



## Chapter Comparison 2017 vs. 2022

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



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



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| <b>Chapter 9:<br/>Charter Schools<br/>(Now Ch. 8)</b>         | <b>Chapter 9: Procedural Safeguards</b> <ul style="list-style-type: none"><li>› (Previously Ch. 11)</li><li>› Expanded guidance on inclusion of biological parent when child is in foster care</li><li>› Expanded guidance on informed consent, when it is and isn't required for specific LEA actions</li><li>› Expanded guidance on development of written notices</li></ul>   |
| <b>Chapter 10: Student in Private Schools<br/>(Now Ch. 8)</b> | <b>Chapter 10: Behavior</b> <ul style="list-style-type: none"><li>› (Title Change; Previously Ch. 12: Discipline)</li><li>› First inclusion regarding MTSS practices related to behavior</li><li>› First inclusion regarding the how and when of Functional Behavior Assessments, Behavior Intervention Plans, Behavioral Threat Assessments and Safety Plans</li><li>› Expanded guidance regarding disciplinary removals, formal and informal</li></ul> |
| <b>Chapter 12: Discipline<br/>(Now Ch. 10)</b>                | <b>Chapter 12: Transfers &amp; Move-In Students</b> <ul style="list-style-type: none"><li>› (Previously Ch. 14)</li><li>› Updated guidance regarding transfers pursuant to new Open Transfer law</li><li>› Expanded guidance regarding procedures to determine eligibility and services for out of state move in students</li></ul>  |



| 2017   | 2022   |
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| <p><b>Chapter 13: Dispute Resolution</b><br/><b>(Now Ch. 11)</b></p>                             | <p><b>Chapter 13: Special Education Staffing</b></p> <ul style="list-style-type: none"><li>› (Title Added; Previously in Appendices)</li><li>› Expanded guidance to include new pathways to special education certification</li><li>› First inclusion regarding Speech Language Pathology Assistant roles and responsibilities</li><li>› Inclusion of guidance regarding which students with disabilities must be served by teachers with specific certifications by disability category and level of disability</li></ul> |
| <p><b>Chapter 14: Transfers, Move-in Students, &amp; Foster Care</b><br/><b>(Now Ch. 12)</b></p> | <p><b>NONE</b></p>   |

