

- Step 1: Parent requests IS
 Step 2: IEP team considerations
 Step 3: Examine options and offer FAPE
 Step 4: Complete IEP

Step 1: Parent requests IS

- ☐ Site gives parents the same information regarding IS as all students from School Admin Team
- ☐ If the parent continues to want IS, schedule an IEP team meeting (addendum/amendment) as soon as possible.
- ☐ FAPE remains at the school of residence utilizing the current IEP document until a meeting is held and consent is gained for the IEP
- ☐ Master Agreement is signed (after the IEP is held).

All steps above must be completed Prior to moving forward

Step 2: IEP team considerations

- Nature of parent's request- document and discuss the reason for the parent's request that their child participate in the IS program
 - ☐ Health - If parents are seeking home based instruction/independent study as recommended by a healthcare provider due to documented health concerns, consider whether the student requires home-hospital instruction instead of IS.
 - ☐ Current Offer of FAPE – Document and discuss the student's current offer of FAPE in their preexisting IEP, noting goals and frequency of specialized academic instruction as well as related services.
 - ☐ District Independent Study program - review the IS program description with the IEP team.
 - ☐ Student's History and Needs: Document the discussion about the types of supports and services the student would need to access IS.

Sample Questions

- ☐ How did the student perform during distance learning during 2020-2021?
 - ☐ What supports were needed for distance learning?
 - ☐ Did they access virtual synchronous and asynchronous instruction?
 - ☐ Is the parent still interested in IS now that concerns and review of IS has been done again?
- At the meeting the IEP team must determine:
 - Is the Independent Study program appropriate, in light of, the student's unique needs?

- Can the IEP be implemented in the District's Independent Study program?
- What accommodations (if any) are needed in order to benefit from the Independent Study program?

When FAPE Is NOT IS

- Consider the parent reasons for the request and brainstorm ideas to support the student's in-person learning.
- We would not create an IEP to fit Independent Study.

STEP 3

Independent Study - Recommended (Option 1)

Recommended:

- If the team determines Independent Study IS a FAPE,
 - ☐ Recommend services required to assist the student
 - ☐ Document any minor changes in the amendment IEP
 - ☐ Complete signature page and obtain consent

Team Action:

- ☐ The IEP team has determined that IS will continue to provide FAPE.
- ☐ Indicate that the parent is declining the student's in-person offer from the District and is electing to place their child in a preferred "choice" program.
- ☐ Document in the notes section that the parent agrees to sign a Master learning agreement for the IS that is consistent with the IEP.

Independent Study - Not recommended (Option 2)

Not Recommended

- If the team determines Independent Study is NOT FAPE, the team should keep current IEP
 - ☐ Document any needed changes in the amendment IEP
 - ☐ Complete signature page and obtain consent
 - Team Action:
 - ☐ The IEP team has determined that IS would not provide FAPE and student will attend school in-person at the school of residence
 - ☐ Clearly document the offer of FAPE in the IEP notes section and Offer of FAPE section.
 - ☐ Document the discussion regarding the request for IS.
 - ☐ Document the options considered by the team in the notes section.
 - ☐ Document how placement in the IS program would fundamentally alter the student's special education program and/or how the IEP cannot be implemented in that setting.

Independent Study - Parent Disagrees (Option 3)

Parent disagrees with offer of FAPE

- If the team determines Independent Study is NOT FAPE and the parent disagrees
 - ☐ Ensure parents have their procedural safeguards

- Stay put remains with the last signed IEP (or agreed upon portions of the amended IEP) at the school of residence/attendance.
- ☐ Document any needed changes in the amendment IEP
- ☐ Complete signature page
 - Team Action: The IEP teams offer of FAPE is through the school of residence in person. The parent disagrees with the offer of FAPE. The team will schedule the next IEP meeting to gather any additional needed data and work to come to consensus.
- ☐ Document the discussion regarding the request for IS
- ☐ Document why the request is being denied in the “options considered/reasons denied” action
- ☐ Document how placement in the IS program would fundamentally alter the students special education program and/or how the IEP cannot be implemented in that setting.

Home Hospital - Recommended (Option 4)

*The team decides that IS is **NOT** appropriate but Home Hospital may be appropriate.*

- *The student has a medical need and may meet the criteria for Home Hospital and parents do not want the student in school due to medical concerns.*
- *Notify the home hospital team*
 - *Please include the student's name, and services that this student has.*
 - *Please send this info to Carolyn Kleinsmith, Brian Zimmerman, and Jennifer Ellsworth.*

STEP 4 Finish IEP

- ☐ Complete the IEP
- ☐ Make and changes and not follow-up items in the team action page.
- ☐ If student FAPE will be IS - complete the Master Agreement Again
- ☐ Complete typical process for completion of an IEP

*The school will check a box for SPED services and Edgenuity has a Special Education Coordinator who will ensure accommodations are in place as needed.

*Be sure that school sites check that box for students in SPED,