



Chapter Comparison 2017 vs. 2022

2017	2022
<p>Chapter 1: FAPE</p>	<p>Chapter 1: FAPE</p> <ul style="list-style-type: none"> › New guidance on services through the school year in which the student turns 22 › Inclusion of potential barriers to provision of FAPE for districts to avoid
<p>Chapter 2: Child Find</p>	<p>Chapter 2: Child Find</p> <ul style="list-style-type: none"> › Expanded guidance regarding Child Find activities and practices
<p>Chapter 3: Young Children, Ages 3-5</p>	<p>Chapter 3: Young Children, Ages 3-5</p> <ul style="list-style-type: none"> › Updated guidance regarding Early Childhood Outcomes to align with new federal reporting requirements
<p>Chapter 4: Initial Evaluation & Eligibility</p>	<p>Chapter 4: Evaluation & Eligibility</p> <ul style="list-style-type: none"> › (Title Change; Previously Chapters 4 & 8) › Significant revision included much of the Evaluation and Eligibility Handbook, including qualified professionals, comprehensive evaluations and evaluation components › Expanded guidance regarding procedures for handling a referral for initial evaluation to promote prompt processing and consistency across the state › Expanded guidance on the LEA responsibility to consider outside evaluations › First inclusion of guidance regarding how to consider adverse impact on educational performance › Expanded guidance on procedures when parents won't respond to LEA › First inclusion of guidance regarding how to change students from developmental delay category to categorical eligibility and vice-versa as students move between districts



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Chapter 5: IEP	Chapter 5: IEP <ul style="list-style-type: none">› First inclusion of definitions of service types› First inclusion of guidance regarding contingency plans
Chapter 6: LRE	Chapter 6: LRE <ul style="list-style-type: none">› Expanded guidance regarding procedures when a student is experiencing a lack of progress
Chapter 7: Discontinuation of Services, Graduation & Grading	Chapter 7: Non-Discriminatory Practices <ul style="list-style-type: none">› (Title Change; Added Content)› Inclusion of guidance regarding district responsibilities when students are failing
Chapter 8: Re-evaluation (Now Ch. 4)	Chapter 8: Private, Charter, Residential and Other Settings <ul style="list-style-type: none">› (Title Change; Previously Chapters 9 & 10; Added Residential)› Expanded guidance regarding LEA consultation with private schools› Expanded guidance regarding the roles and responsibilities of charter schools› First inclusion of guidance regarding residential in-patient hospitalization› First inclusion of guidance regarding correctional facilities› First inclusion of guidance regarding residential foster care group homes› First inclusion of guidance regarding partnerships with head starts



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Chapter 9: Charter Schools (Now Ch. 8)	Chapter 9: Procedural Safeguards <ul style="list-style-type: none">› (Previously Ch. 11)› Expanded guidance on inclusion of biological parent when child is in foster care› Expanded guidance on informed consent, when it is and isn't required for specific LEA actions› Expanded guidance on development of written notices
Chapter 10: Student in Private Schools (Now Ch. 8)	Chapter 10: Behavior <ul style="list-style-type: none">› (Title Change; Previously Ch. 12: Discipline)› First inclusion regarding MTSS practices related to behavior› First inclusion regarding the how and when of Functional Behavior Assessments, Behavior Intervention Plans, Behavioral Threat Assessments and Safety Plans› Expanded guidance regarding disciplinary removals, formal and informal
Chapter 11: Procedural Safeguards (Now Ch. 9)	Chapter 11: Dispute Resolution <ul style="list-style-type: none">› (Previously Ch. 13)



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Chapter 12: Discipline (Now Ch. 10)	Chapter 12: Transfers & Move-In Students <ul style="list-style-type: none">› (Previously Ch. 14)› Updated guidance regarding transfers pursuant to new Open Transfer law› Expanded guidance regarding procedures to determine eligibility and services for out of state move in students
Chapter 13: Dispute Resolution (Now Ch. 11)	Chapter 13: Special Education Staffing <ul style="list-style-type: none">› (Title Added; Previously in Appendices)› Expanded guidance to include new pathways to special education certification› First inclusion regarding Speech Language Pathology Assistant roles and responsibilities› Inclusion of guidance regarding which students with disabilities must be served by teachers with specific certifications by disability category and level of disability
Chapter 14: Transfers, Move-in Students, & Foster Care (Now Ch. 12)	NONE

