

IT IS GOOD TO
KNOW . . .

SOME TOOLS YOU CAN USE

HOMEBOUND SERVICES vs. HOME PLACEMENT

HOMEBOUND SERVICES

- Who: All students
- A student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease accident or other health condition, who has been examined by a medical doctor and who is certified by that doctor as being unable to attend classes for a period of not less than 3 months OR is unable to attend school regularly due to a chronic or acute health problem who is unable to attend classes for intermittent periods of time totaling at least 3 school months during a school year. A.R.S. sec. 15-901A(14)
- Requires a doctors certification
- Requires inability to attend either consecutively or intermittently for at least 3 months
- Not an IEP team decision. School based decision
- Requires at least 4 hours total instruction in academic core subjects, Designed to prevent student from falling behind in general education core academic subjects.

Home Instruction IEP Placement

- Who: Students with disabilities
- Most restrictive placement on LRE continuum
- Does not require access to typical peers
- Requires placement decision to be made by IEP team
- More than just online instruction
- IEP services may be provided in the student's home or in an alternative setting agreed upon by the IEP team.
- Special education specially designed instruction delivered as set forth in the IEP based upon the needs of the student in the placement.

Topic	Home Placement	Homebound Services
Which students are eligible?	<p>Students who receive special education and related services under the IDEA and are unable to receive FAPE in a less restrictive setting.</p> <p>Home instruction is a placement on the least restrictive environment continuum. An IEP team may only place a student with a disability on home instruction if it determines he/she can't receive a FAPE in a less restrictive setting.</p>	<p>General and special education students who are unable to attend school, as certified by a medical doctor, for a period of not less than 3 months either consecutively or for intermittent periods of at least 3 months.</p>
Does this placement appear in the IDEA?	<p>Yes. Each PEA must include home instruction on its continuum of placements. 34 C.F.R. § 300.39</p>	<p>No. Homebound services are governed by A.R.S. §15-901</p>
Who makes the placement determination?	<p>The student's IEP team.</p>	<p>School officials and administrators.</p>
Is medical documentation required?	<p>No. The IDEA doesn't require medical documentation to support a placement as home instruction. Still, the IEP team must consider any medical documentation showing the student needs home instruction to receive an educational benefit.</p>	<p>Yes. A student must be examined by a medical doctor and be certified by that doctor as being unable to attend regular classes for a period of not less than 3 months or for intermittent periods of time totaling 3 school months during a school year.</p>
Is there a time limit for this type of instruction?	<p>No. However, the PEA must convene a team meeting to review the student's IEP at least once a year. It should also hold an IEP meeting if changes in the student's needs suggest home instruction is no longer appropriate.</p>	<p>Limited to one school year without recertification.</p>
Who determines the type and amount of services the student will receive?	<p>The IEP team. Remember that home instruction is a placement on the least restrictive environment continuum. If the PEA can't provide all of the services in the student's IEP in the home setting, then home instruction is probably not an appropriate placement.</p>	<p>The PEA determines whether a student receives homebound services based upon medical documentation. At least 4 hours of instruction in core academic subjects is required.</p>


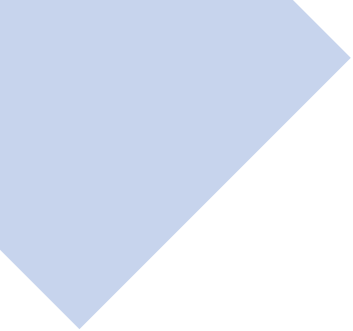


"Home instruction" and "homebound services" have specific meanings in the context of special education:

- Home instruction is a placement on the least restrictive environment continuum. An IEP team may only place a student with a disability on home instruction if it determines she can't receive FAPE in a less restrictive setting.**
- Homebound services are available to any student, regardless of disability status, who will be absent for an extended period of time due to illness or injury.**


Neither of these definitions fits the distance learning model that many PEAs have adopted during the COVID-19 pandemic. That's because the shift to distance learning stemmed from widespread school closures -- a circumstance that affected all students -- as opposed to the educational or medical needs of a student with a disability. Although students with disabilities may be completing lessons at home (just like their nondisabled classmates), they are not receiving "home instruction" or "homebound services."

<https://charterselpa.org/wp-content/uploads/2020/05/Dont-Confuse-Distance-Learning-with-Home-Instruction-or-Homebound-Learning.pdf>



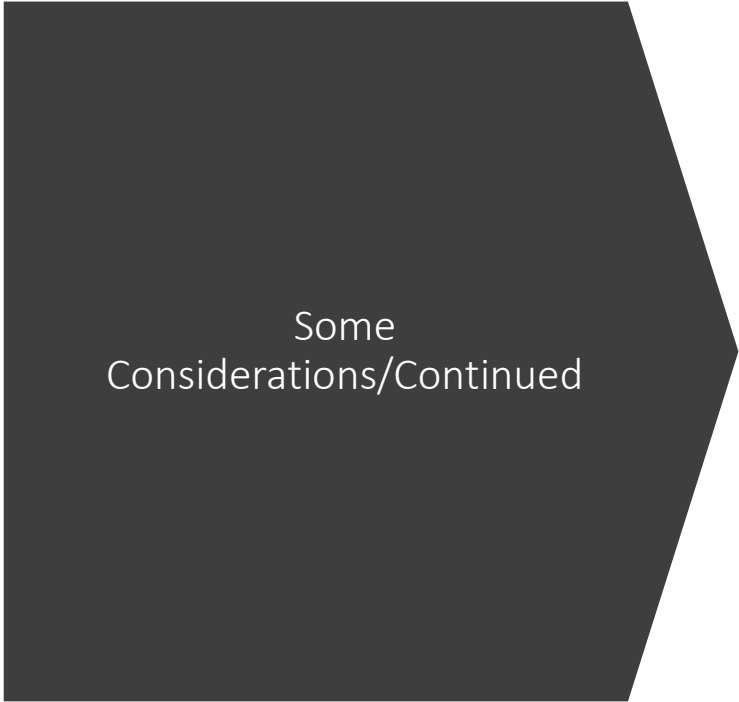
The educational rights and protections afforded to children with disabilities and their parents under IDEA must not be diminished or compromised when children with disabilities attend virtual schools that are constituted as LEAs or are public schools of an LEA.

UNITED STATES DEPARTMENT
OF EDUCATION OFFICE OF
SPECIAL EDUCATION AND
REHABILITATIVE SERVICES
August 5, 2016 Dear Colleague
Letter



SHOULD THE IEP BE AMENDED OR REVISED?

THIS IS NOT AN EXHAUSTIVE LIST OF CONSIDERATIONS THAT CAN BE UTILIZED IN DETERMINING WHETHER AN IEP ADDENDUM/AMENDMENT OR REVISION MIGHT BE NECESSARY TO PROVIDE A FAPE IN A VIRTUAL ENVIRONMENT			
Can the student's existing IEP be implemented in the virtual environment?	YES	NO	NOTES
Does the student need different or additional accommodations and/or modifications to progress in the virtual learning environment?			
Does the student need explicit or direct instruction in the online platforms utilized in the general education curriculum and in the provision of SDI to be successful?			
Does the student require additional adult support, to be provided virtually (paraprofessional support for example), to allow the student to access curriculum and services online and to make progress?			
Does the student need more frequent check-ins or progress monitoring in the virtual environment?			
Can the SDI outlined in the IEP be provided to the student in the same LRE in the virtual learning environment?			
Will the student need SDI, beyond what is outlined in the existing IEP, to progress in the virtual learning environment?			



Was the student able to be provided with a FAPE in prior virtual learning?

Does the student require in person services to make progress and to be provided a FAPE and is it safe and feasible to offer in person SDI and services either on campus or in an alternative location?

Additional input from parent/guardians, staff and service providers

Is an IEP review/addendum needed?



WHAT DO PARENTS WANT?

COMMUNICATION!

INFORMATION YOU
MAY WANT TO
INCLUDE IN PARENT
COMMUNICATION

- Name of the general education teacher(s) and special education providers
- Contact information for educators and service providers or case manager
- Instructional methods, content delivery, how progress will be measured

(The below is an example. Each child's information will be different)

Instructional Methods, Content Delivery, and Monitoring Student Learning				
<i>Goal/Service</i>	<i>Educational Delivery Methodologies</i>	<i>Content Provider</i>	<i>Paraprofessional Assistance</i>	<i>Progress Assessment</i>
<i>Basic reading/30 minutes direct instruction daily</i>	<i>Google classroom</i>	<i>Ms. Smith/teacher</i>	<i>Ms. Apple via Zoom</i>	<i>Ms. Smith monthly via Zoom</i>
<i>W/H questions/45 minutes weekly</i>	<i>Zoom (live)</i>	<i>Mr. Doe/SLP</i>		<i>Mr Doe weekly via Teams</i>
<i>Math computation/30 minutes daily</i>	<i>Individual packet w/review</i>	<i>Ms. Smith/Teacher</i>		<i>2X quarterly via teacher made assessment</i>
<i>Organizational skills/60 minutes weekly</i>	<i>Project based learning</i>	<i>Ms. Perfect/teacher</i>		<i>Informal assessment, teacher observation and student led interview</i>

AN
EXAMPLE



MORE WELCOME COMMUNICATION

- Student schedule of special education services
- Accommodations and modifications to be made in virtual environment
- Who is responsible for communicating with the general education teacher(s) about the accommodations and/or modifications
- Date parent was given communication

SOME TOOLS
AVAILABLE AT
[AZED.GOV/ESS](https://azed.gov/ess)
COVID 19
INFORMATION

- Compensatory Services Considerations
- Compensatory Services Parent/Guardian Letter Template
- ESY Compensatory Services Comparison Grid
- Homebound vs Home Placement Comparison Grid
- Considerations (not exhaustive) for Determining the Need for IEP Amendment or Revision
- Parent Communication Template for Virtual Instruction



WE ACKNOWLEDGE ALL THE HARD WORK YOU ARE DOING TO SERVE ARIZONA'S STUDENTS