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***Richard Woods, Georgia's School Superintendent***

*"Educating Georgia's Future"*

***Frequently Asked Questions (FAQ) Document***  
***"Supporting Document for the GNETS Priority Facilities FAQ"***

**Q.** If the GNETS facility has closed, is the GNETS Program still responsible for providing these services to students?

**A.** Yes, the GNETS Program must continue to provide services, which are determined by the Individualized Education Program (IEP) Team. The GNETS Program is part of the continuum of services for the local district.

**Q.** Do we need to change the services in a student's IEP because the GNETS Program relocated to another facility?

**A.** No, the IEP Team must identify the services and placement of a child with a disability. A change of facility does not necessarily mean that the services have changed.

**Q.** What are some considerations for IEP changes?

**A.** If there is a change in eligibility, services, or placement, then the IEP Team, including the parent, must participate in an IEP Team meeting to address the new information and make adjustments, as needed.

**Q.** Is a change of location an IEP Team decision?

**A.** When a change of location is made, parents should be informed; however, this is not an IEP Team decision. A parent must be provided with a revised copy of the IEP with the amendments.

**Q.** How do we document IEP changes or amendments?

**A.** Changes or amendments to the IEP may be made either by the entire IEP Team at an IEP Team meeting or by agreement between the parents and LEA. The parent(s) of a child with a disability and the LEA may agree not to convene an IEP Team meeting for the purposes of making those changes and instead develop a written document to amend or modify the IEP.

### *Frequently Asked Questions (FAQ) Document*

**Q.** What happens if the IEP Team reviews an IEP and determines that a student no longer requires the services provided by the GNETS Program?

**A.** The IEP Team must develop exit criteria upon entry into the program as part of the IEP process. Exit criteria must be based upon the behaviors that made the services necessary.

**Q.** How will the IEP Team measure progress towards the exit criteria?

**A.** The IEP Team should regularly monitor exit criteria data, and instruction should be adjusted if progress is not being made. GNETS personnel should collaborate with the LEA representative to assist in planning for a smooth transition back to the LEA.

**Q.** May a student who has met exit criteria but still has some behavioral problems be prevented from returning to his LEA?

**A.** If a student is no longer exhibiting the severity of the duration and frequency of the behavior that required the services, a return to the LEA should be considered by the IEP team. If a student still has some behavioral problems, the IEP Team should use the Behavior Intervention Plan and a transition plan to provide the necessary supports.

**Q.** What is the LEA's role in this process?

**A.** The LEA representative must be present at IEP meetings and participate in the revision of the IEP, including the placement decision. When a student receives services through a GNETS program, the ultimate responsibility for the provision of a Free Appropriate Public Education (FAPE) remains with the LEA. All students served through a GNETS program must remain enrolled in the LEA where they reside; the responsibility for providing any services outside of that IEP, such as transportation, Extended School Year Services, Summer School, Hospital/Homebound Services, Residential Services, or home-based instruction remains with the LEA.