Recommendations on the Provision of FAPE to Students with Disabilities When a Parent Opts to Keep Their Child Home During the 2020-2021 School Year

The Council of Parent Attorneys and Advocates (COPAA) requests that the United States Department of Education (ED) and state education authorities issue guidance securing the right to a free appropriate public education (FAPE) for eligible students with disabilities whose parents opt to keep them out of school for the 2020-2021 school year. States and districts must provide FAPE whether education is conducted through distance, in-person, hybrid, or home-based learning.

Background

Despite months of intensive study by scientists across the country, little is known about SARS-CoV-2, the virus that causes COVID-19. It is not known whether exposure results in immunity; whether children can be asymptomatic carriers of the disease; or whether there will be a second wave in the fall and winter. What is known at this writing is that COVID-19 has killed over 130,000 thousand Americans and over 3 million Americans have contracted the disease, and the numbers continue to rise on both fronts.

States and local educational agencies (LEAs) are now dealing with the dilemma posed by school reopening in the fall. On the one hand, the economy cannot really resume at full capacity until schools are open. On the other, few believe that social distancing, proper hygiene, and mask usage can be maintained in a public school, particularly at the elementary level. At this time, it appears that some schools are reopening, some are continuing with distance learning, and some are creating a hybrid model of the two.

Students with disabilities are entitled to a FAPE, which is embodied in the student's individualized education program (IEP). A team of parents and school personnel meet to develop a program to address the student's unique educational, social, emotional, and behavioral needs. The IEP specifies the special education and related services the student is entitled to receive. Ordinarily, if schools are open, the special education and related services will be provided in the school. As a rule, if the LEA offers appropriate services, the district has met its legal obligation, even if the student fails to access the services.

Why States and Districts Must Rethink the Provision of FAPE

COPAA understands and appreciates that some parents may not send their child(ren) with a disability to school in 2020-2021 school year, even if schools are fully open, due to concern about the contagion of COVID-19. Multiple factors may influence this decision including the student's age, nature of their disability, physical or mental health status, and other risk factors for the child or others living in the family home. Hence, the general rule regarding the provision of special education and related services under the IDEA to students with disabilities who do not attend school needs to be modified for the 2020-2021 school year. If a parent refuses to send their student with a disability back to school, the IEP team should be obligated to offer a FAPE and appropriate specialized instruction, service and accommodation through distance,
hybrid, or home-based learning to the maximum extent possible. Indeed, the IEP team should be tasked with creating a separate service delivery page for when special education and related services are delivered through distance learning. Amendments to the IEP, for purposes of remote learning, should be discussed, agreed upon, and documented in the IEP. If the student returns to school, the last in-school IEP would be the operative IEP, unless the parties agree otherwise. No student with a disability should be deprived of all special education and related services because the student’s family and/or physician does not think it safe to return the student to the school building.

Under the IDEA, home instruction—often referred to in many states as “homebound instruction” or a “home and hospital placement”—can be provided when a child is unable to attend school due to a verified medical or emotional reason relating to the child. If the child is a student with a disability, the IEP team needs to design an educational program to provide a FAPE. Yet, IDEA does not articulate how home instruction must occur and is typically limited in scope or hours of service or instruction by the state or district and also to a medical or emotional condition present in the child, which is generally time limited. The availability of home instruction does not effectively cover the current situation; therefore, COPAA urges ED to clarify for states that all students whose parents opt to keep them out of school during the 2020-2021 school year must have full access to FAPE.

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1 34 C.F.R. § 300.39(a)(1) states that “special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including -(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings…”

2 Under the IDEA, home instruction is within the continuum of alternative placements; this placement is therefore a decision for each individual child’s IEP team. A decision regarding whether home instruction is an appropriate placement for a child receiving special education must not be made unilaterally by the child’s school district outside of an IEP meeting. Parents and practitioners should also refer to the special education regulations in their state for any additional rules regarding home instruction or homebound placements.

3 The current situation includes students who may be unable to return to in person instruction due their own medical conditions as well as their family members who live in the same household or provide childcare.