



Exceptional Student Services

Reporting Special Education Students in a Home Placement

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Introduction

This guidance is for Public Educational Agency (PEA) personnel who report special education (SPED) data for students who have an Individualized Education Program (IEP) that requires home placement, as determined by the IEP team. Home placement (instruction in the home) is one of the most restrictive placement options along the continuum of service delivery models that are available for students with disabilities. The IEP team determines the student's least restrictive environment (LRE) and reviews and revises the student's IEP, as necessary, to ensure that a free, appropriate public education (FAPE) is provided. This placement is not typical and may often be temporary.

Home placement differs from Homeschooled or Homebound/Hospitalized status, which is determined and governed by the Arizona Revised Statutes (A.R.S.). [Please see the Home Placement vs. Homeschool vs. Homebound guidance](#) for more information.

Reporting a Student that is in a Home Placement in AzEDS

- The enrollment should be reported at the school site where the student would normally attend within the PEA if they were not placed in the home.
- The student should be reported with LRE H.
- The student should be reported with the appropriate Eligibility/Need categories as determined by their evaluation.
- The student should be reported as Tuition Payer Code 1 (TP1).
- The student should be reported with the appropriate Full Time Equivalency (FTE).
 - a. Please visit the [School Finance web page](#) for FTE guidance.

Home Placement vs. Homeschooled vs. Homebound Chart

Home Placement vs. Homeschooled vs. Homebound

Helping Special Education Directors, Teachers, and Staff Identify Key Differences

These learning environments can be confusing, and some are often misinterpreted or misused. Each environment has specific statutory references or policies and procedures for implementation. Review the comparison below to understand the key differences in each.

Home Placement Home Instruction

Home Placement (instruction in the home) is one of the most restrictive placement options along the continuum of service delivery models available for students with disabilities. The individualized education program (IEP) team determines the student's least restrictive environment (LRE), reviews and revises the student's IEP as necessary to ensure a free, appropriate public education (FAPE) continues to be provided. This placement is not typical and may often be temporary.

Homeschooled

As outlined in A.R.S. §15-802, homeschooled means a non-public school taught primarily by the parent, guardian, or other person who has custody of the child or non-public instruction provided in the child's home. If eligible, homeschooled students may receive special education and related services under a service plan. There is no entitlement to special education and related services, however, the student may be provided equitable services through a service plan under a school district's proportionate amount of federal funding on students in this type of parental/private placement (34 CFR §§300.130-300.144).

Homebound Hospitalized

Governed by A.R.S. §15-901(B)(15), a homebound or hospitalized setting is used when a student is unable to attend school due to illness, disease, accident or other health condition(s). The student must be examined by a medical doctor and be certified by that doctor as being unable to attend regular classes for a period greater than three school months. The medical certification shall state the general medical condition, such as illness, disease or chronic health condition. Homebound or hospitalized setting includes a student who is unable to attend school for a period of less than three months due to a pregnancy if a medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health. Please contact School Finance for further information not involving special education.

Frequently Asked Questions

Do I need to report minutes for a student who is placed in a home setting?

No, students who are placed in the home have regular attendance and should be reported with the applicable FTE. If a student does not receive instruction on a given day, the student should be reported as absent.

If a student is long-term suspended, are they considered in a Home Placement?

It depends. A special education student who is long-term suspended and who will receive instruction outside of a school is considered a home placement, and the reporting to AzEDS should be updated to reflect Home Placement.

Can a Special Education (SPED) student be Homebound per A.R.S. §15-901?

Yes. A SPED student can be designated Homebound, just as a general education student can, under local policy. If the proper medical certification has been received, stating that the student is unable to attend school for a period of not less than three school months, the student should be designated as Homebound in the Student Information System. Once designated as Homebound, minutes of attendance are to be reported. [Homebound Instruction](#) can be found on [School Finance's web page](#) under the Homebound Guidance accordion. A SPED student designated as Homebound will receive instruction at home, and SPED data should be reported with the appropriate Need, LRE H, TP1, and the appropriate FTE.