

Rule Changes: New Tools, Materials, Resources in Response to Needs Assessment

March 28, 2022

Process

- Feedback collected through Office Hour Questions, Rule Changes Survey, conversations with teachers, administrators, community partner focus groups
- Categories of response
 - FAQs that we have immediate answers for
 - FAQs that need some additional guidance
 - Potential future documents/guidance
- When documents are updated there will be announcements via WFM and Admin Listservs

Parent Input

- **Resources:**
- Webinar
- [Family Engagement for Individualized Education Program \(IEP\) Team Members: Ensuring Meaningful Participation by Families](#)
- [Guidance Document for Parent Input](#)
- [Parent Input Case Studies](#)

Parent Input: FAQs on Current Guidance

1. Can parent waive their response/does not respond within 10 days?
 - a. The 10 day window is for the parents to respond if they so choose.
 - b. “Parent(s) will be informed to return the form (or other method for collecting Parent Input) within 10 days if they have additional feedback or input. If the parent declines or does not provide feedback, the LEA should indicate this circumstance within the Parent Input section of the IEP.”
 - i. [Parental Input Guidance Doc](#)
2. When is the IEP considered final?
 - a. “The IEP will be considered ‘in place’ from the date referenced as the implementation date in the Prior Written Notice. A later meeting to review input that amends the IEP, if held, would result in a new IEP and Prior Written Notice.”
 - i. [Parental Input Guidance Doc](#)
3. Input received after 10 days?
 - a. Should be responded to in the manner typical to parental input otherwise received.

Parent Input: FAQs on Current Guidance (2)

1. What methods should an LEA use to gather input?
 - a. Whatever methods are most effective for the LEA and family.
 - b. The [Parental Input Guidance Doc](#) has an attached appendix form that can be adopted and emailed, or the LEA can create an alternate form or strategy.
 - c. A form completed by the parent should be kept as IEP record.
2. When does a meeting need to be scheduled? What if a parent disagrees or provides new input?
 - a. “Convene an additional meeting if the substance of parent feedback warrants such. This will usually take the form of new information not already addressed within an IEP meeting, or concerns about the IEP process that need to be addressed. In this case the LEA will confirm receipt of the feedback and may either schedule an additional formal IEP meeting for the IEP team to consider the input provided, or a specific meeting with the case manager or the special education administrator. The LEA should grant a full IEP meeting if requested by a parent. Any amendments may be created using a form 5B, as per the typical process of amending an IEP between annual meetings.”
 - i. [Parental Input Guidance Doc](#)

Parent Input: Upcoming Changes

1. Guidance updated to include answers:

Does verbatim parent input need to be included? Is it 10 calendar days?

2. Form 5 will be updated to include a parent section as indicated in the guidance document.

i. [Parental Input Guidance Doc](#)

3. Other requests:

One pager that LEAs can share

Example of forms filled out and in an IEP

Questions?

Goal Writing

Webinars:

- [Introduction](#)
- [Using Data](#)
- [SMART Goals](#)
- [Grade Level Standards](#)

Resources:

- [IEP Goal Writing Rule Changes Professional Development](#)
- [Individualized Education Program Goal Writing Template](#)
- [Overview of Goal Setting Strategies](#)

Goal Writing: FAQs on Current Guidance

- We would like to have access to resources to help us write functional skills goals in a measurable way.
 - Review Guidance on [Functional Skills](#)
 - [NCII's Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals](#)
- How to do ROI and determine what data matches the goal?
 - Use the [Using Data webinar](#) and check out [NCII's Data-Based Intervention](#)

Goal Writing: Upcoming Changes

- Possible future supports
 - Example goals and benchmarks for students across several categories, including post-secondary
 - Additional tips for using data effectively

Questions?

Definition of Special Education

Resources:

- [Webinar](#)
- [Specially Designed Instruction Handout](#)

Definition of Special Education: Upcoming Changes

Possible future supports:

- Updated guidance document.
- Some questions answered within the docs so will draw attention to the sections.

SLD: Upcoming Changes

Possible future supports:

- Adding PSW resources to guidance document.
 - Will include virtual resources (webinars, websites) and consultants
- Current documents and additional feedback being incorporated into evaluations manual.
 - Estimated available end of May

Adverse Effect and Functional Skills: Upcoming Changes

- Current documents and additional feedback being incorporated into evaluations manual.
 - Estimated available end of May
- Office Hours for Adverse Effect, Functional Skills, and SLD start at the end of April

Questions?

April Office Hours

Budgeting Considerations/IDEA (Individuals with Disabilities Education Act) Part B Subgrantee Applications To Support CEIS (Coordinated Early Intervening Services)/MTSS (Multi-tiered System of Supports) and Rule Changes

Live Office Hours: April 4, 2022 from 9-11:30 a.m.

Virtual via Microsoft Teams:

[Join on your computer or mobile app](#)

Call in Number: 1-802-552-8456

Conference ID: 642 173 540#