

Rule Change: Parent Input

November 15, 2021

Today's Objectives

Participants will:

- Review the Special Education rule change on Parent Input.
- Review highlights from Parent Input Guidance Document.
- Understand purpose and use of Parent Input case studies.
- Locate where Parent Input will be documented within the student's Individualized Education Program (IEP).

Special Education (3-21) Rule Changes: Background

- In 2016 AOE commissioned two studies.
 1. UVM Study: Evaluates special education funding models (2016 Act 148 Sec. 3).
 2. DMG Report: Compares current practice to best practices for special education service delivery (2016 Act 148 Sec. 4) in 10 representative Supervisory Unions/Supervisory Districts.
- In 2018, the General Assembly enacted Act 173 that:
 1. Establishes an Advisory Group to shape proposed rules and procedures.
 2. Outlines a several-year transition to the new funding system providing time for rule-making, procedure development and professional learning.
 3. Mandates resources to support professional learning in best practices.
- State Board of Education opened the entirety of Rule 2360 which resulted in several changes to the Special Education (3-21) Rules.
- The State Board adopted the new Special Education Rule Series 1300 (Special Education Finance) and updated 2360 on May 13, 2021, to be made effective July 1, 2022.

Special Education (3-21) Rule Changes: Federal

20 U.S.C. 1400 (c) (5) and (d)

- Congress found that the education of children with disabilities can be made more effective by “**strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children** at school and at home;”
- The purpose of passing IDEA was to “to ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;” and “to **ensure that the rights of children with disabilities and parents of such children are protected**;...”
- Check page 46678 in the [Commentary to the federal regulations \(2006\)](#). It states that certain “...provisions are important to encourage parent participation in the IEP process, which is an important safeguard for ensuring FAPE under the Act.” And, on the same page, “**Parents are free to provide input into their child’s IEP through a written report if they so choose.**”

Special Education (3-21) Rule Changes: Parent Input

Every IEP team must include parents, and their input must be equally considered when developing IEPs.

2363.7 (j) Parent Input. The IEP shall contain a section for parents to provide written comments regarding their child's IEP. Following an IEP meeting to write or amend an IEP, the LEA shall send the IEP to the parent together with prior written notice of decision. The parent shall be provided up to 10 days to complete and return the parent input section of the IEP. The purpose of the parent input section is to facilitate feedback from families to ensure they have an opportunity to express any opinions about the IEP or the IEP process. Upon receipt of the parent input, the LEA may, but is not required to, schedule a meeting to discuss parental concerns.

Special Education (3-21) Rule Changes: Parent Input

For the purposes of this and all related documents, the term “parent” means — (A) a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent); (B) a guardian (but not the State if the child is a ward of the State); (C) an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or (D) except as used in sections 1415(b)(2) and 1439(a)(5) of this title, an individual assigned under either of those sections to be a surrogate parent. 20 U.S.C. § 1401(23); 34 C.F.R. § 300.30

Special Education (3-21) Rule Changes: Parent Input (1/7)

Guidance Document Highlights

- Overview
- Annotated Rule Change
- IEP Process
- Parent Engagement
- Resources
- Appendices
 - Present Levels of Performance
 - Sample Parent Input Form

Special Education (3-21) Rule Changes: Parent Input (2/7)

Appendix A: Present Levels of Performance

Individualized Education Program Present Levels of Educational and Functional Performance

Student Name: _____ IEP Meeting Date: ___/___/___

This section should provide a concise overview of student's current skills and serve as the basis of the student's program for the upcoming year. Describe the student's present levels of educational performance including the student's functional performance, abilities, acquired skills and strengths relative to standards and/or grade level expectations. Briefly highlight how the disability affects the student's involvement and progress in the general curriculum or, for preschool children, participation in age appropriate activities. As appropriate, address the following areas.

DISABILITY/IMPACT ON STUDENT LEARNING: *(Identify the disability and areas of impact, e.g. academic, social-emotional, behavioral)*

MEDICAL: *(Health, vision, hearing, or other medical issues)*

STUDENT STRENGTHS: *(Academic, social-emotional, personal interests, perceptual-motor, communication, environment)*

STUDENT NEEDS: *(Academic, social-emotional, perceptual-motor, communication, environment)*

PARENT INPUT: *(Additional information the parents wish to share)*

Special Education (3-21) Rule Changes: Parent Input (3/7)

Parent Input Form

Child Name:	Date of Meeting:
Date of Birth:	School Name:
Student ID Number:	School District:

Additional Student Input:

Use this section to include any strengths, needs, potential accommodations etc. that were not considered during the meeting

Input on Process:

I was provided my parent rights at the start of the meeting. Yes/No

I was easily able to communicate with the team and attend the meeting. Yes/No

The meeting was sufficient length to cover the required topics. Yes/No

I was asked for my input and feedback during the meeting. Yes/No

My input and feedback were incorporated when developing IEP goals and services and in considering the least restrictive environment for my child's education. Yes/No

Additional Comments:

Use this section to include any additional thoughts or concerns on the IEP process for your child

Special Education (3-21) Rule Changes: Parent Input (4/7)

Utilizing Guidance Document

- Parents are Partners
- Training
 - Faculty/staff
 - Parent training and counseling as a Related Service
- District procedures/website
- Improve and/or strengthen school-family partnerships
- Translate into goals and services as appropriate

Special Education (3-21) Rule Changes: Parent Input (5/7)

Case Studies

Vermont's rule changes add a specific section of the IEP that is dedicated solely to parental input. Parent collaboration in all sections of the IEP is just as important. This document will provide examples of how parental input can support the team in documenting the following segments of the IEP:

- Present levels of performance
- Annual goals and short-term objectives
- Special education services, related services, and supplementary aids and services
- Accommodations and modifications
- Educational setting, including the extent to which the child participates with non-disabled peers in classroom, non-academic, and extracurricular activities
- State and district-wide assessment decisions and modifications
- Transition planning

Special Education (3-21) Rule Changes: Parent Input (6/7)

How to Use Case Studies

- Illustrating application of the rule change
- Training and reflection
- Providing samples for parents to review
- Mentoring and coaching
- Discussing solutions
- Enhancing perspective-taking
- Increasing understanding of parent input in the development and implementation of the IEP

Special Education (3-21) Rule Changes: Parent Input (7/7)

Tips for Writing Parent Input – Consider:

- **Student Strengths.** Describe your Child's social and educational strengths.
- **Behavioral Performance.** Describe behavior at home or school and list specific examples of behavior that interferes with academic performance.
- **Social Interaction.** Describe your Child's interaction with parents, siblings, teachers and other students including specific incidents wherever possible.
- **Concerns.** Describe your concerns for your Child.
- **Goals.** Describe your future goals for your Child.
- **Student Needs.** Please describe areas that you feel your Child needs assistance.
- **School Concerns.** Describe any concerns that your Child may have about school.

Early MTSS and VTmtss Frameworks

Existing local Support Systems....

...are evaluated through an Early and VTmtss lens...

...to become improved and expanded.

...to better support Special Ed rule change work.



Contact Information

- Jacqui Kelleher, State Director of Special Education: Jacqui.Kelleher@vermont.gov
- Tracy Watterson, VTmtss Program Manager: Tracy.Watterson@vermont.gov
- Kate Rogers, Early Education Team Manager: Kate.Rogers@vermont.gov