Home Instruction for special education students pursuant to an Individualized Education Plan (IEP) guidelines.

Home Instruction is a special education placement on the LRE continuum. Home and Hospital Instruction is available to all students with temporary illnesses or injury, regardless of their disability.

**Determination of Home Instruction:**

- Home instruction may be necessary for a student with a disability who is unable to attend school for medical or psychological reasons.
- Determination to place a student with a disability on home instruction is made by the IEP team.
  - Parent/Legal Guardian preference in considered, but not the determining factor.
  - The fact that a parent/legal guardian submits a letter from a physician or other provider stating that a student requires home instruction does not preclude the IEP team from considering a less restrictive setting.
  - Special Education Director or designee must be notified.
- Home instruction is not appropriate for students with disabilities whose needs can be met in a less restrictive setting.

**Amount and Scope of Home Instruction:**

- The amount of home instruction provided must be based on a student’s unique needs.
- Consider any physical or mental factors that may impeded the student’s instruction when determining scheduling and duration of homebound services.
- The nature of a student’s disability may limit availability for instruction.
- Be sure to consider and provide related services.
- Students with disabilities receiving home instruction have the right to participate in district-sponsored activities to the extent that they are able to do so.

**Other Home Instruction Information:**

- Ensure the IEP clearly details all of the services and accommodations (i.e., type, timing, and frequency) the student will receive.
• Monitor student progress.
• Work closely with parents and instructional personnel to determine if and when adjustments should be made.
• Anticipate the student’s return to school at the end of placement by making necessary modifications to the IEP to address transition issues, provision of needed medical services, and other accommodations.
  o Return may be gradual, with a combination of continued home instruction services and slow reintegration into classroom.
  o Ensure all student’s teachers are aware of student’s planned return and are prepared to implement the IEP.