


**Special Education
Referral Process
for an Initial
Evaluation**



TEA Texas Education Agency | **Texas SPED Support**


This slide features a light blue background. On the right side, there is a dark blue silhouette of the state of Texas. Overlaid on the bottom right of the Texas map are two white hands, one larger than the other, reaching towards each other. On the left side of the slide, the title 'Special Education Referral Process for an Initial Evaluation' is written in a bold, dark blue font. At the bottom left, there are two logos: the TEA logo (Texas Education Agency) and the Texas SPED Support logo, which includes a small map of Texas and the text 'Texas SPED Support'.

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This slide has a light blue background. At the top center, the word 'Copyright' is written in a bold, dark blue font. Below this, there are two paragraphs of text in a standard black font. The first paragraph states the copyright notice: 'Copyright © 2024. Texas Education Agency. All Rights Reserved.' The second paragraph provides a detailed statement of the reproduction rights granted to Texas public school districts, charter schools, education service centers, and residents of Texas for non-commercial, non-profit educational use. At the bottom left, there are two logos: the TEA logo and the Texas SPED Support logo. At the bottom right, the number '2' is displayed.

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Resources

Special Education Referral for Initial Evaluation Quick Guide

What Are Procedures for a Referral for an Initial Evaluation Request?

The local education agency (LEA) must develop procedures for receiving referrals for an initial evaluation to determine if a student has a disability. Procedures are clearly written descriptions of the LEA's processes for receiving initial referrals from a parent, legal guardian, school staff member, or anyone involved in the care or education of the child. Procedures explain whom to contact when making a referral, the staff responsible for each step, the data to be reviewed, considerations for decision-making, the timeline for response, and the possible outcomes of the referral.


The term "parent(s)" will be used throughout this quick guide but is aligned to [34 CFR § 300.30](#).

What is required?

All children suspected of having a special education disability condition AND needing special education and related services as a result of that disability must be referred for a special education evaluation.

- The LEA is required to annually distribute the [Right to Information statement](#) informing parents of their right to request a special education evaluation at any time. The LEA may include the statement in the student handbook or may disseminate the statement through a letter or newsletter to each parent.
- The LEA must ensure evaluations of children suspected of having a disability are not delayed due to participating in Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RTI). The campus can continue or initiate interventions throughout the evaluation process.
- If a parent submits a written request for a full and individual initial evaluation (FIE) to the LEA's director of special education or a district administrative employee, the LEA must respond to the written request not later than 15 school days from the date the request is received by providing the parent with a copy of the FIE, a copy of the [Notice of Procedural Safeguards](#), and the opportunity to give written consent for the evaluation; or the LEA must provide the parent with PWR refusing the evaluation and a copy of the Notice of Procedural Safeguards.
- Provide the parent or adult student with the [Overview of Special Education for Parents](#), developed by TEA, explaining the rights under IDEA that may be additional to those under Section 504.
- If a parent verbally requests an FIE, the response is the same as when requested in writing but is not required to occur within the 15-school-day timeline.

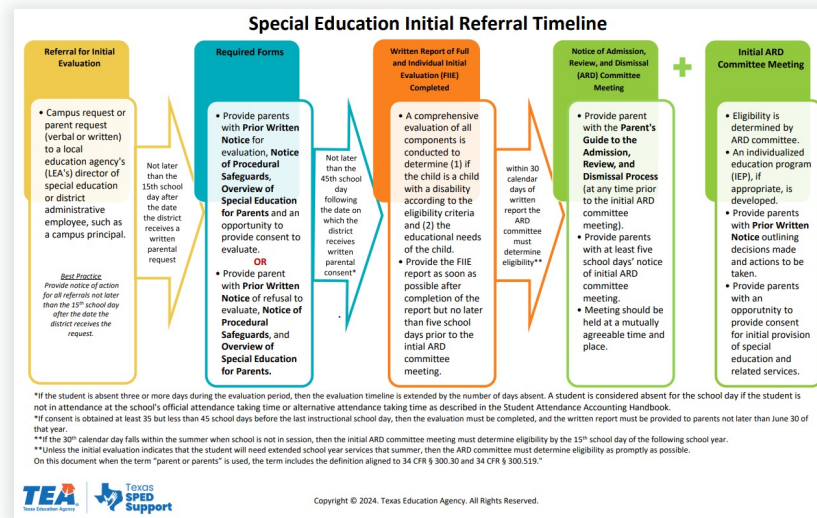
Updated: September 2023
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[Special Education Referral for Initial Evaluation Quick Guide | Texas SPED Support](#)



Resources

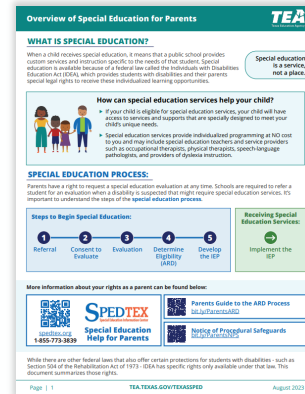


[Special Education Initial Referral Timeline | Texas SPED Support](#)



Resources

- Special education is available because of a federal law called the IDEA, which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.
- The *Overview of Special Education for Parents* form is a summary of rights, required to be given to parents after a referral has been made.
- The form is available in English and in [multiple languages](#) on the SPEDTex website.



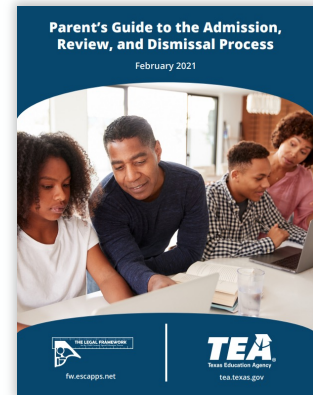
Resources



THE TEXAS LEGAL FRAMEWORK
for the Child-Centered Special Education Process

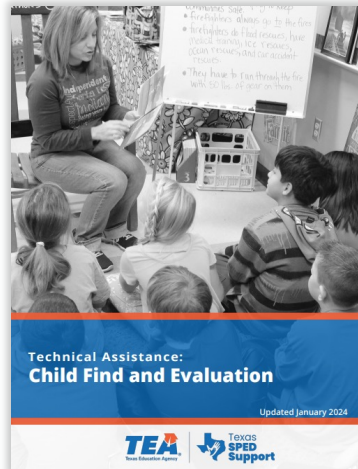
[CHILD FIND DUTY | Legal Framework \(escapps.net\)](#)

[REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES | Legal Framework \(escapps.net\)](#)



[Publications | Legal Framework \(escapps.net\)](#)

Resources



[Technical Assistance: Child Find and Evaluation | Texas SPED Support](#)

Learning Objectives

Participants will build knowledge and gain an understanding of the following:

- Responsibilities when a local education agency (LEA) receives a referral for an initial evaluation based on federal and state rules and regulations.
- Response requirements to parent requests, written and verbal, for a full and individual initial evaluation (FIIE).
- Considerations for LEAs when developing or updating special education operating procedures for a referral for possible special education services.


Local Educational Agency (LEA) Responsibilities




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Child Find





LEA responsibilities



A parent may request an initial evaluation at any time.

Identify, locate, evaluate

Seek parental consent to evaluate



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Annual Notification – Right to Information

The written explanation must state:

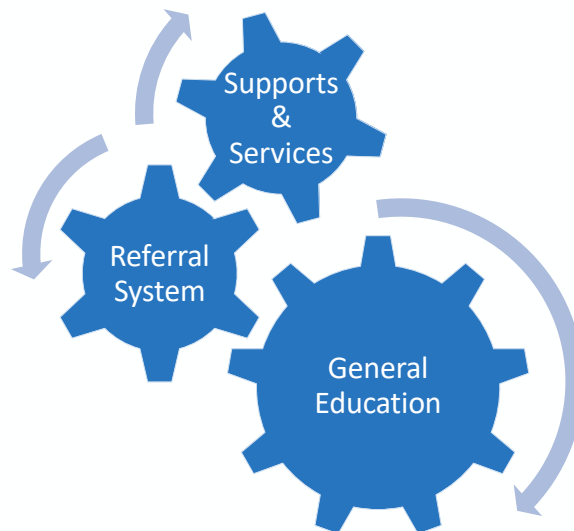
The options and requirements for assisting students who have learning difficulties or who may need special education.

That a parent may request an evaluation for special education services at any time.

Who the designated contact is for an initial referral.

[Student Handbook Statement](#)

State Regulations – Referral for FIIE




[19 TAC §891011\(a\)](#)

State Regulations – Referral for FIIE

Student continues to experience difficulty in general classroom after provision of interventions

➔


LEA must refer for an initial evaluation


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Do Not Delay or Deny Referral


MTSS may not be used to delay or deny an evaluation of a child suspected of having a disability and needing special education and related services.




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Who Can Make a Referral for an Initial Evaluation?




Student's Parents or
Legal Guardian



School Personnel



Another Person Involved
in the Education or Care
of the Student


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State Regulations – Referral for FIEE

Referral for Initial Evaluation


- Campus request or parent request (verbal or written) to a local education agency's (LEA's) director of special education or district administrative employee, such as a campus principal.

Best Practice
Provide notice of action for all referrals not later than the 15th school day after the date the district receives the request.

Not later than the 15th school day after the date the district receives a written parental request

Required Forms

- Provide parents with **Prior Written Notice** for evaluation, **Notice of Procedural Safeguards**, **Overview of Special Education for Parents** and an opportunity to provide consent to evaluate.
- OR**
- Provide parent with **Prior Written Notice** of refusal to evaluate, **Notice of Procedural Safeguards**, and **Overview of Special Education for Parents**.



[Special Education Initial Referral Timeline | Texas SPED Support](#)

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Parent Referrals – Verbal Request



- LEAs must respond to a parent’s verbal request for an evaluation with a PWN agreeing or refusing to evaluate their child.
- LEAs are not required to respond within 15 school days, but it is best practice.
- LEAs should encourage the parent to put their verbal request into writing, including the date and signature, and then follow the requirements for a written request.


What Should Be Included?

LEA must notify educational decision-maker and/or caseworker of referrals for initial evaluations for children who are

Homeless

In substitute care
(legal custody of
Child Protective
Services)

Considerations for a Referral for Possible Special Education Services




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Procedure for Initial Referrals

Initial referrals are part of an LEA's Child Find duty.

In an LEA's special education operating procedures for Child Find, there needs to be clearly written procedures for referrals for initial evaluations.



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What Should Be Included?

- Contact person for referrals
- Staff responsible for each step of process
- Data to be reviewed
- Considerations for decision-making
- Timelines
- Possible outcomes



Consideration #1

Review your LEA special education operating procedures for compliance with state and federal regulations.

- Are all LEA staff aware of their Child Find responsibility?
- Are all LEA staff aware of the responsibility to all students with disabilities, including those who are three through five-years old, homeless, in foster care, incarcerated, highly mobile or migrant, and military-connected?
- Are the LEA procedures for a referral for an initial evaluation current and in writing?
- Do staff know where to find the LEA operating procedures?



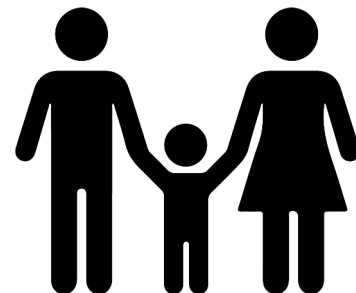
Consideration #1 – Best Practices

- Designate a district and campus contact who will keep up to date on federal and state regulations, advise LEA staff on current guidance, and answer parent and staff questions.
- Develop a continuous improvement process for revising local special education operating procedures.
- Provide at least annual training to all LEA staff on Child Find duties, including responsibilities regarding initial referrals and requests for evaluation.



Consideration #1 – Children Ages Birth Through Age 2

For children ages birth through age 2, the school district, as soon as possible, but **no later than seven school days**, provides referrals to the local early childhood intervention (ECI) program for all children under three years of age discovered through the child find process.



Consideration #1 – Children Ages Birth through Three Years Old



- If the child will turn three in fewer than 45 days, then the child is referred to the local school district. The school district should follow standard procedures for responding to a parent’s request.

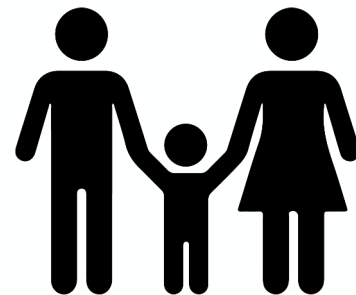


- Children with a visual impairment and children who are deaf or hard of hearing are eligible for free appropriate public education (FAPE) from birth. School districts should coordinate the evaluation and services between the local ECI program and the local school district.



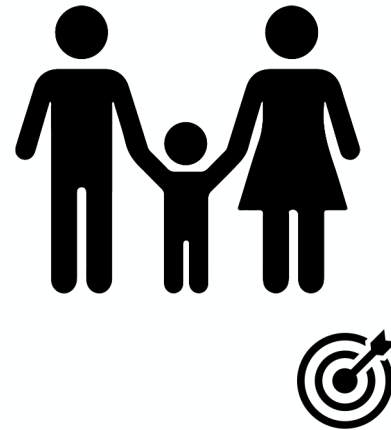
Consideration #1 – Children Ages Three through Five Years Old

For children ages three through five years old **who are not yet enrolled in school**, the school district should follow standard procedures for responding to a parent’s request for referral of their child for an evaluation and possible services and supports.



Consideration #1 – Best Practices for Children Ages Three through Five Years Old

- Train front office staff on how to respond when families contact the school about having their children, ages 3 through 5 years old, tested for a suspected disability.
- Advertise any screening dates and procedures for children 3 through 5 years of age.
- If the ARD committee determines the child is eligible for a disability and needs special education and related services, the school district will need to explain dual enrollment to the parents.



Consideration #2

- Describe in your special education operating procedures your LEA's multi-tiered systems of support (MTSS), which includes response to intervention (RTI), designed to provide varying levels of support to meet the academic, behavioral, and social/emotional needs of students.
- Include safeguards your LEA takes to ensure that students are referred for an evaluation regardless of whether they have participated in an intervention program.



Consideration #2 – Best Practices

- Best practices for MTSS should include universal screening, evidenced-based practices implemented with fidelity, progress monitoring, and data-based decision-making.
- LEAs need MTSS teams that review and use instructional data to make decisions with the students' best interests in mind.
- LEAs should establish explicit data-based guidelines for monitoring student progress and referring a student for evaluation at any time a disability is suspected.

[MTSS | Texas SPED Support](#)



Consideration #3

Describe your LEA's procedures for how to initiate a referral for special education services and what steps are taken when a referral is made by:

- The student's parents or legal guardian
- School personnel
- Another person involved in the education or care of the student



Consideration #3 – Best Practices

- How and where to document the request?
- Who needs to be notified of the request?
- When should this person be notified?
- What happens next to consider the request?
- Who notifies the parent or other person making a referral request of the LEA decision?



Consideration #4

Describe your LEA's decision-making process in the special education operating procedures for proposing or refusing to evaluate a student.

- Which staff members are included on your dedicated team to review initial referrals?
- What types of data are you reviewing and for what time period?
- How is the data analyzed to make the decision whether to evaluate?



Consideration #4 – Best Practices

- Designate a campus team to review referral requests to ensure consistent practice.
- Include an evaluation professional such as a school psychologist, educational diagnostician, speech-language pathologist (SLP), and/or provider of dyslexia instruction on your campus referral team.
- Make data-based decisions by gathering and systematically analyzing information about students.
- Consider tiered interventions, evaluation for services and/or accommodations under Section 504, and special education evaluation simultaneously.



Student Data Review when Considering a Referral to Special Education

<p>Student Data Review Guide When Considering a Referral to Special Education</p> <p>Student: _____ Grade: _____ Date of Review: _____</p> <p>Purpose This guide is designed to support school teams in reviewing and analyzing student data and information to make informed decisions regarding referrals for special education. This guide will help teams consider multiple areas that may impact the decision to proceed with a referral.</p> <p>Directions Below are various areas to consider when determining if a referral for special education is warranted. Review each section and, based on the questions provided for consideration, identify the student's level of need by selecting the description that best fits the information reviewed in each section. The descriptions within each area are divided into four possible responses of increasing levels of concern. In general, the descriptions represent the following level of concern and suggested action:</p> <ul style="list-style-type: none"> > Satisfactory rating. No action needed at this time. > Although there may be a history of difficulty, with accommodations and/or interventions, the area does not appear to be interfering with access and progress in the curriculum. Continue accommodation and/or intervention with regular monitoring and review. > The student's level of need appears to be interfering with access and progress in the curriculum. Action is needed. This might include beginning a structured intervention program, making a change to interventions (e.g. instructional), or a referral for an evaluation through special education. > The student's level of need appears to be significantly interfering with access and progress in the curriculum. Immediate action is needed. An initial evaluation through special education should be carefully considered. Supports and intervention should continue during the evaluation process. <p>Identified descriptions can be recorded on the Student Data Review Guide: Summary of Personnel document for easy reference and as a visual representation of the results to help committees in their decision making.</p> <p>TEA</p>					
<p>Student Data Review Guide When Considering a Referral to Special Education</p> <p>Teacher Input: Teacher input can be gathered through interviews and/or data collection forms. The goal of this input is to obtain information about how the student is learning and progressing in the general education curriculum. This should include some information regarding social communication skills.</p> <table border="1"> <tr> <th>Questions to consider</th> <th>Descriptions</th> </tr> <tr> <td> <ul style="list-style-type: none"> What data for data indicate regarding the student's progress in the general curriculum? <ul style="list-style-type: none"> What observations have been made regarding the student's: <ul style="list-style-type: none"> Social communication? Overall functioning (e.g. age and grade)? Articulation and/or language development? Behaviors that interfere with progress in the school setting? Learning and/or learning relationship with classmates and/or adults in the school setting? </td> <td> <ul style="list-style-type: none"> No concerns or only minor concerns reported by teachers. Teachers indicate some areas of concern; however, the student is demonstrating adequate academic, behavioral, and social communication skills. Teachers indicate concerns that are impacting some areas of academic, behavioral, and/or social communication skills. Teachers indicate areas of concern that are negatively impacting academic, behavioral, and/or social communication skills. </td> </tr> </table> <p>Comments:</p>		Questions to consider	Descriptions	<ul style="list-style-type: none"> What data for data indicate regarding the student's progress in the general curriculum? <ul style="list-style-type: none"> What observations have been made regarding the student's: <ul style="list-style-type: none"> Social communication? Overall functioning (e.g. age and grade)? Articulation and/or language development? Behaviors that interfere with progress in the school setting? Learning and/or learning relationship with classmates and/or adults in the school setting? 	<ul style="list-style-type: none"> No concerns or only minor concerns reported by teachers. Teachers indicate some areas of concern; however, the student is demonstrating adequate academic, behavioral, and social communication skills. Teachers indicate concerns that are impacting some areas of academic, behavioral, and/or social communication skills. Teachers indicate areas of concern that are negatively impacting academic, behavioral, and/or social communication skills.
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<p>Student Data Review Guide When Considering a Referral to Special Education</p> <p>Parent Information: The parent or parent information can vary based on individual circumstances. The goal of this input is to receive available information about the student in the home environment as well as extracurricular and social environments, if known, the best of information and advice regarding the student's behavior, academic, and social performance.</p> <table border="1"> <tr> <th>Questions to consider</th> <th>Descriptions</th> </tr> <tr> <td> <ul style="list-style-type: none"> What observations and/or information have been made regarding: <ul style="list-style-type: none"> Health, vision, hearing, or gross/fine motor skills? Language and/or communication? Social, emotional, and/or behavioral concerns in the home or community? Learning and/or academic progress? What data has been provided that the student is currently receiving, or has previously received specialized services or learning outside school? <ul style="list-style-type: none"> Type? Duration? What level of support is required at home to complete school assignments? </td> <td> <ul style="list-style-type: none"> Parent does not report concerns. Some concerns are reported, but with reasonable supports in place, student is making adequate progress. Parent indicates that excessive amounts of time or supports are required for the student to achieve adequately at school. Parent indicates ongoing concerns that are negatively impacting educational performance. </td> </tr> </table> <p>Comments:</p>		Questions to consider	Descriptions	<ul style="list-style-type: none"> What observations and/or information have been made regarding: <ul style="list-style-type: none"> Health, vision, hearing, or gross/fine motor skills? Language and/or communication? Social, emotional, and/or behavioral concerns in the home or community? Learning and/or academic progress? What data has been provided that the student is currently receiving, or has previously received specialized services or learning outside school? <ul style="list-style-type: none"> Type? Duration? What level of support is required at home to complete school assignments? 	<ul style="list-style-type: none"> Parent does not report concerns. Some concerns are reported, but with reasonable supports in place, student is making adequate progress. Parent indicates that excessive amounts of time or supports are required for the student to achieve adequately at school. Parent indicates ongoing concerns that are negatively impacting educational performance.
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<p>Student Data Review Guide When Considering a Referral to Special Education</p> <p>Grades Received in Grades in the cumulative record: Historical</p> <table border="1"> <tr> <th>Questions to consider</th> <th>Descriptions</th> </tr> <tr> <td> <ul style="list-style-type: none"> Are the grades reflective of the student's knowledge of the grade level content? Were the grades obtained without excessive reliance on devices and/or related? Do the grades show stability or improvement over time? Are falling grades due to lack of content knowledge. Ability to make up work when absent, or failure to turn in homework or classroom assignments? </td> <td> <ul style="list-style-type: none"> Passing grades obtained in most subjects or courses. There is a history of difficulty with academics, however, with supports (e.g., accommodations), the student is making adequate progress. The student's academic needs are interfering with educational performance. More supports is needed for the student to make adequate progress. Educational performance is significantly impacted. Student is currently failing courses, and is indicated to be more than 1 year behind peers academically. </td> </tr> </table> <p>Comments:</p>		Questions to consider	Descriptions	<ul style="list-style-type: none"> Are the grades reflective of the student's knowledge of the grade level content? Were the grades obtained without excessive reliance on devices and/or related? Do the grades show stability or improvement over time? Are falling grades due to lack of content knowledge. Ability to make up work when absent, or failure to turn in homework or classroom assignments? 	<ul style="list-style-type: none"> Passing grades obtained in most subjects or courses. There is a history of difficulty with academics, however, with supports (e.g., accommodations), the student is making adequate progress. The student's academic needs are interfering with educational performance. More supports is needed for the student to make adequate progress. Educational performance is significantly impacted. Student is currently failing courses, and is indicated to be more than 1 year behind peers academically.
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Guidelines When Considering an Initial Referral for Special Education for Emergent Bilingual Students Supplemental Response Form to the Student Data Review Guide

Guidelines When Considering an Initial Referral for Special Education for Emergent Bilingual (EB) Students Supplemental Response Form to the Student Data Review Guide

An emergent bilingual student is a student identified by the language proficiency assessment committee (LPAC) who is in the process of acquiring English and has another language as the student's primary or home language [19 Texas Administrative Code (TAC) 89.1203(b)]. This term is interchangeable with English learner as used in federal regulations and replaces the term "limited English proficient student" formerly used in Texas Education Code (TEC), Chapter 29, Subchapter B.

The identification of a suspected disability condition in students who are EB requires an investigation into the cultural, linguistic, and educational background of the student. A typical progression of skills occurs during second language acquisition that could appear as a disability condition.

The attached response form may be used by culturally and linguistically diverse (CLD) review teams to ensure a variety of data-gathering strategies and tools are considered when an EB student demonstrates difficulties in the educational setting. This form will also assist the CLD review teams as they gather data to see if identified difficulties appear to be associated with second language acquisition (language difference) or if the difficulties require a referral for a special education evaluation. It is important to understand that a student with a suspected disability condition would be expected to demonstrate difficulties in the student's primary language and English.

To review the information from a variety of perspectives, the CLD review team should be multidisciplinary and may consist of members that have expertise in areas such as second language acquisition, speech and language development, evaluation of students with disabilities, educational expectations, and linguistic and cultural differences of students who are EB students.

As the CLD review team members complete the response form, it is especially important that EB students are not compared to monolingual peers. Comparisons should be limited only to other students learning English with similar backgrounds related to culture, linguistic experience, school attendance, classroom performance, and literacy exposure. Linguistic proficiency in the first language(s) and English should be monitored continuously for growth or language loss as these skills fluctuate rapidly.

This supplemental response form is designed to help CLD review teams consolidate the referral information for easy reference as they analyze a variety of information. The document is separated into five sections: Home/Background, Speech-Language Development, Educational History and Performance, Assessments (formal and informal), and Social Development and At-Risk Factors. An extra section is available to add information or data not included in the questions to consider. Also included in each section is a description of outcomes to determine the level of concern based on the difficulties reported. After gathering and analyzing all the information, the review team determines if the data indicates a language difference or a suspected disability and a need for special education.

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[Emergent Bilingual \(EB\) Student Data Review - Supplemental Form](#) | [Texas SPED Support](#)

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Consideration #5

Describe how school personnel are trained annually on the legal timeline for responding to a parent's request for evaluation and the process to follow when a parent's written or verbal request is received.



- What is your LEA's operating procedure for verbal requests?
- Who develops, updates, and provides training?
- Is the training provided no less than annually?
- How is this training documented?



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Consideration #5 – Best Practices

- The LEA should assist parents with putting verbal requests into writing and follow the timeline for responding to a written request for evaluation.
- LEA staff with familiarity and understanding of current special education regulations regarding initial referrals are most knowledgeable to conduct training.
- Training can be documented using a sign-in sheet or virtual access verification, providing a certificate of completion, or updating a professional learning portfolio.



Consideration #6

Parents are informed of their rights to request a special education evaluation and are aware of the initial referral process.

- How is the [*Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services*](#) statement distributed to parents?
- Where can the LEA special education operating procedures for initiating a referral be found?



Consideration #6 – Best Practices

- Distribute annually the *Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services* statement in the Student Handbook or by other means specified in your LEA's special education operating procedures.
- Provide LEA staff training regarding the contents of the *Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services* statement and LEA procedures for initial referral requests.
- Provide informational programs for families about how to refer their child for an initial evaluation.



Consideration #7

Describe how outside evaluations are considered as part of your LEA referral process.

- How is receipt of outside evaluations documented?
- Who is the campus or district staff member or team designated to review outside evaluations?



Consideration #7 – Best Practices

- The date the school receives the outside evaluation can be noted on the report and in the LEA's data management system.
- School staff with training related to the outside evaluation review the report and give guidance to the team.
- The parent must sign consent to disclose confidential information if more information from a private evaluator is needed.
- The outside evaluation should be considered in the context of the other data sources to determine if the cumulative impact may rise to the level of suspecting a disability and need for special education services.



Consideration #8

Describe how students with disabilities who are enrolled in private schools by their parents are evaluated.

- How is the LEA staff informed of the LEA's responsibility to evaluate students who attend private schools or are home-schooled within the LEA zone?
- How does the LEA foster collaboration with private schools?
- How does the LEA schedule evaluations for students placed in private schools or are home schooled?



Consideration #8 – Best Practices

- Train LEA staff that students who are homeschooled or in private schools within the LEA are covered under Child Find.
- Identify all private schools within your LEA and designate an LEA staff member to develop and maintain a collaborative working relationship with these private schools and serve as the LEA contact for initial referral requests.
- Offer training for private schools regarding current federal and state regulations and your LEA procedures for referring private school students for evaluation.



Consideration #9

Describe how students identified with dyslexia previously under Section 504 are referred for evaluations.

- How is the LEA staff informed of the LEA's responsibility to evaluate students identified with dyslexia previously under Section 504?
- How does the LEA foster collaboration between providers of dyslexia instruction and special education teachers?
- How does the LEA schedule evaluations for students identified with dyslexia under Section 504?



Consideration #9 – Best Practices

- Train LEA staff in the change from evidence-based dyslexia instruction becoming specially designed instruction (SDI).
- Identify all students identified with dyslexia previously under Section 504 and prioritize their needs for special education evaluations.
- Schedule collaboration time between special education teachers and providers of dyslexia instruction to check for understanding about special education evaluations and the standards-based IEP (SB IEP) process.



Key Points to Remember

Key Points to Remember



LEAs should have clear **written special education operating procedures** for receiving initial referral requests.



LEAs must respond to a parent's written request for evaluation within **15 school days** of receipt with the Notice of Procedural Safeguards, Overview of Special Education for Parents form, PWN, and the opportunity to provide written consent for evaluation **or** the Notice of Procedural Safeguards and PWN describing in detail the justification for not conducting the evaluation.



For parent verbal requests, the LEA is not required to respond within the 15-school day timeline; however, best practice is to **assist the parent** in putting a verbal request into writing and following the legal timeline for a written request for evaluation.

Key Points to Remember



LEAs are encouraged to develop procedures and establish teams for **reviewing and analyzing student data** when receiving initial referral requests.



LEAs have an obligation to ensure that evaluations of students suspected of having a disability are **not delayed or denied due to provision of interventions**



If a student is suspected of having dyslexia and/or related disorders, **LEAs must refer the student for an initial evaluation.**



LEAs should **provide training** at least annually to district staff regarding federal and state regulations on FIIE referrals and related local procedures.

Additional Resources

- [Child Find Duty-Everyone's Responsibility | Texas SPED Support](#)
- [Child Find Duty Quick Guide | Texas SPED Support](#)
- [Emergent Bilingual \(EB\) Student Data Review - Supplemental Form | Texas SPED Support](#)
- [A Parent's Guide to Early Childhood Intervention and Early Childhood Special Education | Texas SPED Support](#)
- [Prior Written Notice-Legal Requirements and Best Practices | Texas SPED Support](#)
- [Prior Written Notice Quick Guide | Texas SPED Support](#)
- [Special Education Initial Referral Timeline | Texas SPED Support](#)
- [Student Data Review Guide When Considering a Referral to Special Education | Texas SPED Support](#) and [Student Data Review Guide When Considering a Referral to Special Education | Texas SPED Support](#)
- [Technical Assistance: Child Find and Evaluation | Texas SPED Support](#)



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Thank you!

If you need more information, please connect with your Regional Child Find/Evaluation Statewide Contact.



[Statewide Contacts | Texas SPED Support](#)

