



A GUIDE FOR MC PREP FAMILIES

HOW TO GET AN IEP FOR YOUR CHILD

MC Prep is committed to helping families navigate educational supports, including referrals, evaluations, and understanding your rights as a parent. The information below summarizes the state-required processes for special education services in Texas.

The new Texas Education Freedom Accounts provides priority access to funds for children with special needs. To qualify for these funds, a child must receive an evaluation and an Individualized Educational Plan (IEP) before the application deadline for the Texas EFA. State law mandates that a public school district provides an IEP for any student seeking funding through the Texas Education Freedom Account AND the school district must finish the IEP in time for the student to apply for Texas EFA funds. (Education Code Sec. 29.3615)

NOW IS THE TIME TO BEGIN THIS PROCESS FOR YOUR CHILD'S EDUCATION IN THE 2026-27 SCHOOL YEAR!

PHASE 1: MAKING THE REQUEST/REFERRAL

- Anyone can initiate a referral for your child — you (parent/guardian), a teacher, school staff, or specialists.
- Only a parent or guardian can provide consent for their child to be evaluated for an IEP.
- **If your student is not enrolled in a public school, make a request in writing to the public school district by sending a letter or email to the district's Special Education Services Department or to the school's principal.**
- To find the correct public school district to send the request, go to <https://txschools.gov> and enter your residence.
- If you don't know who the principal or special education director is, search on the district's website or ask your current school principal for help.
- Keep a copy of what you sent with the date.

Include in your request:

- Any medical diagnoses or assessments you have (this may include reports from professionals supporting your child with speech, physical therapy, or behavior concerns).
- Reports or examples from your child's teacher that show learning struggles or special ways the teacher assists your child.
- Your observations — or observations from others — of sensory differences (how sound, lights, textures, etc. affect learning), communication challenges, behavioral concerns, or any other relevant information.

PHASE 2: EVALUATION & ASSESSMENT PARENT CONSENT & PARTICIPATION

- When the public school receives a parent's request or a referral from school personnel, the school must respond in writing within 15 school days with information on whether it will proceed with an evaluation.
- Texas requires a parent's written, informed consent before evaluations begin — even if the parent made the initial request.
- Parents will receive Prior Written Notice explaining what will be evaluated, why, and how the results may be used.
- Parents have the right to request certain assessments, to share outside reports (from therapists, clinics, etc.), and to ask questions if anything is unclear.
- Once a parent provides consent, the evaluation must be completed within 45 school days (Education Code Sec. 29.3615).
- Multiple assessments are typically done, so the school, parents, and the child's team understand current levels and needs.

PHASE 3: ELIGIBILITY DETERMINATION

- Upon completion of the evaluation report, a public school committee typically has 30 calendar days to determine eligibility and develop the IEP.
- Once assessments are complete, the public school team meets with the parents to decide:
 - **Does the child have a disability as defined by federal law?**
 - **Does the disability adversely affect educational performance?**
 - **Does the child need specialized instruction or related services?**
- If the answers are yes, the child becomes eligible for an IEP.
- If not, the child may still qualify for services under a 504 Plan. Parents should receive an explanation of both options along with the team's recommendations.
- Parents have the right to request an Independent Educational Evaluation (IEE) if they disagree with the public school district's evaluation.

PHASE 4: IEP DEVELOPMENT & GOALS

What an IEP must include:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP): A clear picture of how the child is currently functioning academically, socially, behaviorally, and in daily classroom activities.

Annual Goals:

- SMART goals — Specific, Measurable, Achievable, Relevant, and Time-bound.
- These may address communication, social skills, behavior regulation, sensory needs, and academic skills.
- Related Services & Accommodations:
 - Examples include: Speech-language therapy, Occupational therapy, Counseling, sensory supports or modulation strategies, Classroom accommodations or modifications, Assistive technology

- Least Restrictive Environment (LRE):

The IEP must ensure the child spends as much time as appropriate with nondisabled peers, with the necessary support in place.

- Supplementary Items:

Supports that address social communication, sensory differences, behavioral needs, and other areas essential to the child's success.

OTHER RESOURCES

Texas Education Agency – Special Education

<https://tea.texas.gov/academics/special-student-populations/special-education>

Special Education Information Center (SPEDTex)

Phone: 1-855-773-3839

Website: SPEDTex.org

Toll-Free Parent Information Line

1-800-252-9668

This line is reserved for families with questions about special education.

IEP Facilitation & Complaints Process

512-463-9414

Mediation & Due Process Hearings

512-463-9720



STAY INFORMED

For more information on the Texas Private School Voucher program visit mcprep.org or scan the QR code.

MC Prep is providing this information as a general guide to help families understand the referral and evaluation process in Texas. MC Prep does not make eligibility decisions, manage public school services, or guarantee voucher approval. All determinations are made by public school districts following state and federal guidelines.