**Special Education Rules and Regulations in Texas**

Name

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Special education refers to a system of educating students with special needs, often resulting from severe cases of learning difficulties. These learning difficulties are a product of their states of physical disabilities or behavioral problems (Reynolds, Margaret & Herbert, 2016). The provision of special education involves designing, staffing and offering unique resources that meet the special or additional needs by the learners. There are federal laws, that are in tandem with the state government laws, which aim at providing an atmosphere where students with disabilities receive a Free and Appropriate Public Education (FAPE). Furthermore, the federal and state laws and regulations aim at providing a learning environment that is devoid of any restrictive features to impede the accessibility of fare and appropriate public education. Owing to the inclusion of learners with disabilities in the regular classrooms, it is imperative for education stakeholders such as parents and teachers to comprehend the requirements in the Individuals with Disabilities Education Act (IDEA).

The provisions of both the federal and state laws and regulations on special education have had a historical and progressive development through the congress. For instance, the Congress passed a public law 94-142. The law has evolved into what is now referred to as Individuals with Disabilities Education Act (IDEA), which served to ensure that the students with different disabilities gain access to fare and appropriate education regardless of their additional needs. According to this public, it recognizes disability as a natural occurrence in the experience of the individuals affected. Such disabilities should not deter persons with disabilities from participating or contributing to the important societal activities such as education (Reynolds, Margaret & Herbert, 2016).

In recognition of the meaning of living with disabilities among school going persons, the federal government, through the provisions of the IDEA, strives to improve the educational achievements of such learners as a significant element of the American national policy in education. In this case, the national policy on education recognizes the need to provide an atmosphere all learners, regardless of their disabilities have an opportunity to acquire a wholesome development, as a preparation for the future life in their respective societies (Reynolds, Margaret & Herbert, 2016). Generally, IDEA champions for the provision of equal opportunities for all learners despite their differences in ability, full participation in education and other societal processes, independent living, as well as economic self-sufficiency for the people living with different disabilities.

Further amendments to the IDEA occurred in 2004, when Congress raised the level of expectations of the students learning with disabilities. Congress had subjected the existing provisions of the IDEA policy and determined that it had placed lower expectations on the students living and learning with disabilities, which according to the Congress, had impeded a proper implementation of IDEA. Furthermore, congress also determined that there had been inadequate focus on the application of replicable research on the proven methods used for facilitating teaching and learning for students with disabilities.

In this case, the amendment focused on how to improve the overall achievements of students by raising the expectations on them. Some of the mechanisms for raising such expectations include enabling the possibility of disabled students accessing the full career in regular classroom settings. This amendment would enhance their ability to meet the basic developmental goals, as well as the challenging expectations established to help learners lead productive and autonomous lives. Congress, in its purpose for implementing the amendments of IDEA, aimed at preparing the students with special needs, by equipping them requisite skills through which they can aspire for further education, professional careers as well as independent living (Farrell, 2016). It is an effective mechanism for empowerment, which ensures that each member of the society had a chance to experience the fullness of life, regardless of their disabilities.

The federal laws and rules offer a guidance for all states, and guides them in the process of fulfilling their educational obligations. In addition to the federal laws and rules on special education, individual states also have local rules and regulations that guide the education sector, with reference to the provision of educational needs to students with disabilities. Texas, for example, has a series of alternative set of rules and regulations that govern the provision of education for students with special needs.

For instance, there are Alternative Education Programs (AEPs), which are disciplinary programs under the operations of school districts, for the students who committed various offenses stated under the state laws and the Student Code of Conduct. The school districts operate AEPs called Disciplinary Alternative Education Programs (DAEPs). In addition, there are special AEPs known as Juvenile Justice Alternative Education Programs (JJAEPs) that occur under the juvenile justice system. According to the Texas regulations for special education, students who fall under both categories, DAEPs and JJAEPs also full rights to access educational opportunities.

The recognition of persons living with various disabilities, and including them in regular programs of education, employment and other societal processes is an imperative step. The American society, led by the federal and local state governments have manifested adequate commitments in developing favorable policies to create an atmosphere of equal opportunities for all students, regardless of their physical and behavioral disabilities. Owing to the inclusion of learners with disabilities in the regular classrooms, it is imperative for education stakeholders such as parents and teachers to comprehend the requirements in the Individuals with Disabilities Education Act (IDEA).

References

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