BROWNWOOD INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION OPERATING PROCEDURES:
Ages 0-5

Updated 2026

Legal Framework: AGES 0-5

Related Resources

Broad Category: CHILD FIND

BROWNWOOD ISD Board Policy along with these *Special Education Operating Procedures* constitute the Policies and Procedures of BROWNWOOD ISD, designed to be consistent with the State policies and procedures developed pursuant to the IDEA. BROWNWOOD ISD *Special Education Operating Procedures* are not to be for the purpose of creating a requirement that is not otherwise imposed by the Individuals with Disabilities Education Improvement Act ("IDEA"), together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA. These *Special Education Operating Procedures* will be posted on BROWNWOOD ISD's website. These *Special Education Operating Procedures* should be interpreted consistent with the IDEA. BROWNWOOD ISD's *Special Education Operating Procedures* are reviewed and updated, as needed, on at least an annual basis. BROWNWOOD ISD will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to state policy, or new legal interpretation as are necessary to bring BROWNWOOD ISD into compliance with the requirements of IDEA. BROWNWOOD ISD maintains systems to ensure that all students with disabilities residing in the District, including students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education. BROWNWOOD ISD maintains systems to ensure that students with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.

What are the District's obligations to children transitioning from IDEA Part C Early Intervention Services (EIS) to IDEA Part B Early Childhood Special Education (ECSE)?

BROWNWOOD ISD coordinates with **Texas Health and Human Services Commission (THHSC)**[1] or its local designees—the Early Intervention Agency—to notify parents or guardians of children in the District who are at least 3 years of age but younger than 6 years of age and who are potentially eligible for enrollment in BROWNWOOD ISD's IDEA Part B Early Childhood Special Education (ECSE) program of the availability of the program.[2] Additionally, at least 90 days before the 3rd birthday of a child with a disability under Part C EIS, who may be eligible for preschool special education and related services under Part B, the Early Intervention Agency—must notify the District that the child will shortly reach the age of eligibility for

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[1] 34 C.F.R. § 303.22
[2] Tex. Ed. Code § 29.009

BROWNWOOD ISD's ECSE program.[3] The Director of Special Populations is an appropriate contact to receive such notice.

If a child is potentially eligible for BROWNWOOD ISD's ECSE program, with family approval, a transition conference will be convened by the Early Intervention Agency, with an invitation to the District, not fewer than 90 days and not more than 9 months before the child's 3rd birthday, to discuss any potential special education and related services the child could receive from the District.

If the Early Intervention Agency determines that the child is eligible for **Early Intervention Services (EIS)** more than 45 but less than 90 days before the child's 3rd birthday and if that child may be eligible for ECSE services under Part B, the Early Intervention Agency, as soon as possible after determining the child's eligibility, must notify BROWNWOOD ISD that the child on his 3rd birthday will reach the age of eligibility for the District's ECSE program.[4] The Director of Special Populations is an appropriate contact to receive such notice.

The Director of Special Populations shall ensure that an IEP is in effect for an IDEA B eligible child with a disability who had previously received IDEA Part C services by the child's 3rd birthday while complying with the procedures in **the District's Evaluation Procedure Operating Procedure.** If a child's 3rd birthday occurs during the summer, the student's ARD committee shall determine the date when services will begin.[5]

If BROWNWOOD ISD knows that a child served in Part C via an *Individualized Family Service Plan* (IFSP) developed by the Early Intervention Agency and referred to IDEA Part B will turn 3 over the summer and that appropriate BROWNWOOD ISD personnel won't be available to conduct evaluations and hold ARD committee meetings during the summer, The Director of Special Populations shall ensure that required activities such as conducting the evaluations, and convening the ARD committee meeting occurs before the end of the school year.[6]

When the Early Intervention Agency provides notification to BROWNWOOD ISD of a potentially eligible child fewer than 90 days before the student's 3rd birthday, the Early Intervention Agency must provide a written explanation to the District stating the reason for the delay. The Director of Special Populations is an appropriate contact to receive such notice. If notification is given between 45-89 days before the student's 3rd birthday, The Director of Special Populations shall ensure that eligibility is determined as soon as possible.

If a student with a disability was served under IDEA Part C via an *IFSP*, the student's IFSP may serve as the IEP of a child with a disability aged 3 through 5 (or, at the discretion of the state educational agency, a 2-year-old child with a disability who will turn age 3 during the school year), if the IFSP was developed in accordance with ARD committee procedures, is consistent with state policy, and agreed to by BROWNWOOD ISD and the student's parents or guardians.[7]

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[3] 34 C.F.R. § 303.209(b)(1)(i); ***Early Childhood Transition FAQs*** (OSEP 2009).
[4] 34 C.F.R. § 303.209 (b)(1)(ii).
[5] 34 C.F.R. § 300.101
[6] ***Early Childhood Transition FAQs*** (OSEP 2009)
[7] 34 C.F.R. § 300.323 (b)(1); 20 USC § 1414 (d)(2)

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If a student's IFSP was incorrectly developed by the Early Intervention Agency and BROWNWOOD ISD and the parent or guardian agree to use the IFSP in lieu of an IEP, BROWNWOOD ISD shall modify the IFSP so that it meets the requirements for an IEP.[8]

While IDEA Part B requires coordination to assure the continuity of services, it does not compel BROWNWOOD ISD to provide all the same services in an IEP that were in a student's IFSP.

LEA Specific Information:

- Brownwood ISD will annually review and update as needed the ECI-LEA Memorandum of Understanding.

PROCEDURES:

- Brownwood ISD provides the required notice under Texas Education Code §29.009 regarding the availability of early childhood special education services
    - Child Find information is published in the local newspaper and posted at local daycares, private schools
    - The Director of Special Education coordinates with the Private School in scheduling informational meetings for parents in the private school and homeschool parents ensuring information is disseminated regarding Child Find
    - TEA Child Find letters are provided to all Brownwood ISD families, social media, and on the BISD website
- ECI contacts Brownwood ISD to schedule a transition meeting with the parent to ensure identification, location, and evaluation of children in need of early intervention or special education services. ECI and Brownwood ISD ensure continuous communication throughout the school year and summer to ensure that timelines are met including periods where BISD is closed.
- ECI coordinates with Brownwood ISD's Teacher for Visual Impairment and Teacher for Deaf and hard of hearing for children who require services for VI/ AI prior to the age of 3
- At the transition meeting, the evaluation process is explained to the parent
    - The parent is also provided a Flier with information on the evaluation process and the possible services available
    - The timeline for Part C to Part B is explained to the parent
- Brownwood ISD ECI contact is the Early Childhood Diagnostician
    - The Early Childhood Diagnostician ensures the referral information is received and it is then uploaded to the special education program
    - A log of ECI referrals and required timelines is maintained by the Early Childhood Diagnostician to ensure compliance with timelines.
    - Early Childhood Diagnostician reviews all individuals/ stakeholders are invited to the ARD meeting after completion of the FIIE including the ECI Coordinator and any potential outside participants who have an interest in the students' educational progress. Potential may be contacted via email or phone if attendance in the ARD committee meeting is required/ requested.

[8] 34 C.F.R. § 300.323 (b); U.S. Department of Education, 71 Fed. Reg. 46679 (2006)

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    - The Early Childhood Diagnostician facilitates the evaluation process and coordinates all other evaluators involved in the initial evaluation of the child. This individual ensures that all timelines are met.
- Private School and Daycare evaluations are monitored by the assigned Diagnostician or SLP, after the referral process is completed and consent is obtained.
    - These evaluations are scheduled within the district.

STAFF RESPONSIBLE:

Local ECI Contractor: BROWNWOOD ISD coordinates with **Texas Health and Human Services Commission (THHSC)**[9] / the Early Intervention Agency

District Level:

- Director of Special Populations
- ECI Assessment Facilitator
- Secretary of Special Populations

Campus Level:

- Campus Administrators
- Campus Instructional Facilitators
- Campus Teachers
- Early Childhood Diagnostician
- Evaluation Personnel (Diagnosticians, SLPs, etc..)

TIMELINES:

- Transition from IDEA-C to IDEA-B ECSE programs
- FIIEs
- Referral process training for all staff members
- Distribution of TEA Child Find Letter
- Transition from Part C to Part B
- Public Outreach

EVIDENCE OF PRACTICE:

- TEA Child Find Letter
- Special Education Training
- Special Programs Website
- Special Programs Handbook
- Reports from Frontline/ ESPED
- SPP 11 and 12

[9] 34 C.F.R. § 303.22

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