

Tips for Home Instruction as a Special Education Placement

If the school has exhausted all resources as it pertains facilitating a student's ability to attend school, and the student has an IEP, the decision to place a student on Home Instruction (HI) as a placement can be an option that the IEP Team considers. If the team concludes that they have given their best effort and decide on a change of placement to HI they may do so (*see attached flow chart*); however, there are a few variables that they need to consider:

1. A doctor's note is not required, but it is very good data to help a team determine if this is truly the best placement for the student. Additionally, like making any other placement, there should be data and documentation that shows targeted efforts to help the student to access learning in the school environment over time (ex. working with the school psychologist, a shortened schedule, a structured reinforcement system in the classroom, etc.)
 - If a parent presents a note from the doctor to the school indicating that the child will need to be out of the school for more than 45 school days, the team should place the student on Home and Hospital and then proceed to gather information and subsequently hold an IEP in order to determine if Home Instruction would be the best placement for the student or if long term Home and Hospital would be a better option.
 - Any time Home Instruction is being considered as a placement for a student, the school team should contact the District Special Education Home Instruction Team as part of the process.
2. **Placement:** If the team decides that Home Instruction would be the most appropriate placement for the student, the goals on the IEP should continue to address the student's area(s) of deficit; however, the minutes that are represented on the IEP should only be those where someone is providing Specially Designed Instruction (SDI) to the student and not just 120 minutes because someone will spend that amount of time the student's home each week. The SDI may happen during that 120 minutes, but may not necessarily take up the entire 120 minutes.
 - If there is not a person available at the school to provide this service, the school will need to work with the Special Education Home Instruction Team in order to find a home instruction facilitator.
 - If the school is providing the teacher for HI, the paperwork for Long Term Home & Hospital found on the Home & Hospital website should be filled out and turned in to curriculum (Long-Term Disclosure Statement, Mileage Report, Monthly Teaching Record, Timesheet). If the home visit occurs during contract hours, the timesheet should not be completed.

3. If behavioral issues such as anxiety or depression are the primary factors that are keeping the student from accessing curriculum in the classroom environment, **it is highly suggested** that a goal in the area of behavior be established. The school should attempt to find a way for the school psychologist or a counselor to work with the student (or for the person going to the home to implement something designed by the by one of these individuals). Skype, phone conversations, or committing the student to visit the school just for group may be options that a school may consider as a start.
4. **Re-entry Plan** - The IEP should have a goal concerning re-entry to the school. Questions to consider might be:

- What is everyone continuing to do in an attempt to get him/her back to school? Can the student come for the last hour of the day and then slowly increase time, maybe lunch or computers, etc.?
- How will we measure success and decide on next steps?

*There are some cases where this may not be applicable (Student receiving chemotherapy or student who is medically fragile to the extent that they cannot leave the home, etc.)

5. **Progress** - Determine how will you monitor progress on all IEP goals, including goals regarding re-entry? (Ex. Is the student closer to coming back?) The team should remember that the student will always make the most progress in their education if he or she is able to access learning in the classroom environment.
6. **Transition** – If the student on Home Instruction is 14 years of age or older, ensure that a current and appropriate transition plan, including yellow folder, is addressed in the IEP.
7. **Graduation and Credit** – To ensure that a student that is eligible for graduating with a 24 or 27 credit diploma at the end of his/her 12th grade school year, it is critical that teams complete a credit review in conjunction with the student's placement to home instruction.