



Special Education Operating Procedures

South San Antonio Independent School District

CHILD FIND AGES 0-5

South San Antonio Independent School District (SSAISD) coordinates with the Brighton Center of San Antonio—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:

1. Potentially eligible for enrollment in SSAISD's IDEA Part B Early Childhood Special Education (ECSE) program of the availability of the program.
2. Additionally, at least 90 days before the third 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 the SSAISD ECSE program.
3. The Director of Special Education or designee is an appropriate contact to receive such notice. If a child is potentially eligible for SSAISD'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 third 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 SSAISD that the child on his third birthday will reach the age of eligibility for the District's ECSE program.
4. SSAISD Director of Special Education or designee is an appropriate contact to receive such notice. The director or designee 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 third birthday occurs during the summer, the student's ARD committee shall determine the date when services will begin.
5. SSAISD 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 district personnel won't be available to conduct evaluations and hold ARD committee meetings during the summer, SSAISD Director of Special Education or designee 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 SSAISD of a potentially eligible child fewer than 90 days before the student's third birthday, the Early Intervention Agency must provide a written explanation to the district stating the reason for the delay. SSAISD Director of Special Education or designee is an appropriate contact to receive such notice. If notification is given between 45-89 days before the student's third birthday, Director of Special Education or designee shall ensure that eligibility is determined as soon as possible. If a student with a disability was served



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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 and the

7. If a student's IFSP was incorrectly developed by the Early Intervention Agency and SSAISD and the parent or guardian agree to use the IFSP in lieu of an IEP, the School District 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 SSAISD to provide all the same services in an IEP that were in a student's IFSP.

Demonstrations of this procedure's implementation may include, but are not limited to, examples such as:

- Forms
- IFSP meetings reports
- ARD committee meeting reports
- Transition plans
- TEAL-related documents