

Guidelines for Home Instruction as Placement:

Home Instruction Implementation for Students on IEP's

If the school has exhausted all resources as it pertains to facilitating a student's ability to attend school, and the student has an IEP, then the decision to place a student on Home Instruction (HI) as a placement option can be considered by the IEP Team. Teams should contact the District Special Education Home Instruction Team while considering Home Instruction as a placement option.

- I. The IEP Team must first fill out the "Home Instruction Intervention Summary Form"
 - a. Teams will be responsible for summarizing the following information on the form:
 - i. Background Information
 - ii. Review of current eligibility with Teacher Specialist
 - iii. IEP services including Present Levels that address the student's critical needs
 - iv. Documentation of previous and current attempts for interventions/strategies with applicable data attached
 - v. Document consult with District Behavior Specialist, where applicable
 - vi. Health Professional Statement of Need (if available)
 1. Team should attempt to obtain two-way communication to healthcare professionals to get further clarification
- II. Based on the information gathered and the concerns being addressed, the IEP Team should be expanded to include persons with specialized knowledge related to student needs.
 - a. Examples include but are not limited to:
 - i. School Psych
 - ii. School Counselor
 - iii. District Nurse
 - iv. District Transition Specialist
 - v. Healthcare Professionals
 - vi. DSPD
 - vii. Probation officer
 - viii. Group Home Manager
- III. IEP Meeting is held
 - a. All IEP meeting procedures should be followed
 - i. Examples
 1. Prior Written Notice of meeting
 2. Procedural Safeguards
 3. Meeting Notes
 4. All previously identified IEP members present.
 - b. Based on the result of the meeting the following determinations should be made
 - i. IEP and eligibility are current

- ii. Plan for further intervention to facilitate the student ability to be at the school
 - iii. Examples:
 - 1. Reduced Schedule
 - 2. Further Services
 - 3. Check and Connect
 - 4. Home and Hospital (45 days or less)
 - 5. Home instruction (Change of Placement)
 - 6. Further evaluation
- IV. Based on the outcome of the meeting the IEP team should follow these procedures:
 - a. Home Instruction as a Placement:
 - i. If home instruction is the decision of the team, a Change of Placement needs to be represented on the IEP.
 - ii. The special education team lead must work together with the District Home Instruction Coordinator in order to develop a plan for providing curriculum for the student.
 - iii. Who will provide the Home Instruction?
 - 1. School Staff – teacher, psychologist, SLP, etc. as determined by IEP
 - 2. District Staff – teacher, facilitator
 - iv. How will the student access Core Curriculum?
 - 1. Examples:
 - II> Curriculum from school – packets or materials from resource and/or regular education
 - III> Utah Student Connect
 - IV> Hybrid class
- V. Plan for further intervention/ evaluation
 - a. Documented on the IEP and or notes
- VI. Create a Re-Entry Plan
 - a. IEP goals should include a plan for re-entry into the least restrictive school environment
 - b. Dates should be proposed to review plan progress and to modify the plan if necessary
 - c. The team should plan on reviewing the student's progress about every three weeks. The review does not have to be an IEP meeting, but there should be a review of data and communication between the school, the home instruction facilitator, and the home concerning progress and next steps.
 - d. If changes are made, they need to be reflected on the IEP meeting notes.