

Policy 6011

Outside Agency Observer Access

A. Request for outside observer access

1. The presence of outside observers or non-employee specialists not directly contracted by the District has the potential to create a disruptive learning environment and the potential to violate the confidentiality rights of other students. Therefore, the District will not allow access for outside observers, with the following limited exceptions.
 - a. Access will be granted in the context of an approved Independent Educational Evaluation (IEE) under the Individuals with Disabilities Education Act (IDEA) or where the District's evaluation included—or the District's evaluation procedures make it permissible to conduct—an in-class observation. In this case, an equivalent observation opportunity shall be granted to the evaluator to observe the student in the current placement, and where relevant, to observe the placement proposed by the District if it differs from the current placement. All such observations must be scheduled and approved in advance as part of the IEE process and the observer must follow the provisions outlined in the attached IEE Observation Agreement.

B. Limitation on outside therapy/service providers access to students at school or provision of private services during the school day

1. IDEA requires that an IEP Team—which includes the parent(s)—develop a plan that provides for the provision of a Free Appropriate Public Education (FAPE) for students with disabilities, under public supervision and direction. This would include
 - a. specially designed instruction to allow the student access to the general curriculum, and
 - b. as needed, related services to allow the student to benefit from special education.
2. Except in those unusual circumstances where outside therapists or service providers are directly contracted by the District to provide services identified on the IEP, the presence of outside therapists or service providers at school is not part of the provision of FAPE. Therefore, outside therapists and service providers should not be allowed to provide direct services to students while at school or while the student is

otherwise under the supervision of the District during the school day. This applies to both in-person and remote services.

3. Personnel working with students while they are at school should be employees or contractors of the District that have been appropriately assigned by the school administration. Individuals that are privately hired are not responsible to the District for the delivery of FAPE and not under the supervision and direction of the District and therefore not permitted.
4. Parents are free to check a student out of school to receive private services during the school day, subject to District attendance policies. This should be scheduled so as not to interfere with the delivery of required services by the District.
5. It is best practice to have volunteers associated with a student (e.g., parents or other relatives) providing support in general ways to the school and/or classroom as a whole, rather than directly to a specific student. The volunteer and school administration must adhere to [Policy 4140 School Volunteers/Resource Persons](#).

C. Participation of outside therapy/service providers in Individualized Education Plan (IEP) Meetings

1. Parents may always request that the IEP team reconvene to determine the appropriateness of the student's IEP goals, services, and program modifications. As part of the IEP process, parents may request that an outside provider, or other person with relevant knowledge of the child, attend an IEP meeting for the purpose of participating as a member of the IEP team in development of an appropriate IEP for the student.
2. Exceptions to this guidance and procedures may be approved by the Director of Special Education or Superintendent in the event of unforeseen or other special circumstances.