



Northern Lights Special Education Cooperative

www.nlsec.org

16 East Hwy 61; PO Box 40 ~ Esko, MN 55733

Phone (218) 655-5018 ~ Fax (218) 451-4511

Homebound/Home Based Guidance for Special Education Students

Definitions:

Homebound: Provision of services in the home due to medical confinement per a doctor's orders. Documentation from the doctor, in writing, must be obtained annually.

Home Based: Student placed by the IEP team for a variety of reasons: behavioral, transitional (ie: waiting for a day treatment placement). Note: IEP teams MUST follow the continuum of educating in the Least Restrictive Environment when making decisions. Parents must agree to a home based placement through an IEP and Prior Written Notice process.

Length of Services (Duration)- Homebound

A child's medical authority/physician must provide written verification of the reason the child needs to be confined to the home for homebound services. The medical authorities' prescription or verification of the need for homebound services needs to have a termination date or a date by which the situation will be re-evaluated. Homebound services should not extend more than one year, similar to other prescriptions. If the need for homebound services extends beyond a year due to the nature of the child's medical needs (i.e. child is medically fragile), the school should request new written verification defining the reason for homebound services from the physician annually.

Length of Services (Duration)- Home Based

A child is placed on home based services by the IEP team for a variety of reasons including: behavioral, medical, transitional (waiting for a setting 4 placement, day/residential treatment placement), etc.. When placing a student on home based services, it is not an indefinite placement. The team should establish timelines to evaluate the child's progress during home based services and work to get them back into the school setting as soon as possible.

Who provides Instruction/Licensure questions: A licensed teacher must provide all homebound, non-disabled students direct instruction. For students with an IEP/IFSP/IIIP, the team must determine the most appropriately licensed teacher to provide the homebound/home based instruction. Licensure in the area of the child's disability is preferred.

How Much Service Should be Provided?

Homebound-A minimum of 1 hour per membership day (5 hours a week=full time). IEP placement of home based services may require more based on student need.

IEP Amendment (What should the IEP, amendment, and PWN look like?)

If the team determines that a student is in need of homebound or home based instruction as a result of an IEP team meeting and decision, the following forms need to be completed; revision of IEP, Agreement to Amend form, and Prior Written Notice. Parents must agree to a home based placement through an IEP and Prior Written Notice process.

IEP:

1. Student Information page: Setting should be coded “8” (homebound or home based)
2. PLAAFP: describe the changes taken place and address what the programming will look like, along with an explanation as to why the student is going on homebound or home based instruction.
3. Address the goals as needed in order for the student to get their needs met. Goals and/or objectives may be changed or modified per team decision.
4. Services: make sure to document service time, starting and end dates, and location (home, community, etc).
5. LRE: Describe the medical condition or situation that deems the student to be homebound or home based that prevents them from participating in school. Describe specialized services being provided and within what setting.
6. Modification/Accommodations: Make a statement that the student is receiving homebound or home based instruction, time frame, services. Describe any consultative services being offered. You can add a statement describing any supplemental/online education if needed.
7. Program Supports for School Personnel: Describe what information will be shared (medical, academic, behavioral, etc.), how it will be shared and with whom.

Agreement to Amend:

Complete the form, checking appropriate boxes. Make sure to change the federal setting/site to an 8. Provide a description of homebound or home based services being added and to what extent in the “other box.” Describe in detail any medical concerns, recommendations from the doctor, related services, how long the doctor or team is recommending homebound or home based services and how often. Keep in mind that a student moving to homebound or home based instruction may have a decrease in special education services as well as time spent with non-disabled peers.

Prior Written Notice:

Complete the PWN describing changes made on IEP from... to.... on date of meeting. Include a description of services being changed, consultation changes or additions, goals/objectives changed, etc. Complete all boxes of PWN appropriately.

Setting Reporting for the IEP

Birth-2:11	Setting 13
Ages 3-5	Setting 45
Grades K-12+	Setting 8

MARSS Reporting:

The provision of Special Education services within the student’s home is a change in federal setting. The purpose of this form completion is to alert your MARSS coordinator to a data element change. For MARSS reporting reasons, IEP driven placement in the home or Home Based, should not be confused with Primary Disability Instructional Setting “08 --homebound/hospital care.” Upon provision of instruction in the home, please connect with your MARSS coordinator regarding the documentation of membership (instructional time). Membership generates funding for your district. It is a critical component of homebound/home based instruction.

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