.eci.state.tx.us/providers/policy_procedures.html](http://www.eci.state.tx.us/providers/policy_procedures.html)

25. **Must AI and VI services be provided solely in the natural environment?**

*Only* when early intervention *cannot* be achieved satisfactorily in the natural environment can services be provided outside the natural environment as determined by the interdisciplinary team.

ECI Policy III.5B outlines the process required for writing a justification to provide
services outside a child’s natural environment. See the attachment from the ECI Policy and Procedures Manual at:
http://www.eci.state.tx.us/providers/policy_procedures.html

26. What is the role of a service coordinator and who can serve in this capacity?

The service coordinator is responsible for coordinating all services to be provided to the family. The service coordinator serves as a single point of contact for the family. Anyone who has completed the ECI Service Coordination Training Module may serve as a service coordinator. Families are given the option to change service coordinators.

27. Do local school districts need to write progress notes and provide copies to the ECI program?

For ECI purposes, progress notes are logs of service that the ECI program is required to maintain to document that services are delivered to the child and family according to the IFSP. The progress notes must include:

- the date the service is delivered;
- the name of the recipient of the service;
- the nature of the service;
- the amount of time involved in delivering the service;
- the location of the service; and
- the signature of the service provider.

The local school district must write progress notes and send originals, copies, or faxed copies of the notes to the ECI program no less than once a month. The local school district and the ECI program should determine collaboratively what format will be used and to whom the documentation will be sent; however, separate progress notes must be prepared for each child so that they do not contain information about more than one child.

28. Who is responsible for assistive technology evaluations?

The ECI program is responsible for paying for or accessing assistive technology evaluations/assessments. Assistive technology evaluations/assessments of children with visual or auditory impairments must include a teacher of the deaf or vision teacher and/or orientation and mobility specialist in the evaluation process.

29. Who is responsible for providing assistive technology to children enrolled in an ECI program?

ECI provides assistive technology devices when they are needed to support the strategies identified to help a child reach his or her developmental outcomes. It is not necessary to include assistive technology in the IFSP in order for ECI to provide it.
30. What are some general types of assistive technology devices?

- Positioning systems or devices help to give a child support and comfort to participate in their environment. Items used for positioning may include anything from a rolled up towel for propping to a specialized chair.
- Mobility devices help a child to move more efficiently and explore his or her environment. Items used for mobility may include push toys or resonance boards.
- Adapted play devices can help a child to participate in play activities that he or she would not be able to without adjustments to the environment. Items may include toys that make noise to help an infant localize or identify a sound or toys with lights to stimulate vision.
- Augmentative communication devices provide a means for young children to communicate even before they have learned to talk. Items may include communication boards, switches, picture exchange systems, or object calendars.

31. What are some of the assistive technology devices, resources, and considerations that relate specifically to children with auditory or visual impairments?

- If an item is available through Federal Quota Funds and the Texas Instructional Materials Center for Students with Visual Impairments (TIMCVI), the local school district is responsible for ordering and maintaining the device. If it is not available through the TIMCVI, the ECI program is responsible for the purchase and maintenance.
- Assistive technology may be provided on a trial basis to determine appropriateness.
- Although generally not considered to be the responsibility of IDEA programs, personal devices such as eyeglasses or hearing aids may have to be provided if necessary for the child to meet the goals in their IFSP/IEP or to obtain a developmental or educational benefit, and no other payment source is available.
- Resources that families may access to cover the cost for hearing aids and ear molds include the Texas Department of Health Program for Amplification for Children of Texas (PACT) and Medicaid.
- The ECI program may coordinate payment for eyeglasses by accessing the TCB, or other organizations such as Kiwanis, Lions Clubs, etc.

32. Must children with auditory or visual impairments who are served by the ECI program and the local school district be enrolled in the district, counted in the attendance accounting system, and reported in the Public Education Information Management System (PEIMS)?

Once the IFSP has been developed and the need for services from the local school district has been determined, the child must be enrolled in the local school district neighborhood campus or RDSPD campus. The child must be counted in the district’s attendance accounting system and reported in the PEIMS. If the district’s
services are delivered by the RDSPD, the RDSPD and the local school district must develop an agreement regarding the reporting of student data in the PEIMS. See the attached information from the Texas Education Agency’s (TEA) *Student Attendance Accounting Handbook* for specific coding instructions.

33. **Do children, birth through two years of age, with auditory and/or visual impairments generate state special education funds as a result of attendance reporting?**

As with all students with disabilities, children, birth through two years of age, with auditory and/or visual impairments generate state special education funds in accordance with the funding formulas and procedures implemented by the TEA. Children, birth through two, with auditory and/or visual impairments who receive AI or VI services outside of a school center-based program (e.g., homebound services) will generate attendance funds if they are served at least **two hours per week**. If they are served in a school center-based program at least **two hours a day**, they will also generate funds. Whether or not they generate funds, these children must be reported in the PEIMS. See the attached information from the TEA’s *Student Attendance Accounting Handbook* for specific funding and coding information.

34. **Who pays for transportation related to the delivery of AI and VI services?**

Most local school districts are allocated a limited amount of funds under the TEC §42.155 for the delivery of transportation services for eligible students with disabilities. Budget-balanced local school districts (sometimes referred to as Chapter 41 school districts) do not receive these state transportation funds.

The local school district pays for the transportation services for the AI and VI services identified in the IFSP up to the amount allocated to it under that section. The ECI program is responsible for transportation costs in excess of the amount to which the local school district has available as described above.

35. **What does the transition process look like for children with auditory and/or visual impairments who have been served by both ECI and school district programs?**

The transition process is the same as for any other child moving from IDEA-Part C to IDEA-Part B services.

36. **Should district vision teachers and teachers of the deaf have training in cardiopulmonary resuscitation and/or first aid?**

It is not required, but it is certainly a practice that should be considered by the local school district.

37. **Must the local school districts keep eligibility folders for children, birth through two years of age, with auditory and visual impairments? What should be included in the folders?**
The ECI program maintains the official eligibility folder. The local school district must also keep a folder on each child that contains, at a minimum, the following documentation:

- Basic child and family information;
- Referral information;
- A copy of the eye doctor or otologist report;
- Evaluation/assessment reports;
- The IFSP;
- Procedural safeguards forms (e.g., ECI forms containing consent for evaluation/assessment and services the local school district is providing);
- Documentation that written information about the TSBVI and/or the TSD was given annually to parents;
- For children with visual impairments, the Consent for Release of Confidential Information: Student with a Visual Impairment for TEA to release information from the January Registration of Students with Visual Impairments and, for children with deafblindness, permission to release information from the Deafblind Census; and
- Copies of progress notes.

38. **How is the IFSP shared with the local school district and according to what timelines?**

A complete copy of the IFSP, including the integrated summary, must be provided to the local school district prior to the initiation of local school district services. This must be provided as quickly as possible to prevent a delay in service delivery. The recommended timeline is within one week of the date of the IFSP meeting.

39. **What requirements apply if a child is deaf-blind?**

If a child is deaf-blind or has both an auditory and visual impairment, then all requirements that pertain to children with auditory impairments and all requirements that apply to children with visual impairments must be met.

In addition, these children will be registered on the annual Deafblind Census by the district.