

[Policy 2210](#) and [Procedure 2210P](#), **Special Education and Related Services for Eligible Students:** Revisions clarify existing requirements that highlight inclusionary practices, family engagement, and effective supports for students receiving special education services. The revised rules include new definitions for a “regular early childhood program” and “universal design for learning,” as well as for specific categories of special education services and related services. They also clarify the process of referring and evaluating a student for special education services including having an optional referral form available, as needed, for anyone to make a request for special education services in the requestor’s native language or with support of a qualified interpreter. Rule updates also require alignment of IEPs for students receiving special education services to the graduation pathways for all students by requiring IEPs to describe how postsecondary goals and transition services align with the student’s High School and Beyond Plan. School districts must take “whatever action is necessary” to ensure parents understand invitations to attend IEP team meetings, IEP team meeting proceedings, and all other meetings related to a free appropriate public education (FAPE.) This provision extends to invitations related to student discipline and truancy. And, in accordance with HB 1130, the updated rules include notification in the family’s native language of availability of interpretation/translation services, arranging for interpreters, and documenting parent preferences.

[Procedure 3115P](#), **Enrollment Rights and Services for Homeless Students:** Revisions update the McKinney-Vento dispute resolution process to now provide for remote meetings in order to accommodate families who are unable to meet in person.

[Procedure 3319P](#), **Use of Physical Restraint and Isolation with Students:** Revisions update language that now directly prohibits the use of prone (lying face-down), supine (lying face-up), and wall restraints, and any other restraint that interferes with a student’s breathing. The rules also require district staff potentially involved in the use of isolation or restraint to be trained and currently certified in the use of “trauma-informed crisis intervention (including de-escalation techniques).”