

Advocating for Improved Special Education Services



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Special Education Law and Purpose

Sources of Special Education Law:

- IDEA
 - Texas Education Code
 - TAC (Commissioner of Education's Rules and State Board of Education Rules)
- **Individuals with Disabilities Education Act or "IDEA"** defines the purpose of special education as providing individually designed special education and related services to prepare students with disabilities for further education, employment, and independent living.

Child Find Requirement

- (IDEA) requires local public school districts to "identify, locate, and evaluate every child who may have a disability requiring special education services. When there is suspicion that a child has a disability, parents and educators have a responsibility and a right to request a full, individual, comprehensive, multi-disciplinary evaluation.
- Charter schools have the same Child Find responsibilities and must evaluate students, hold ARD meetings, and develop and implement IEPs for students.
- Ensure that all students with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

Free Appropriate Public Education

- Q: Is my child/student receiving FAPE?
- Available to all students with disabilities age 3-21 at public expense
- Student must meet the definition of one or more of several enumerated disabilities and “by reason thereof” need special education and related services
- Services must be based on student’s unique individual needs and be designed to confer educational benefit

Eligibility

- To be eligible, the student must meet two part definition:
 - 1) Have disability
 - 2) and, “by reason thereof,” need special education and related services.

These qualifications include:

- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Auditory Impairment (AI)
- Visual Impairment (VI)
- Deaf Blind
- Intellectual Disability (ID)
- Emotional Disturbed (ED)
- Learning Disability (LD)
- Speech Impairment (SI)
- Autism (AU)
- Traumatic Brain Injury (TBI)
- Non-Categorical Early Childhood (NCEC)

Seeking Services Early

- Half of all lifetime cases of mental illness begin by age 14.
- By managing conditions and **seeking treatment early** in life, we can prevent the development of more intense disorders later.
- “It’s critical to **reject the assumption** that an individual who has performed well academically cannot be substantially limited in activities such as learning, reading, writing...”

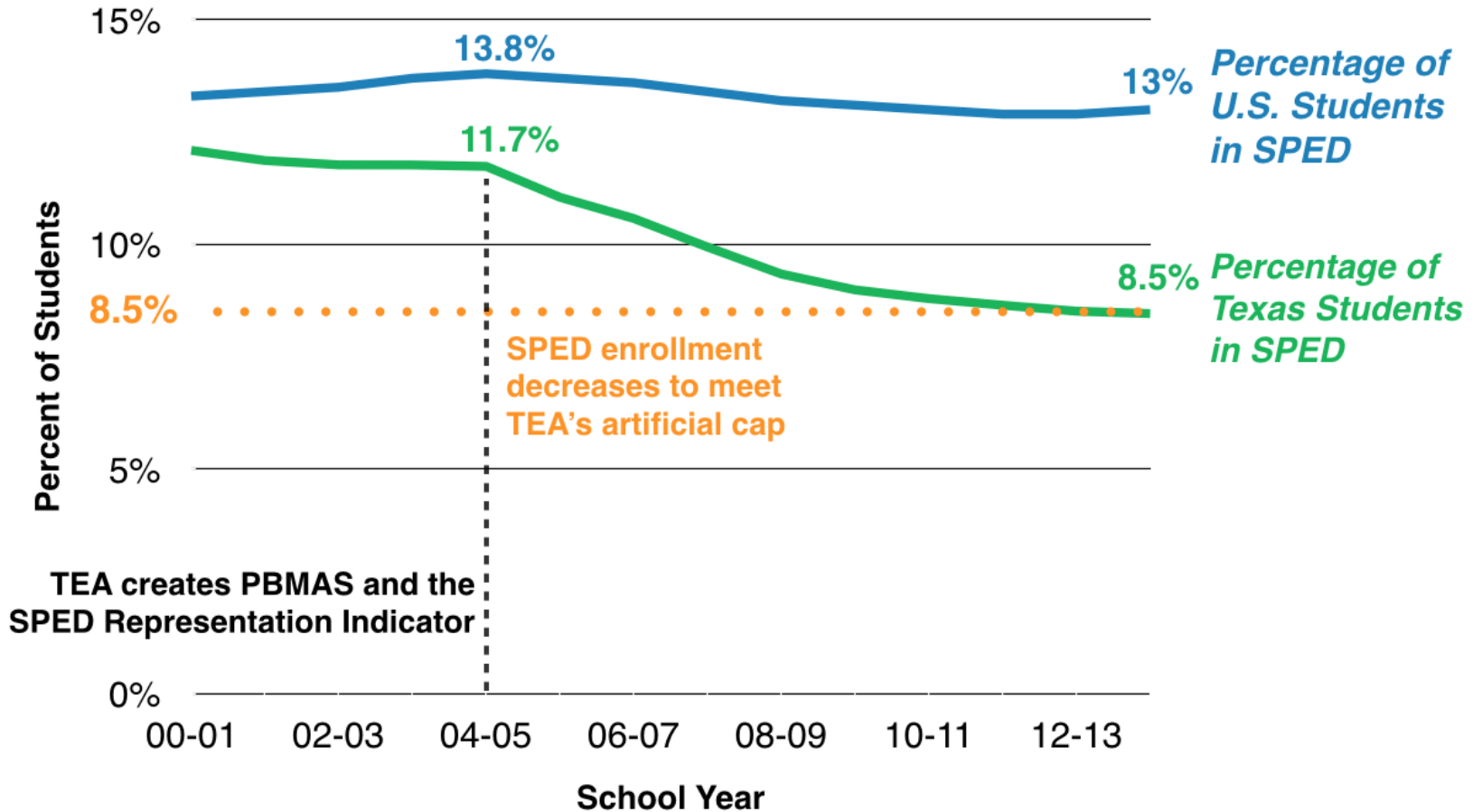
Referral Process

- If you recognize that your child has a consistent need, **reach out to your school district.**
- In the pre-referral phase, the school may use general education strategies (e.g., Response to Intervention) to address your child's needs.
 - However, these strategies **MAY NOT** be used to delay or deny evaluations that determine special education eligibility.
- If your child still experiences difficulty, **submit a formal written request** for an evaluation to the school's principal.
 - The school then has 15 days to provide you the opportunity to give written consent for an evaluation.

Barriers to an Evaluation

- School districts are required by federal law to *proactively identify, locate, and evaluate* all children with disabilities who are in need of special education services.
- But the TEA's **SPED Representation Indicator** has gotten in the way of that mandate.
- Within TEA's monitoring system, the Indicator caps SPED enrollment at only **8.5%** -- the lowest SPED enrollment rate in the country.

IN 2004, TEA PLACED AN ARTIFICIAL CAP ON SPECIAL EDUCATION ENROLLMENT IN TEXAS



Sources: Texas Education Agency (TEA), *Enrollment in Texas Public Schools Series* (2003-2016), http://tea.texas.gov/acctres/enroll_index.html. TEA, *PBMS State Reports Series* (2006-2015), <http://tea.texas.gov/pbm/stateReports.aspx>. The National Center for Education Statistics (NCES), *Digest of Education Statistics* (2016), <https://nces.ed.gov/fastfacts/display.asp?id=64>. The NCES, *The Condition of Education* (2016), http://nces.ed.gov/programs/coe/indicator_cgg.asp.

Special Education Eligibility

42 U.S.C. § 1401(3)

Disability

+

Educational
need for
specially
designed
instruction

=

Eligible

Evaluations

- If you believe child needs to be evaluated for special education, REQUEST EVALUATION IN WRITING to school principal
- If school does not think a child needs to be evaluated, they must send written notice about their decision and the parent's rights.
- Parent must consent to evaluation

Evaluations

- The general rule in Texas is that the school must conduct the initial evaluation within **45 school days** of receiving parental consent.
- There are several exceptions to the 45 school day deadline for initial evaluations.
- Most important adjustment to the timeline for initial evaluations is during the spring semester as the end of the school year gets closer.
 - If a parent provides the school with written consent for the initial evaluation less than **45 schools days** but at least **35 school days** before the last instructional day of the school year, the evaluation must be completed and the report provided to the parent by **June 30th** of that school year.
 - If a parent provides the school with written consent within 35 school days of the last instructional day of the school year, the 45 school day deadline rolls into the fall semester of the following school year.

Initiating Services

15 School Days:

Provide Parent consent
or Prior Written Notice

45 School Days:

Conduct Full
Initial Individual
Evaluation

30 CALENDAR Days:

After completion
of evaluation
hold Initial ARD
meeting

Reviewing Evaluations

- **Determine:**
 - Whether child has disability
 - Student's educational needs resulting from disability
- **Report Should Include Assessment of:**
 - Educational Needs
 - Levels of achievement
 - Problem areas
 - Comparison to other students
 - Reason for any problems
 - Need for Related and Other Special Services
 - Examples: Occupational therapy, speech therapy, physical therapy, assistive technology, counseling, and transportation.
 - Need for Positive Behavioral Supports
 - Provide recommendations

Admission, Review, and Dismissal (ARD) Meeting

- **When does the meeting occur?**
 - Meets at least once a year to develop student's Individual Educational Program (IEP)
 - Parent must receive notice **5+ school days before meeting** and school must attempt to work with parent's schedule
 - Parents can request additional meetings as often as necessary to review and revise plan.

Admission, Review, and Dismissal (ARD) Meeting

• Who attends?

- Members of the committee:
 - Parents and Student if 14+
 - Representative of school district knowledgeable about special ed. services
 - 1+ special ed. teacher
 - 1+ regular ed. teacher (if student is or may be in regular ed. classes)
 - Someone who can interpret evaluations like Diagnostician or LSSP.
- Member can be excused by agreement
 - Member does not have to be present if school and parents agree in writing. But, if member's area of curriculum or related services is being discussed, member must provide written input to committee before meeting.

IEPs

- A written plan, agreement between parents and school on how the student will be educated.
- IEPs must include:
 - Present levels of academic achievement and functional performance (PLAAFP)
 - A statement of measurable annual goals including both academic and functional goals.
 - In simple terms, IEPs must address: goals/objectives, placement, FBAs and BIPs where appropriate, related services, transition services (age 14+ or AU) and supplements, if appropriate.

Changes to the IEP

- In making changes to a child's IEP after the annual ARD/IEP meeting for a school year, the parent and the school district may agree not to convene an ARD/IEP meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the child's current IEP.
- Changes to the IEP may be made either by the entire ARD/IEP team or by amending rather than redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy of the IEP with the amendments incorporated. 20 U.S.C. § 1414(d)(3)(F)
- Evaluations should be completed every three years and there is no "pandemic" exception; however, be aware that completing a REED could satisfy the re-evaluation requirement

Services Standards

- Board of Ed. Of the Hendrick Hudson Sch. Dist. v. Rowley, 458 U.S. 176 (1982).
 - The IEP must confer “meaningful benefit,” which means that it must provide for “significant learning.”
 - IEP reasonably calculated to enable the child to benefit.
 - NOT a maximization of child’s potential.

Placement

- After the committee develops the IEPs, the school is supposed to determine the **Least Restrictive Environment (LRE)** where the student can work on their goals *with supplementary aides and services*.
- School districts are supposed to maintain a continuum of placements.

Least Restrictive

Most Restrictive



Regular Class

Self-Contained Class

Separate Campus

Residential

Assistive Technology

- As part of the program development process, the IEP team must "consider whether the child needs assistive technology devices and services." [34 CFR 300.324](#) (a)(2)(v) and provide all assistive technology devices and services required for the student to receive FAPE.
- Does not generally include eye glasses, hearing aides, or cochlear implants.
- Can include computers, calculators, and communication boards and devices.

The Big Decision of ARD: To Agree to Disagree

- At end of ARD, parents sign IEP and check “agree” or “disagree.”
 - Parents should NOT pretend to “agree” if they don’t actually agree with ARD decisions.
 - If a parent disagrees, the school will offer to hold another meeting within ten days to try to resolve dispute. If they can’t, they should provide prior written notice and then move forward with their recommended program unless parents file for Due Process, in which time the most recently agreed IEP will remain in effect unless agreed otherwise.
- No meeting scheduled, then ask for one.
 - If parent is concerned about special education services, and no ARD is scheduled, first step is to request ARD to discuss concerns and sign “disagree” if not satisfied.

ARD Meeting Minutes

- EVERYTHING you ask for needs to end up in the minutes
- Make sure the minutes include the school's positive responses, negative responses, promises, responsible party, and timelines
- Review the minutes before you leave the meeting
- Submit an addendum after the meeting if the minutes are incorrect or something is missing
- Get a copy of the minutes for your records

Independent Educational Evaluations (IEE)

- Used if you disagree with ANY evaluation.
- How do you get one?
 - Notify school officials that you want an independent educational evaluation (IEE) and you want the school to pay for it.
 - Disagree with evaluation formally while in ARD meeting and request IEE.
- School must pay for one independent evaluation for each school evaluation with which the parent disagrees.
 - Unless the school asks for a due process hearing to show its evaluation was appropriate.
- ARD Committee must consider IEEs, results and recommendations.
- DRTX Handout Requesting IEE's available at www.DRTX.org

Timelines for Reevaluations

- The school shall ensure reevaluation if:
 - School determines that educational or related services needs, including improved academic achievement and functional performance of the child, warrant reevaluation;
 - The child's parents or teacher requests a reevaluation.
- A reevaluation shall occur:
 - not more than once a year, unless the parent and school agree otherwise; and
 - at least once every 3 years, unless the parent and the school agree a reevaluation is unnecessary.

Timelines for Reevaluations

- **Tip 1: Parents should never agree to waive reevaluation, accept “informal assessment” or a “REED” unless they are pleased with progress being made by student. After all, evaluations are key to obtaining recommendations to improve program.**
- **Tip 2: If the district states that it will not conduct additional tests after a REED, parents still have the right to request those tests. However, the onus is on parents to invoke this right.**

Review Records

- Parents have a right to see and copy all records about child's education.
- Key Records Include:
 - Evaluations and Assessments
 - IEPs (Review prior year and current year to see change, or lack of change in goals)
 - Progress Reports and Report Cards
 - Discipline records, office referrals, restraint notices, and incident reports
 - Data sheets where progress on IEP goals is tracked

Disciplinary Placement Over 10 Days

- School must:
 - Notify parent of disciplinary decision and give them a copy of their procedural safeguards on the same day the school decides to take the disciplinary action.
 - Assemble parents and relevant ARD members for a manifestation determination review.

Manifestation Determination Review

- The ARD committee must decide if the student's conduct:
 1. Was caused by, or had a direct and substantial relationship to the student's disability; OR
 2. Was the direct result of the school's failure to implement the student's IEP.
- Burden of proof is on the parent
- ARD committee must decide if IEP was being implemented.
- Whole IEP team not necessary, just "relevant members."

Manifestation Determination Review: *If Yes*

- If yes: The student's conduct is a manifestation of the student's disability and the school must:
 - Conduct a functional behavioral assessment (FBA)
 - Implement a behavior intervention plan (BIP); and
 - Return the student to his prior placement.
- **EXCEPTION:** Even if conduct was a manifestation, if the behavior involved drugs, weapons, or substantial bodily injury, the student can be placed in a DAEP for up to 45 days.

Manifestation Determination Review: *If No*

- Disciplinary procedures applied to non-disabled students may be applied.

What is a Functional Behavioral Assessment (FBA)?

- **Evaluations used to develop positive behavioral supports and a Behavior Intervention Plan (BIP).**
 - **All behavior serves a function.** An FBA attempts to determine what function a student's unacceptable behavior serves. It tries to determine what the student "gets" or "avoids" through the unacceptable behavior.
 - An FBA does not simply describe a behavior. It identifies the biological, social, affective, and environmental factors that initiate, sustain, or end the behavior in question.
 - Identifies strategies to reduce triggers and replace problem behaviors.

What is an FBA?

- Once the underlying function of the unacceptable behavior is identified, the FBA identifies strategies to:
 - Help the student engage in an acceptable replacement behavior that “gets” the student what he wants, and
 - Decrease the student’s desire to “avoid” the environment/situation causing the unacceptable behavior (Behavior used to “avoid” is often related to lack of appropriate academic services. A good FBA will address academic services.)

When Should an FBA Be Conducted?

- ARD committee must consider providing positive behavioral interventions when a student's behavior impedes his learning or the learning of others. In order to identify effective interventions, an FBA should be conducted.
- An FBA is required when disciplinary removal is due to conduct that is found to be a manifestation of a student's disability.

Who Conducts an FBA?

- Preferably a Psychologist or BCBA
 - **NOTE:** IDEA does not say who is qualified to conduct FBAs. Commonly, schools ask teachers to complete checklists to help determine what causes behaviors.
 - While this information may be a helpful part of the FBA, checklists alone are not FBAs.

Where Does the Information in an FBA Come From?

- Direct observation made by the evaluator in the environments where the behavior(s) typically occur. Evaluator should spend at least a few days observing student in these settings.
- Student interview (and reinforcement surveys)
- Teacher interviews (and written input)
- Review of special education records and disciplinary data
- Parent input

Common Components of a Quality FBA

- Functional Hypothesis:
 - Description of what the student may be getting (e.g. attention, control) or avoiding (e.g. embarrassment, frustration) through the unacceptable behavior
 - Description of acceptable behaviors that could serve the same purpose for the student
 - Description of positive strategies to promote acceptable behaviors that serve the same purpose
 - Description of positive strategies to reduce the student's desire to avoid situations/environment

Common Components of a Quality FBA

- Recommendations for BIP:
 - Positive strategies for promoting acceptable behaviors that serve the same function.
 - **Example:** If a student engages in unacceptable behavior to gain attention, the FBA should identify acceptable behaviors to gain attention and strategies to provide opportunities for the student to engage in those acceptable behaviors

Common Components of a Quality FBA

- Recommendations for BIP (continued):
 - Positive strategies for decreasing the student's desire to avoid situations/environment.
 - Example: If the student engages in unacceptable behavior to avoid assignments that are difficult, the FBA should identify increased academic support for the student and strategies to minimize potential for frustration/embarrassment
 - Punishment is not a positive behavioral intervention

Behavior Intervention Plan (BIP)

- Based on Evaluation Data, including an FBA
- Must include positive supports and interventions (these should be described in the FBA)

BIP Tips

- Be specific about each behavior at issue
 - “Jane is aggressive” is not specific.
 - “Jane hits other students at recess when she does not get her way” is specific.
- Target a few key behaviors with specific, individualized interventions
 - “Give Jane an opportunity to exercise control” is not specific.
 - “Give Jane the opportunity to choose the recess activity. Give Jane the opportunity to lead the class discussion” are specific interventions.

BIP Tips

- Describe specific interventions to support the positive behaviors that the student already engages in
- Describe changes that should be made to the environment
- Address effective methods of redirection, modeling, de-escalation as appropriate (**Remember**, positive behavioral support is as much about changing adult behavior as it is about changing the student's behavior)

Defining “Emotional Disturbance”

- Long-term characteristics that adversely affect a child’s emotional performance, including:
 - An **inability to learn** that cannot be explained by intellectual, sensory, or health factors;
 - An inability to build or maintain satisfactory **interpersonal relationships**;
 - Inappropriate types of behavior or feelings **under normal circumstances**;
 - A general pervasive mood of **unhappiness or depression**; and/or
 - A tendency to develop **physical symptoms or fears** associated with personal or school problems.

Restraint and Seclusions

- **Seclusion: Banned**

- Students may not be confined in a locked box, locked closet, or locked room that: (A) is designed solely to seclude a person; and (B) contains less than 50 square feet of space. Texas Education Code § 37.0021.

- **Restraint: Restricted**

- Only allowed in emergency situations, in which student's behavior poses a threat of: (A) imminent, serious physical harm to the student or others; or (B) imminent, serious property destruction (meaning expensive property).
- Notice Requirements See TAC 89.1053(e)
- Staff Training Requirements See 19 T.A.C. 89.1053(d)

Restraint and Seclusions

- Seclusion is placing a child in a special room or location alone and preventing the child from leaving by locking, blocking or barring the exit
- Seclusion is unlawful in Texas
- Schools may use a “time-out” space that is not locked or otherwise barred from exit
- Restraint may be mechanical, physical or chemical
 - Mechanical - chairs, ties, other device
 - Physical - holding arms, holding on ground
 - Chemical - through the use of medication
- Restraint may only be used where there is a threat of imminent, serious physical harm to the student or others or imminent serious property destruction
- Is an emergency measure, not a positive behavioral support
- Should NOT be written into an IEP or BIP

Transition

- Beginning not later than the first IEP to be in effect when the child turns 14* and then updated annually thereafter. The IEP must include:
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate

* The regulations to IDEA 2004 eliminate age 14 requirements (beginning services starting at age 16) but Texas law requires services to begin at age 14

Transition

- The IEP must also include:
 - Transition services needed to assist the child in reaching those goals, including courses of study; and
 - Beginning not later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to him or her on reaching the age of majority.
- Transition is tied to fundamental purpose of IDEA. Preparation for life after graduation: Employment, IL, and further education.
- Failure to provide appropriate transition services can amount to a denial of FAPE.

Autism Supplement

- Under the Texas Autism Supplement, the following points must be discussed before creating an IEP for a student with autism:
 - Extended educational programming, including extended-day and extended-year services
 - Daily schedules with minimal unstructured time
 - In-home and community-based training that helps students acquire social and behavioral skills
 - Positive behavioral support strategies
 - Planning for the life, work and education of children of all ages
 - Parent and family training and support
 - Suitable student-to-staff ratios for children during the various stages of learning
 - Communication interventions
 - Social skill supports
 - Professional educator and staff support and training
 - Teaching strategies based on research-based practices, including discrete-trial training and applied behavior analysis

For students 18 years or older

- Special Education: Transfer of rights at age of 18 & Ability to remain in school through year student turns 22
- Post Secondary/Vocational Rehabilitation/Supported Decision Making
- The school district must continue to provide parents with notice of the ARD meetings. However, under current Texas special education rules, the notice is not an invitation to attend the ARD meeting. The parent will no longer have the right to attend the ARD meeting, but can be invited to attend by the school district or the student. If invited to attend the meeting, the parent is not the educational decision maker.
- For many students, all the parent needs to do to participate in the ARD meeting after their child turns 18 is to simply ask them if they want you to attend the ARD meeting with them. If your child agrees, then just tell the school that your child invited you to the meeting. The invitation is not required to be a formal written invitation. If you prefer to have the invitation in writing, simply ask your child to sign a statement that they have invited you to attend the ARD meeting.

ADA / 504 Compared to Special Education

ADA/504
Has a
Disability
Special
Education
Also has
Educational
Need

	IEP	504 Plan
Eligibility	<ul style="list-style-type: none"> Student with 1 of 13 disabilities listed in IDEA Needs Special Education and related services as a result of that disability 34 CFR 300.8 (a)	<ul style="list-style-type: none"> Physical or Mental impairment that <u>substantially limits one or more major life activity</u> May be eligible for 504 even if impairment doesn't affect learning 28 CFR 35.108 (a)(1) & 28 CFR 35.101
What is Included	<ul style="list-style-type: none"> Present Levels of academic achievement Measurable annual goals How will students progress be measured Special education and related services to ensure FAPE Accommodations to assessment Services with start date, frequency, location, and duration 34 CFR 300.320 (a) & (b)	No specific requirements but often have: <ul style="list-style-type: none"> Information about student disability and related needs Evaluation data Accommodation and services required for FAPE Information about placement and the location of his accommodations 34 CFR 104.35
How often to update	At least every 12 months 34 CFR 300.324(b)(1)	Periodically but no set requirement 34 CFR 104.35

ADMINISTRATIVE REMEDIES: TEA Complaints, Mediation, and Due Process

TEA Complaint Process

- First step is to try to resolve problems with school districts by going to an ARD before complaining to TEA.
- If cannot resolve issue at ARD:
 - Write Letter of Complaint to TEA requesting investigation.
 - State the violations believed to have occurred.
 - State the facts on which complaint is based. Be specific.
 - Attach important documents (ARD Documents, evaluations, etc)
 - Sign the complaint.
 - **Mail complaint to:**
 - Texas Education Agency
Division of IDEA Coordination
1701 North Congress Avenue
Austin, TX 78701-1494
- TEA has 60 days to determine if law has been broken and complete a written report.
- TEA pays investigator

Possible Outcomes From a State Complaint

- Individual corrective action
 - Expedited evaluation
 - Compensatory education services
 - ESY
 - Additional assessments
 - Guidance on LRE
- Systemic corrective action
 - Review and revise policies and procedures
 - Staff development
 - Peer reviewed programming

Mediation

- Parent OR school district can request in writing (form available on TEA's website) but it is voluntary so **BOTH** must agree.
 - Can file anytime
- **Mediation is free.**
- If a resolution is reached, an agreement is signed and the contract created is enforceable in court.
- To request mediation,
 - Write letter to TEA requesting mediation.
 - Include name of school district, name and grade of student, contact information, and a short description of concerns.
- May mail or fax request to:
 - Texas Education Agency
Division of Legal Services
1701 North Congress Avenue
Austin, TX 78701-1494
Telephone: 512.463.9720 | Fax: 512.475.3662

Due Process Hearing

- A parent may request an impartial due process hearing as a last resort when they feel the school district has violated special education laws.
- Parent and district can file
- Resembles a trial, but a lawyer is optional.
- Must request hearing within 2 years of the time they knew of the wrongful action.
- Parent must first attend “resolution session”
 - Held within 15 days from time district receives hearing request
 - If no agreement is reached within 30 days of hearing request, due process hearing can occur.

Hearing officer resolves issues.

Either party may appeal a hearing decision in federal court.

How Disability Rights Texas Can Help

- DRTX is the federally designated legal protection and advocacy agency (P&A) for people with disabilities in Texas.
- Our mission is to help people with disabilities understand and exercise their rights under the law, ensuring their full and equal participation in society.

DRTX can assist and advice you regarding:

- Discipline (Removal, school citations, positive behavior supports)
- Ending and preventing illegal seclusion or restraint
- Inclusion
- Transition Planning
- Assistive Technology
- Advice and Tech Support on other issues
- ARD Advocacy
- Due Process Hearings
- Consideration for complaints

Resources

- **Disability Rights Texas**

- www.drxtx.org

- **Wright's Law**

- www.wrightslaw.com

- **Texas Education Agency (TEA)**

- Parent Resource Guide
<http://www.tea.state.tx.us/special.ed/resources/>
- Complaints, Mediations, Due Process Hearings
<http://www.tea.state.tx.us/special.ed/medcom/compinfo.html>

- **Texas Homeless Education Office**

- Basic Information on Homeless Education
<http://www.utdanacenter.org/theo/he101/basic.php>
- Foster Care and Substitute Care
http://www.utdanacenter.org/theo/downloads/factsheets/RP44_Substitute_and_FosterCare.pdf
- Dispute Resolution
http://www.utdanacenter.org/theo/downloads/factsheets/RP35_DisputeResolution.pdf

Additional Resources

Transition in Texas

- website is a project of the Texas Secondary Transition/Post-School Results Network in collaboration with the Texas Education Agency.
- Representatives of each of the 20 Education Service Centers in Texas comprise the network and provide information to students, parents, educators and agencies about the post secondary transition process.

www.transitionintexas.org

DRTx Resources

- Transition Age Youth guide - https://media.disabilityrightstx.org/wp-content/uploads/2018/09/26162126/TAY_Guide_Updated-Oct_2016-English.pdf
- IDEA manual - <https://media.disabilityrightstx.org/wp-content/uploads/2018/08/15204326/2018-Updated-IDEA-Manual-copy.pdf>
- Supported Decision Making - <https://www.disabilityrightstx.org/en/category/supported-decision-making/>

Additional Resources

504 Complaint:

- Website:

<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

- Dallas Office

Office for Civil Rights

U.S. Department of Education

1999 Bryan Street, Suite 1620

Dallas, Texas 75201-6810

- Telephone: 214-661-9600

FAX: 214-661-9587; TDD: 800-877-8339

Email: OCR.Dallas@ed.gov

UPDATE

- TEA has posted a new comprehensive technical assistance guide to districts about FBAs, BIPs, PBIS, restraints, and discipline. See link below. If you notice anything in the contents that's incorrect or not best practice, please let me know so I can give feedback to TEA.
- https://tea.texas.gov/sites/default/files/behavior_guide_8-22.pdf
- Texas special education due process hearings are now operating under a 2-year statute of limitations per HB 1252. The new limitations period is reflected in TEA regulations at 19 Tex. Admin. Code 89.1151.
- [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=89&rl=1151](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=89&rl=1151)