TEA
Texas Education Agency®

Currently Published Updated and New Deliverables from Technical Assistance: Child Find, Early to Exit and IEP Supports Grant 2024-2025
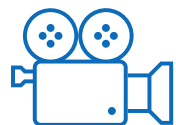
February 13, 2025

Icons

	Guidance Document
	TEALearn Asynchronous Training
	Video on Texas Sped Support (TSS)
	Synchronous Training Only

Acronyms

ARD – Admission Review and Dismissal

EB – Emergent Bilingual

FAQ – Frequently Asked Questions

FIIE – Full and Individual Initial Evaluation

PEIMS – Public Education Information Management System

SB IEP – Standards-Based Individualized Education Program

SLD – Specific Learning Disability

TDAs – Texas Dyslexia Academies

TEA – Texas Education Agency

TSDS – Texas Student Data System

TSHA – Texas Speech-Language Hearing Association

TSS – TEA's Texas Sped Support Website

Currently Updated and New Published on Texas Sped Support (TSS)

Currently Updated or New and Published on TSS in 2024-2025

- Students with Disabilities Who Transfer In-State and Out-of-State Quick Guide - New
- Child Find Duty – Everyone's Responsibility TEALearn Course
- SB IEP Process Training for Teachers TEALearn Course (asynchronous and synchronous) – Added Speech Impairment case study
- Special Education Informed Consent Module with Quick Guide Video
- Best Practices for Conducting a Virtual ARD Committee Meeting Video
- Special Education Referral for Initial Evaluation Quick Guide Nov. 2024
- Special Education Informed Consent Quick Guide
- Guidelines When Considering an Initial Referral for Special Education for Emergent Bilingual (EB) Students: Supplemental Response Form to the Student Data Review Guide
- FIIE Timeline & FAQ
- Initial Referral Timeline & FAQ
- Navigating the SB IEP Process for Students with Dyslexia synchronous training – New
- Texas Dyslexia Academy courses 1-6 TEALearn courses - New
- Dyslexia Handbook, FAQ, Information for Parents, Dyslexia Allotment, TSDS PEIMS Overview
- Developmental Delay Quick Guide and FAQ - New

Updated and New Deliverables for 2024-2025

**TEA** Texas Education Agency

Type of Deliverable

Title and Current Status
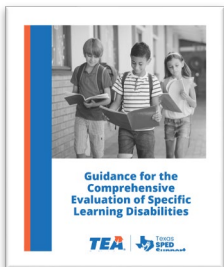
BIG Update: Guidance for the Comprehensive Evaluation of Specific Learning Disability

- Published on TSS - Update
- This guidance document serves as a resource for LEAs and MDTs as they work collaboratively to evaluate students suspected of having an SLD, including dyslexia and dysgraphia. An overview of relevant regulations, educational disability condition elements, best practices, and special considerations related to the identification of an SLD is provided.
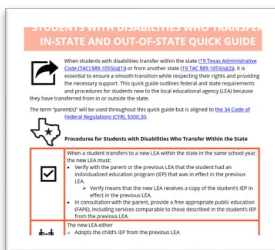
Students with Disabilities Who Transfer In-State and Out-of-State Quick Guide

- Published on TSS - NEW
- This quick guide outlines federal and state requirements and procedures for students new to the LEA because they have transferred from in or outside the state.

Child Find Duty – Everyone's Responsibility TEALearn Course

- Published on TSS and TEALearn - Update
Training to help LEAs fulfill their Child Find obligation to identify, locate, and evaluate children suspected of having disabilities. This training supports LEAs in establishing ongoing efforts to identify these children and inform the public about available services, serving as a resource for school professionals statewide.
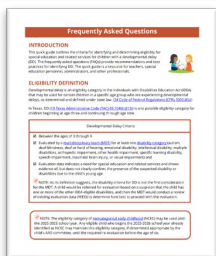
Developmental Delay Quick Guide and FAQ

- Published on TSS - NEW
- This quick guide outlines the criteria for identifying and determining eligibility for special education and related services for children with a DD. The FAQ provides recommendations and best practices for identifying DD. The quick guide is a resource for teachers, special education personnel, administrators, and other professionals.

Updated Deliverables in 2024-2025
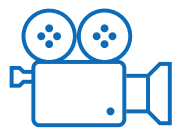
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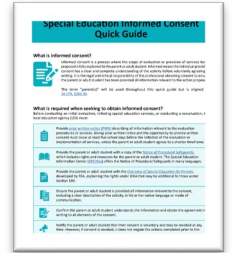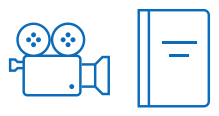
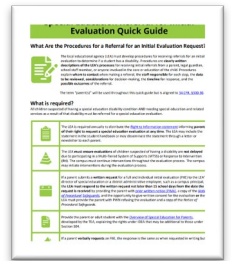| Special Education Informed Consent Module with Quick Guide Video | • Published on TSS
Key points and important resources for LEAs to consider for obtaining informed consent for special education evaluations and services. The quick guide provides an overview of procedures and requirements for obtaining informed consent and legal and state resources. An asynchronous video module and handout also accompany this quick guide. |

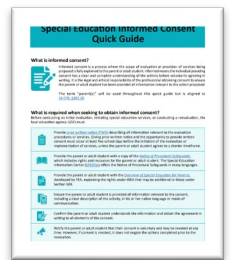| Best Practices for Conducting a Virtual ARD Committee Meeting Video | • Published on TSS
• This session is designed to address critical issues and provide best practices in conducting virtual admission, review, and dismissal (ARD) committee meetings. Topics to be included are the basic requirements of an ARD committee meeting, confidentiality considerations, preparing staff and families for the virtual ARD format, tips for engaging ARD committee members in the virtual meeting, and obtaining electronic signatures will also be addressed. |

| Special Education Referral for Initial Evaluation Quick Guide Nov. 2024 | • Published on TSS
• This quick guide summarizes the procedures for receiving special education referrals for an initial evaluation to determine if a student has a disability. LEAs need to 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. |

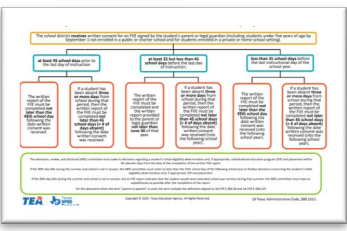| Special Education Informed Consent Quick Guide | • Published on TSS
• Key points and important resources for LEAs to consider for obtaining informed consent for special education evaluations and services. The quick guide provides an overview of procedures and requirements for obtaining informed consent and legal and state resources. An asynchronous video module and handout also accompany this quick guide |

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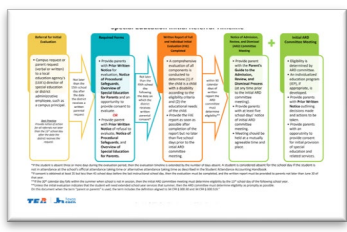
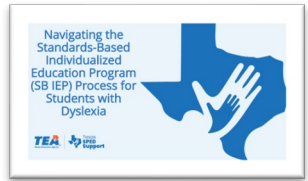|		
	Guidelines When Considering an Initial Referral for Special Education for Emergent Bilingual (EB) Students: Supplemental Response Form to the Student Data Review Guide	• Published on TSS • This supplemental response form is designed to help culturally and linguistically diverse (CLD) review teams consolidate the referral information for EB students 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.
	FIIE Timeline & FAQ	• Published on TSS • The Special Education FIIE Timeline provides an overview of the various timelines for an initial evaluation and ARD committee meetings where eligibility is determined based upon when the school district received written consent for an FIIE. It was updated to include an FAQ section as well!
	Initial Referral Timeline & FAQ	• Published on TSS • The Special Education Initial Referral Timeline provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation from the point of campus or parent request for a referral for an initial evaluation to the initial ARD committee meeting where eligibility is determined and may be another helpful resource for ensuring timelines and legal requirements are implemented. It was updated to include an FAQ section!
	Navigating the SB IEP Process for Students with Dyslexia Synchronous Training	• Currently being trained only synchronously (see evaluation contacts on TSS for more information) • This course can be taken after a participant completes the SB IEP Process Training for Teachers and is intended to help implement best practices in PLAAFP writing, goal writing, and data collection and progress monitoring for students with dyslexia and/or related disorders.

Updated Deliverables in 2024-2025

Texas Education Agency

Type of Deliverable

Texas Dyslexia Academies (TDAs)

- Six TDA courses on TEALearn
- The information presented in TDA 1 discusses the elements of reading and what is dyslexia. TDA 2 focuses on the information contained in The Dyslexia Handbook. TDA 3 discusses additional considerations when thinking about dyslexia and emergent bilingual students. TDA 4 guides participants through the Child Find and ARD committee process for the identification of dyslexia under the Individuals with Disabilities Education Act (IDEA). TDA 5 focuses on the screening process and TDA 6 focuses on dysgraphia identification and instruction.
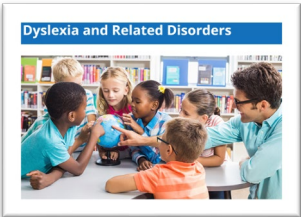
TEA Dyslexia and Related Disorders Webpage

- Located on TEA website Dyslexia and Related Disorders
- TEA Resource List of Evidence-Based Dyslexia Programs (New as of November 13, 2024)
- The Dyslexia Handbook Frequently Asked Questions (FAQs) (New as of August 9, 2024)
- The Dyslexia Handbook Frequently Asked Questions (FAQs) (Spanish) (New as of October 2, 2024)
- Dyslexia and Related Disorders: Information for Parents (New as of September 26, 2024) 19 TAC §74.28
- Dyslexia and Related Disorders: Information for Parents (Spanish) (New as of October 3, 2024)
- House Bill 3 Dyslexia Allotment Spending Guidance (Updated October 18, 2024)
- Dyslexia TSDS PEIMS Overview (Updated October 17, 2024)
- Overview of Special Education for Parents (Updated August 24, 2023)
- Overview of Special Education for Parents (Spanish) (Updated August 24, 2023)
- The form is also available in 25 other languages on the SPEDTex website

SB IEP Process Training for Teachers TEALearn Course (asynchronous and synchronous)

- Published on TSS and TEALearn
- The intent of this training is to provide participants with an understanding of the SB IEP process for gathering student data, including the FIE, to write the student's PLAAFP statement, to draft measurable annual goals with short-term objectives/benchmarks, if appropriate, and to create a data collection system for monitoring progress of the annual goals.
- NEW - Currently adding a case study for SLPs will apply for TSHA credit for the course (coming soon)

COMING SOON Updated TA Guides in 2024-2025

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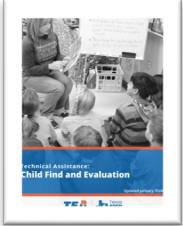
Child Find Guide

- Current Guidance on TSS
- Anticipate published on TSS by mid February 2025
- The TEA is providing this guidance to assist LEAs in meeting their obligations under state and federal laws and regulations regarding the responsibility to identify, locate, and evaluate all children suspected of having a disability and who are in need of special education and related services, commonly referred to as the Child Find obligation.
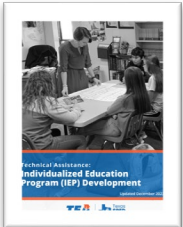
IEP Development Guide

- Current Guidance on TSS
- The IEP must be individualized, based on the unique needs of that child, and designed to enable him or her to work towards grade-level content standards and achieve challenging goals. Proper provision of a free appropriate public education (FAPE) means that all students have access to the supports and services that will prepare them for success in college, careers, and independence. We encourage you to ensure that the IEP provides all students with the opportunity to meet challenging goals and achieve their full potential.
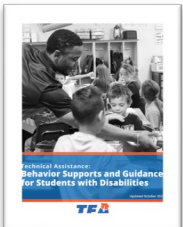
Behavior Guide

- Current Guidance on TSS
- This technical assistance guide covers ways to prevent challenging behavior, functional behavior assessment (FBA), behavior intervention plans (BIPs), manifestation determination review (MDR), and protections for students not yet determined eligible for special education. Additionally, this guide outlines state and federal requirements regarding prohibited aversive techniques, placement, and school discipline while also providing options for appealing a disciplinary decision.
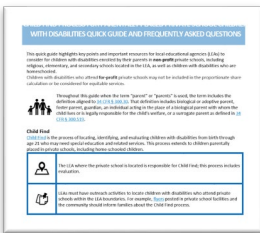
Parentally Placed Private School Children with Disabilities Quick Guide and FAQ

- Coming Soon!
- This quick guide highlights key points and important resources for local educational agencies (LEAs) to consider for children with disabilities enrolled by their parents in private schools, including religious, elementary, and secondary schools located in the LEA, as well as children with disabilities who are homeschooled.