

Administrative Procedures for Home and Hospital Instruction
(Attachment for Policy No. 117)**Purpose**

The purpose of this home and hospital instruction procedure is to provide clear guidance on how the District's Home and Hospital Instruction Policy is implemented. This procedure is intended to help parents/caregivers, as well as staff, understand and navigate District processes if a student who is confined to the home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons, should be receiving homebound instruction, Instruction Conducted in the Home ("ICH"), or services for students confined to hospitals, and guidance on how to request and implement those services.

Definitions

Homebound Instruction: a service the District may provide during a temporary period of excused absence not to exceed three (3) months, upon receipt of satisfactory evidence of mental, physical or other urgent reasons, but the term 'urgent reasons' shall be strictly construed and does not permit irregular attendance.

Instruction Conducted in the Home (ICH): a restrictive special education placement option for students with disabilities, intended to be used as a last resort when a student's services and programs can only be conducted in the home or a mutually agreed upon location, as determined by the IEP Team.

Instruction for Students Confined to Hospitals: available for students admitted to and remaining as a registered resident patient in a hospital located in Philadelphia, upon the recommendation of a physician for not less than five (5) days.

Free Appropriate Public Education (FAPE): For a qualified student with a disability, special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the Pennsylvania Department of Education, including an appropriate preschool, elementary school, or secondary school education in Pennsylvania; and provided in conformity with an Individualized Education Program that is required under section 1414(d) of the Individuals with Disabilities Education Act and reasonably calculated to enable the student to make meaningful progress appropriate in light of the child's circumstances.

Individualized Education Program (IEP): The written educational statement for each student with a disability that is developed, reviewed, and revised by an IEP team in accordance with federal and state law and regulations.

IEP team: A group of individuals who are knowledgeable about the student, the curriculum, and resources of the District, the meaning of the evaluation data, and the

placement options for the student, who are responsible for developing, reviewing, or revising an IEP. The team includes the student's parents/caregivers; general education teacher; special education teacher; District administrator and/or designee; other district staff who can interpret the instructional needs of the student based on the evaluation results; other individuals requested by the parent/caregiver who have special knowledge of the student, including related services personnel; and, whenever appropriate, the student with a disability.

Procedures

The Superintendent designates the Office of Prevention and Intervention and the Office of Diverse Learners as responsible for implementing and maintaining the requirements of this policy and its procedures.

Homebound instruction, Instruction in the Home, Instruction for Students Confined to Hospitals, and Homeschooling are all different. These procedures discuss homebound instruction, Instruction in the Home and Instruction for Students Confined to Hospitals. For information regarding Homeschooling please refer to Board Policy 137- Home Education Program and its related procedures.

Homebound Instruction

Homebound instruction is an in-person and/or virtual service the District may provide during a temporary period of excused absence not to exceed three (3) months to provide continuity of instruction to students who are unable to participate in their school of enrollment due to any of the following conditions:

1. A physical or medical condition as diagnosed and documented by a board-certified physician;
2. A mental or emotional condition as diagnosed and documented by a board certified psychiatrist;
3. Or other urgent reasons but the term 'urgent reasons' shall be strictly construed and does not permit irregular attendance.

Homebound instruction should be used as a last resort after all other options and /or alternative schedules have been exhausted. Homebound instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades and or credits for promotion. Homebound instruction is not to be used as an educational option while a student is awaiting placement within or outside of the District.

Homebound instruction is not a special education placement option or offer of FAPE for students with disabilities, however, there are occasions when a student with a disability may receive homebound instruction due to a temporary excusal from compulsory attendance in the same manner as the student's non-disabled peers. If a Student with an Individualized Education Program (IEP) is expected to be unable to attend school for more than three (3) months or an extension of the initial authorization needs to be requested, the IEP team should convene to consider whether a change of placement to Instruction

Conducted in the Home is necessary. The process for Instruction Conducted in the Home is further outlined below.

A student who meets this criteria may be excused from their school of enrollment and provided homebound instruction for a period not to exceed three (3) months. Once a student is determined to be eligible for homebound instruction, they may be counted for attendance purposes as if in school. The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.

Requesting Homebound Instruction

The parent/caregiver who wishes to request homebound instruction for their child shall submit the required application and medical documentation for homebound instruction to the principal and school nurse, and shall include:

1. A written signed request for homebound instruction from the licensed physician, licensed psychiatrist or by a licensed treating specialist, including:
 - a. the nature of the illness or disability,
 - b. the necessity of homebound instruction that supports the student cannot be in a school setting,
 - c. a treatment plan that includes goals/supports that return the student to the school setting as quickly as possible; and
 - d. the expected duration of confinement and provides a projected date when the student will return.
2. A written request by the student's parent(s)/caregiver(s) documenting the urgent reasons accompanied by medical documentation from a physician for an acute condition that prevents the student attending school for a period of at least four (4) weeks.
 - a. If the urgent reason is due to a condition that is treated by a specialist, proper documentation is required by the treating specialist. For example: If the urgent reason is due to respiratory dysfunction, documentation by a pulmonologist, allergist or immunologist will be requested. If the urgent reason is due to mental/behavioral conditions, documentation by a board certified psychiatrist will be requested.
3. If additional information is required for clarification of the medical documentation, a written consent signed by the parent/caregiver consistent with FERPA, HIPAA and the Mental Health Act permitting designated school personnel to speak with the physician regarding information that pertains to the student's inability to attend school.

After verifying that all necessary forms and documents are submitted, the school nurse will submit the request to the Homebound Coordinator, in the Office of School Health Services for review. The Homebound Coordinator will, within in a reasonable time period, make a determination regarding the approval of homebound instruction if the documentation provided (a) validates that the student cannot be in a school setting, (b)

demonstrates a treatment plan that includes goals and or supports that return the student to the school setting as quickly as possible, and (c) provides a projected date when the student will return to school.

If a pregnant student is unable to attend school for a certified medical reason (i.e. requires continuous bed rest, at risk for premature delivery, etc.), and wishes to receive homebound instruction, these procedures for applying for homebound instruction must be followed. More information regarding the procedures and resources available for pregnant and parenting students can be found in Board Policy 234.

The Homebound Coordinator will contact the school principal and school nurse within a reasonable time period with the decision and, if approved, the number of instructional hours to be provided and the end date of services. The school principal will determine how to staff the instructional hours required. If staffing is not immediately available for homebound instruction, or later becomes unavailable, the school principal will elevate the issue to their Assistant Superintendent for assistance.

If the student is denied any homebound instruction, the student must attend school and will be subject to mandatory school attendance regulations.

Implementation of Homebound Instruction

If the student is approved and in regular education, the MTSS team convenes to complete the “Education Plan for Homebound Instruction” (MEH-211) for the student. If the student receives special education services, the IEP team convenes to complete the “Education Plan for the Homebound Instruction” (MEH-211).

It is the responsibility of the school principal or principal’s designee to identify a teacher for homebound instruction. Once identified, the teacher will contact the student’s parent/caregiver to set up a schedule to deliver instruction.

Homebound instruction will consist of up to five (5) hours of instruction per week, depending on grade level. Quarterly progress reports and grades shall be submitted to the student’s school of enrollment following the District’s timeline for grade submission and at the termination of homebound instruction.

Students will be recorded as in attendance on days they are participating in homebound instruction.

Requesting Extension of Homebound Instruction

A request for continuance of homebound instruction must be submitted within three (3) calendar weeks of the impending extension in order for homebound instruction to be extended. Upon submission for continuance, the parent/caregiver and student must meet with the school team to discuss plans for transition back to school.

Continuation of homebound instruction beyond three (3) months requires approval from the Pennsylvania Department of Education (PDE), as well as submission of a

new Physician's Referral for Homebound Instruction, ([form SEC-137A](#)), which may or may not be approved. The Superintendent or designee must request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months.

If the need for homebound instruction goes beyond the initial three months, the school district should determine whether the student should be evaluated or considered for either an IEP, a change in IEP placement, or a 504 Service Agreement.

At any point, the District may request additional information about a student's absences and health status to justify approval and or continuation of homebound instruction. If the information is not provided, the District may terminate homebound instruction and the student shall be marked as truant.

Conditions of Homebound Instruction

Homebound instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades and or credits for promotion. Homebound instruction is not a replacement or substitute for school attendance.

Parents/caregivers and students are advised that the granting of homebound instruction are subject to the following conditions:

1. Students on homebound instruction may not also work at a job and may not be involved in other activities outside the home. The premise of homebound instruction is that students are unable to come to school and therefore should be unable to go to work, or leave their home for any length of time.
2. For in-person instruction in the home, the conditions of the student's home may not be a hazard to the health and/or safety of the teacher.
3. A parent/caregiver or other adult in authority must be present with the student during the hours of instruction.
4. The student's medical, psychological or psychiatric condition must not preclude their participation during the instructional session/s.

Any breach of the conditions set forth in this policy, in part or in whole may result in the withdrawal of approval of homebound instruction.

For further information regarding homebound instruction please refer to this [guidance document](#).

Intermittent Homebound

A student may be provided homebound instruction on an intermittent basis during short but repeated periods of absences due to exacerbation of a chronic medical condition that, although under treatment, have episodes of exacerbation and abatement of symptoms, resulting in recurring periodic absences (i.e. including but not limited to: kidney failure, cancer, asthma, and sickle cell anemia). The student is expected to return to school when

the exacerbation subsides. The approval for intermittent homebound instruction will be granted for no longer than one (1) school year and will expire at the end of any school year. Instruction will consist of up to five (5) hours of instruction per week, depending on grade level.

Quarterly progress reports and grades shall be submitted to the student's school of enrollment following the District's timeline for grade submission and at the termination of homebound instruction.

Students will be recorded as in attendance on days they are participating in homebound instruction.

Instruction Conducted in the Home

Instruction Conducted in the Home (ICH) is a special educational placement made by a student's Individualized Education Program (IEP) team. However, there are also instances where students with an Individualized Education Program (IEP) can receive homebound instruction (see above).

The use of ICH is restricted to students whose needs require full-time special education services and programs outside the school setting for the entire day. Ordinarily, these will be students who, because of a severe medical condition or mobility impairment, are unable to leave home to attend school. IEP Teams must:

1. Develop an IEP for a student placed in ICH outlining specific accommodations, modifications, and related services that will be provided in the home setting;
2. Determine the type of educational services to be delivered. These could include one-on-one instruction, online learning platforms (i.e. [Academy of Continued Education](#)), or virtual classroom sessions, depending on the student's needs; and
3. Specify the frequency and duration of instruction to ensure the student receives appropriate educational support during the placement.

Although a student placed by their IEP team on Instruction Conducted in the Home does not receive their program in the school setting, he or she remains entitled to a free appropriate public education (FAPE) equal to their non-disabled peers, unless this amount of instruction would jeopardize the child's health or welfare.

The IEP must be reviewed at least annually. The IEP team should meet sooner if needed to assess whether a less restrictive placement is appropriate based on the student's progress or changing health conditions.

A parent/caregiver or other adult in authority must be present with the student during the hours of instruction. Delivery of in-person instruction in the home may be withheld when the conditions of the student's home are hazardous to the health and/or safety of the teacher. The teacher has the right to terminate instructional sessions if the student's medical, psychological or psychiatric condition precludes their meaningful participation.

The IEP team should convene if any of these conditions regularly interfere with the delivery of instruction.

The District is required to report information about students on ICH to state or federal education departments as part of compliance with Child Find or Remedial Orders. This includes notifying the Department of Education about students placed in ICH and providing any necessary follow-up reports as required by the state.

Instruction for Students Confined to Hospitals

The District shall confirm that school-aged students confined to hospital settings located in Philadelphia are provided with educational services pursuant to and consistent with state and federal law and regulations and District policies and procedures.

At or prior to discharge, parents/caregivers and students should meet with the school team to discuss plans for transition back to school. Planning may include an initial evaluation or a reevaluation for a 504 Service Agreement or an Individualized Education Program.

For further information regarding the process for students confined to hospitals please refer to this [guidance document](#).

Nonattendance Without the Provision of Instruction

If a condition exists which prevents a child from being able to benefit from study, the student may be entered into the inactive roll with the Pennsylvania Department of Education's approval until such a time as the student is able to benefit from study.

The District may excuse a school age child from compulsory school attendance upon recommendation of the school physician and a psychiatrist or public school psychologist, or both, and with the approval of Pennsylvania Department of Education. Prior to seeking excusal and approval, the District must provide the child's parents/caregivers with written notice of both the proposed excusal, including the reasons for the excusal, and an opportunity to be heard. Students so excused are entered on the inactive roll.

Maintenance Schedule

These Administrative Procedures and the protocols designated within shall be reviewed upon the review of the Policy, or upon the occurrence of a triggering event.

Related Information

- [Board Policy 137](#)
- [Board Policy 234](#)
- [Education Plan for Students Receiving Homebound Instruction](#)
- [Physician's Referral for Homebound Instruction \(form SEC-137A\)](#)
- [Homebound Program Procedures](#)

- [Protocol for Administration of Services to Students Confined to Hospitals](#)
- [PDE Elementary and Secondary Education Homebound Instruction](#)