

SCRANTON SCHOOL DISTRICT



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HOMEBOUND INSTRUCTION GUIDELINES

I. Purpose

The purpose of homebound instruction is to provide students with some level of instructional services during a temporary period of absence so that, on return to school, they can re-engage successfully with their instructional program.

II. Legal Standard

- 22 PA Code, Chapter 11.25 requires that a principal or teacher may, upon receipt of satisfactory evidence of mental, physical or other urgent reasons, excuse a student for nonattendance during a temporary period, but the term "urgent reasons" shall be strictly construed and does not permit irregular attendance. A school district shall adopt rules and procedures governing temporary excusals that may be granted by principals under this section. Temporary excusals may not exceed three months.
- A school district may request approval from PDE to extend the provision of homebound instruction, which shall be reevaluated every three months. When a student receives homebound instruction, the student may be counted for attendance purposes as if in school. A school district shall be reimbursed for homebound instruction provided to a student under section 2510.1 of the Public School Code of 1949 (24 P.S. § 25-2510.1).
- A school district shall adopt policies that describe the instructional services that are available to students who have been excused under this section. The policies must include statements that define the responsibilities of both the district and the student with regard to these instructional services.

III. Criteria for Eligibility

A student may be excused from school attendance and provided homebound instruction for a period not to exceed three months, providing the following criteria are met:

- The parent/guardian must document urgent reasons by providing medical documentation from a licensed physician, psychiatrist, public school psychologist, or certified registered nurse practitioner for an acute condition that prevents the student attending school for a period greater than four weeks.

- For example, if the urgent reason is due to respiratory dysfunction, documentation by the 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.
- If additional information is required by the school nurse for clarification of the medical documentation, the parent/guardian must give written consent consistent with FERPA, HIPAA and the Mental Health Act. This consent will permit designated school personnel (school nurse, principal, etc.) to speak with the physician regarding information that is pertaining to the student's inability to attend school.

A student may be provided homebound instruction on an intermittent basis during short but repeated periods of absences due to exacerbations of a chronic medical condition. The student is expected to return to school when the exacerbation subsides. Chronic medical conditions such as sickle cell anemia, chronic asthma, or cystic fibrosis may qualify a student to be approved for intermittent service. The approval for intermittent homebound instruction will be granted for no longer than one school year and will expire June 30th of any school year. At any point the

The Chief of Compliance Officer may request additional information to justify continuation of temporary excused absences of homebound instruction. Student absences for intermittent homebound instruction should reflect absences due to the identified chronic illness and may need to be verified by the treating specialists. If the information is not provided, the District may terminate homebound instruction and the student shall be marked as truant. Continuation of homebound instruction beyond three months will require resubmission of the request for homebound instruction, which may not be approved.

IV. Pregnant Students/Teen Parents

- Pregnant students are expected to abide by the Scranton School District's compulsory attendance policy. If a pregnant student is unable to attend school for a certified medical reason (i.e., required bed rest, at risk for premature delivery, etc.), she will have to follow the procedure for receiving homebound instruction should the absences extend more than four weeks. A request for medical records and progress notes may be required to verify the treatment plan.
- Once a pregnant student delivers her child, her absences from school are to be marked as excused for a maximum of thirty school days. Once the pregnant student delivers, she should not be considered automatically eligible for homebound instruction.
- If the student's physician has a certified medical reason for the student to be absent from school for more than six weeks post partum, the Student Intervention Team consisting of Guidance, Social Work and School Nurse should initiate the homebound instruction process.

- Homebound instruction is not to be granted to the student teen parent because of lack of child-care and is not to be granted solely because the pregnant student is in her third trimester.
- For assistance in determining the proper procedure for pregnant students or teen parents, contact the Administration.

V. **Procedures**

- The timelines of the school and the district in processing homebound requests is dependent on the completeness and proper documentation of the required Physician's Referral.
- All requests for homebound instruction are referred to the Chief of Compliance Officer. The Chief of Compliance Officer will provide the parent/guardian with the following:
 - Scranton School District Physician's Referral for Homebound Instruction;
 - Review the parent's responsibilities and the Parent Agreement Letter;
 - Completed Scranton School District Physician's Referral for Homebound Instruction returned to the Chief of Compliance Officer;
 - verification from the Chief of Compliance Officer that all parts of the Physician's Referral are completed, including the anticipated return to school date or recommended reasonable accommodations to expedite student's return to school.
 - NOTE: The Chief of Compliance Officer may need to contact the medical professional(s), requesting the temporary excused absence before homebound instruction is approved.

- Approval or Denial of Request of Homebound Instruction

Approved Homebound Instruction:

-Regular Education: The SIT Team convenes to complete the Education Plan for Homebound Instruction for the student.

-Special Education: IEP Team convenes to complete the Education Plan for the Homebound Instruction for the student.

If the request is denied, the student must attend school and shall be marked as truant if (s) he does not return to school.

- Teacher identification process is initiated by the principal or assistant principal.
- Teacher contacts the student's parent/guardian to set up a schedule to deliver instruction.
- Progress reports and marks shall be submitted to the student's home school following the district's timeline for mark submission and at the termination of homebound instruction.
- Student returns to school at the completion of homebound instruction.
 - Parent/Guardian shall be contacted by the Chief of Compliance Officer halfway through the student's scheduled absence for an update on the student's progress.
 - Chief of Compliance Officer may request medical and psychiatric treatment plan and progress notes from treating physician and specialists.
 - Requests for extension of homebound services beyond three months will require a new Physician's Referral.
 - Requests for approval of intermittent homebound service must be resubmitted by September of every school year.

VI. Roles and Responsibilities

School Nurse

- will provide the parent/guardian with a Physician's Referral for Homebound Instruction Form to be completed by the student's treating physician or specialists. For behavioral/ mental health conditions which prevent the student from attending school, a board certified psychiatrist is the only health care provider who can assess the student and deem that the student is too ill to attend school.
- will verify that the student has a current, mandated physical and updated, required mandated immunizations.
- will issue a Report of Physical Examination to parent/guardian if no physical is on file and request documentation of immunizations.
- will present the case to the School Counselor for regular education students and the Case Manager for the special education students.
- will submit a copy of the Physician's Referral and the Report for Homebound Instruction form to the Chief of Compliance Officer for review, consultation and approval.

- will monitor the medical progress of the student by contact with the parent/guardian at least halfway through the scheduled absence.
- will monitor the need for continuation of homebound instruction for the student with a new Physician's Referral every three months.
- will document information in eSchool in HB Program.
- will add code HMBD, start and end dates to the Health History Screen, then add the end date when this code once homebound instruction has ended.
- will ensure non-computerized schools will document the information on the health record for the student.
- will document in eSchool the following:
 - Receipt of the Physician's Request for Homebound Instruction and the physician, specialist, psychiatrist, and certified registered nurse practitioner making the request;
 - Reason for request including history and circumstance;
 - Reason homebound instruction was approved or denied;
 - Start date and end date of the homebound instruction;
 - Notification of administrative designee that a teacher should be assigned within five school days; and
 - Any mental health progress, from the mental/behavioral health agency or the psychiatrist.

Principal or Assistant Principal

- will refer all requests for homebound instruction from parents/guardians, agencies or other responsible parties to the Chief of Compliance Officer. The Chief of Compliance Officer provides the requestor with the Physician's Referral form, the Parent Agreement letter and will inform the parent/guardian of the homebound instruction approval process.
- will refer all documentation to the Office of Special Education and Support Services to select and assign homebound teacher(s) to the student upon receipt of notification of approval of homebound instruction from the school nurse within three school days.

- will monitor the attendance and delivery of the Homebound Instruction (hours of service and completion)

of required forms). If the parent/guardian cancels an instructional session, the student is considered absent for that day.

- will supervise and monitor instructional programs provided to students on homebound status.
- will ensure that students be credited with full attendance during the approved dates for homebound instruction and continue to be counted on the school roll.

Administrative Assistant

- will give teacher(s) the Homebound Teacher's General Guidelines explaining the use of the forms and the possible consequences of non-compliance with School District policy with respect to completion and timely submission of the:
 - Education Plan for Students Receiving Homebound Instruction;
 - Progress Report for Students Receiving Homebound Instruction; and
 - Daily Time Report.
- will record the teacher's hours on the HB payroll after the hours have been approved by Office of Special Education and Support Services. Hours are to be emailed/hand-delivered with administrator's signature, once the homebound teacher completes the form.

Homebound Teacher

- will review the Homebound Teacher's General Guidelines and review the Explanation of Homebound Forms section in the Homebound Instruction Manual:
 - Parent Agreement for Homebound Instructional Form;
 - Educational Plan for Students Receiving Homebound Instruction;
 - Progress Report for Students Receiving Homebound Instruction;
 - Daily Time Sheet;
 - Employee Reimbursement Form.
- will instruct up to a maximum of four hours per week for all assigned homebound students combined.
- will schedule to provide instruction after school hours, concluding no later than 7:00 pm for homebound students that are in grades K through 3; 8:00 pm for homebound students in grades 4 through 12. It is advisable that homebound instruction should be delivered as

close to the end of the day as possible.

- will telephone the parent/guardian to establish the dates and times for student instructional sessions.
- will communicate and participate with the special education team and support the team in the development of the student's IEP.
- will submit marks to be reviewed following the School District's schedule for mark submission.
- will ensure that delivery of homebound instruction is consistent with the Scranton School District school year calendar and will not deliver instruction on any School District observed holidays, weekends, or during the summer holidays.

Guidance Counselor

- will convene to review and recommend instructional content to be provided at home during an absence of a regular education student at his/her school. The Chief Compliance Officer is to be included and informed to review the medical justification for absence and the need for homebound instruction.
- will complete the Education Plan for Students Receiving Homebound Instruction for the homebound teacher.
- will reconvene if there are any difficulties in the delivery of homebound instruction to the student.
- will organize a return plan for the homebound student to return to the school reengaged with the instructional program.
- will inform the parent/guardian about credit counts that are needed in order to graduate if homebound instruction is extended.

Interagency Meeting

- An interagency meeting shall be convened for students requesting homebound instructional services for behavioral/mental health conditions or for students who have existing interagency support to discuss the request for homebound instruction and the need for the agency support.
 - Parents/Guardians must be informed that students excused from school and provided with homebound instruction based on a mental health diagnosis are expected to maintain and report progress on the student's treatment plan from the outside agency.

- Parents/Guardians shall be informed that termination of treatment may result in the discontinuation of homebound service and designation of truancy on the student attendance report.
- A plan to return to school should be developed at the interagency meeting.

The plan may consist of, but not limited to, having homebound instructional sessions take place at the student's school or public library; have the homebound student start a modified school schedule along with supplemental homebound instruction; and wrap around services, etc.

IEP Team

- will be convened to review the IEP and determine FAPE for homebound instruction during the approved period of absence. The school nurse is to be included in the IEP Team to review the medical justification for absence and the need for homebound instruction.
- will complete the Education Plan for Students Receiving Homebound Instruction for the homebound teacher.
- will reconvene if there are any difficulties in the delivery of homebound instruction to the student.
- will organize a return plan for the homebound student to return to the school reengaged with their instructional program.

Parent/Guardian

- will review the Parent Agreement for Homebound Instruction Letter.
- will obtain the completed Physician's Referral for Homebound Instruction form to the school nurse for review.
- will arrange with the assigned homebound teacher dates and times after school hours that would be optimal for instruction of the child.
- will sign the Parent Agreement for Homebound Instruction letter and return to homebound teacher.
- will ensure that a responsible adult is present in the home for the instructional hour.
- will provide a clean, quiet, well-lit room with adequate heat where the homebound teacher and the child will work.
- will eliminate all distractions such as TV, radio, pets and other young children during instructional and study time.

- will have the child appropriately dressed and ready for instruction upon arrival of the homebound teacher.
- will attempt to arrange doctor appointments, therapy, etc. so they do not conflict with the scheduled instruction when possible; will notify the teacher by 8:30 am to cancel instructional time if the student is too ill to be taught or if any other persons in the home are suffering from a contagious illness.
- will be willing to give the Compliance Officer progress updates of the child, halfway through the scheduled absence for homebound instruction.
- will sign the teacher's timesheet at the end of each instructional period.
- will be responsible for submission to the school nurse a new Physician's Referral before the completion of three months of instruction if your child will require instruction to extend past this time.

Teacher Identification

It is the responsibility of the Compliance Officer to identify a teacher for homebound instruction within seven school days.

- The position for homebound teacher shall be selected based on the Collective Bargaining Agreement. (Should multiple applicants equally meet the criteria, selection will be based on location seniority date.)
- If the position(s) of homebound teacher(s) continue(s) to be unfilled, the Office of Special Education and Human Resources shall be contacted to advertise for the position throughout the District.
- If the position(s) of homebound teacher(s) continue(s) to be unfilled, the Office of Special Education and Human Resources shall be notified and requested that the position(s) be advertised throughout the District. Selection will be based on the Collective Bargaining Agreement. (Should multiple applicants equally meet the criteria, selection will be based on system seniority date.)

Instructional Hours

If the Guidance Staff or IEP Team concurs that homebound instruction is the intervention needed for a minimum of four weeks or greater, but less than three months, homebound instruction will consist of:

- Elementary Level (K-8) – Three one-hour sessions weekly
- Secondary Level (9-12) – Four one-hour sessions weekly

If the Guidance Staff or IEP Team concurs that homebound instruction is the intervention needed and PDE approves extension of homebound services for more than three months, instructional hours will continue as previously indicated:

- Elementary Level (K-8) – Three one-hour sessions week
- Secondary Level (9-12) – Four one-hour sessions weekly

Intermittent Homebound Instruction

This support structure is designed for students with chronic medical conditions that are incurable with treatment and have episodes of exacerbation and abatement. Elementary students (K-8) are to receive two hours of instruction per week of absences and secondary students (9-12) are to receive three hours of instruction per week of absences. The week of absences must be for the condition for which the intermittent homebound instruction was approved.

- Example 1: If a male elementary school student has scheduled dialysis for three days a week (Monday, Wednesday and Friday), he can receive homebound instruction once he misses five complete days of school. Therefore, after the second consecutive Wednesday he would have had five days of excused absences because of his chronic condition and this would entitle the elementary student to two hours of instruction.
- Example 2: A female, high school student has sickle cell disease and experiences a period of sickle cell crisis that lasts for a period of ten school days. Once, this student feels better she would be entitled to six hours of homebound instruction.

Extended School Year (ESY) Programs

- Students with IEPs who are eligible for ESY and homebound instruction are expected to continue to the end of the school year and into the ESY program may be eligible for homebound ESY with verification and resubmission of Physician's Request for Homebound Instruction. The request will go through the indicated approval process for authorization of continued service. ESY packets, as with non-homebound students, still need to be submitted to the appropriate special education office through the same approval process.
- Teachers of students with IEPs approved for ESY Homebound Instruction must be selected through the ESY teacher selection process.

Renewal or Extension of Approved Service

- The Chief Compliance Officer will contact the parent/guardian of the student at least halfway through the scheduled absence (i.e., if a student is scheduled to be absent for three months, the Chief Compliance Officer and the parent/guardian should make contact by at least week six.)
- If a physician (or psychiatrist for mental health cases) feels that a student will require more than three months of homebound instruction, a new Homebound Physician's Referral will be required.
- The Physician's Referral must be completed and signed before the three month period expires in order for service to continue without interruption.
- The new Physician's Referral will need to be submitted to Health Services and to the Chief Compliance Officer and Support Services for consultation and review.
- The Chief Compliance Officer and Support Services will submit the new Physician's Referral with other necessary paperwork to PDE for approval of extension of homebound instruction.
- If the Chief Compliance Officer does not receive a new Physician's Referral, homebound instruction is to be discontinued by the school and the student shall be marked as truant if the student does not return to school. The school nurse will explain to the parent/guardian that it is the parent/guardian's responsibility to see that the required referral forms are completed and presented to the school in a timely manner.

Instruction Conducted in the Home

- “Instruction conducted in the home” is in the definition of special education located in the federal regulations and is recognized as a placement option on the continuum of alternative placements for students with disabilities. The use of instruction conducted in the home is restricted to students whose needs require full-time special education services or 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.
- Although a student placed by his/her IEP Team on instruction conducted in the home does not receive his/her program in the school setting, he/she remains entitled to FAPE equal to his/her non-disabled peers, unless the amount of instruction would jeopardize the child’s health or welfare. In such cases, the IEP Team can agree on fewer hours of instruction so long as the student receives FAPE.
- Instruction conducted in the home is not an appropriate option in other situations, such as when a district is experiencing difficulty arranging the program or placement that a student requires. In such cases, the district will continue to serve those students in accordance with his IEP while taking steps to promptly arrange for the services that the student requires.
- If the temporary condition that precipitated the excusal from attendance for a student with disabilities results in a change in the student’s need for specially designed instruction, the district may need to reevaluate the student. The district may also need to reconvene the student’s IEP Team to determine whether it is necessary to revise the IEP and change the student’s placement to instruction conducted in the home. Moreover, the district may be responsible for providing compensatory education to the student for the interruption in services if the district did not provide FAPE.

Students who are Receiving Instruction Conducted in the Home

- Students will require one Physician’s Referral at the beginning of the IEP placement.

The IEP Team for students receiving instruction conducted in the home, which is considered a special education placement, will monitor student’s progress and continued need for services at home. The school nurse is a member of the IEP Team and must be included in recommendations for continuation of or changes in services.

- Students who are receiving Intermittent Homebound Instruction will require one Physician’s Referral for the school year. If a student is absent from school for three months without interruption (s)he will require a new Physician’s Referral and should be changed from Intermittent Homebound Instruction to Homebound Instruction.

- The parent/guardian will be informed by the Chief Compliance Officer that the School District may not accept a Physician's Referral for homebound instruction if the Physician's Referral is incomplete or does not demonstrate an urgent medical reason for excusal of school

attendance. At any point the district may request additional information to clarify the need for the temporary excusal for homebound instruction. If the information is not provided the district may change the attendance status of the student from excused to unexcused followed by a truancy referral.

Student Grades and Records

- Students will receive grades from Homebound Instruction by the designated homebound teacher. Grades should be submitted to the principal at the homebound student's school.
- Teachers will enter grades in the Progress Report for Students on Homebound Instruction and shall follow the School District's timeline for grade submission.
- All grades and teaching hours will be reviewed by the principal prior to issuance of report cards or entry on the official student records.
- Student's grades and attendance are to be submitted to the school to be maintained as part of the student's record by the homebound teacher. Failure to do so may result in funds being withheld from the assigned teacher's paycheck.

Program Monitoring and Assessment Process

- The Homebound Reporting form and the Physician's Referral must be submitted to the Chief Compliance Officer and the Office of Special Education and Support Services.
- Any changes in the homebound instruction should be reported to the Chief Compliance Officer and the Office of Special Education and Support Services (i.e., change in the original assigned homebound teacher; change in type of homebound instruction; etc.).
- If homebound instruction will extend past three months, a new Physician's Referral will need to be submitted to Chief Compliance Officer and the Office of Special Education and Support Services for submission to PDE. Once approval or denial of homebound instruction extension is given PDE, the School District will be notified.
- At the completion of homebound instruction for the student, a copy of the Education Plan for Students Receiving Homebound Instruction and the Progress Report for Students Receiving Homebound Instruction must be submitted to the school's principal or administrative designee.
- The procedures for implementing homebound/hospital instruction have been established by the Chief Compliance Officer and the Office of Special Education and Support Services and are subject to monitoring, audits and investigation

Homebound Teacher's General Guidelines

- Review carefully the materials enclosed in the Homebound Instructional Manual before visiting the home.
- Instruct up to a maximum of four hours per day for all assigned homebound students combined.
- Schedule to provide instruction after school hours, concluding no later than 7:00 pm for homebound student who are in grades K through 3; 8:00 pm for homebound students in grades 4 through 12. It is advisable that homebound instruction be delivered as close to the end of the school day as possible.
- Teacher(s) shall be certified in the subject area in which they are instructing. For homebound students who are designated special education, their homebound teacher must have special education certification.
- When preparing lesson plans for homebound instruction sessions:
 - Refer to the Education Plan for Students Receiving Homebound Instruction form as a guide for instruction.
 - Homebound teachers are required to teach the four core area subjects-English-Social Studies-Mathematics-Science.
 - Instruction in the designated courses will be based on the Scranton School District's curriculum or functional curriculum and/or the student's IEP goals.
 - Textbooks and other instructional materials are to be provided by the student's home school. All homebound students are to participate in all state and district assessments including the PSSA, the PASA and alternate assessments. Arrangements for test administration are to be made with the homebound student's home school.
 - Homebound teacher(s) may be expected to participate with the special education team and support team in the development of the student's IEP.
 - Marks are to be reviewed by the principal or administrative designee prior to issuance of report card grades or entry on the official student records.
 - Delivery of Homebound Instruction must be consistent with the Scranton School District's school year calendar. When the School District observes any given holiday, weekend or summer holidays, homebound instruction is not to be delivered to the homebound student.
 - Documentation of the Homebound Instructional Program on the Education Plan for Students Receiving Homebound Instruction form and the Progress Report for Students Receiving Homebound Instruction form will be maintained by the school.

- The time will be logged on the Scranton School District payroll form.

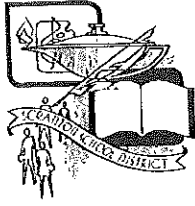
Explanation of Forms used for Homebound Instruction

- **Parent Agreement for Homebound Instruction**
 - This form should be given to the homebound student's parent/guardian on the initial visit to the homebound student's home for review and the required signature.
 - A signed copy of the Parent Agreement shall be kept at the homebound student's home school.

- The homebound student's home school will need to be informed either verbally or in writing once instruction is completed. The home school will also need to be informed in writing if any difficulties in delivering instruction are encountered or if there is a breach in the Parent Agreement.
- **Progress Report for Students Receiving Homebound Instruction**
 - This form is required to be completed by the homebound teacher(s) at least once during any report period (or convalescence period of shorter duration).
 - The curriculum areas reflected on this form should be consistent with the areas designated on the Education Plan.
 - The Progress Report is to be reviewed and verified by the principal or the administrative designee before the issuance of any formal grades.
 - A copy of the Progress Report may be given to the parent/guardian after the principal or the administrative designee's review and verification. A copy will need to be forwarded to the student's home school to be maintained in the student's record.
- **Daily Time Report**
 - The teacher will record his/her time worked on a daily time report. The completed daily time report must be sent to the Special Education Office to verify the hours and sign the form.
 - The parent must sign the Daily Time Report after each instructional session.
 - The teacher must place his/her name at the top of this form and fill in the weekly dates and times.
 - The homebound teacher will tally the biweekly instructional hours.
 - The homebound teacher's signature is required on the bottom of the form.
 - Incomplete Daily Time Reports will be returned to the homebound teacher for correction before the homebound teacher's payroll school signs it for time and attendance reporting purposes.
 - The teacher will submit an original completed report on a biweekly basis.

Robert Gentilezza

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 Chief Compliance Officer
 Scranton School District



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Re: Homebound Instruction

Homebound Instruction is a service that the Scranton School District may provide during a temporary period of excused absence for a student who is confined to home or hospital for physical disability, acute illness, injury, urgent reasons or when such confinement is recommended for psychological or psychiatric reasons not to exceed 90 days, as required by the Pennsylvania Department of Education.

Homebound Instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades/credits for promotion. It is not a replacement or substitute for school attendance. Homebound Instruction should be used as a last resort after all other options and/or alternative schedules (i.e. half days, work packets, etc.) have been exhausted.

To apply for homebound instruction, parent/guardian of the student must have the physician's referral form completed, signed by the student's treating specialist and returned to the school nurse. The referral form must be accompanied by an original signed physician prescription. The physician's referral may not be accepted by the district if it does not explain the student's absence.

If your child's medical condition should require Homebound Instruction for more than ninety (90) days, you will have to submit a new physician's referral before the initial application expires. Any request to extend Home Instruction beyond 90 days must be approved by Pennsylvania Department of Education.

The success of Homebound Instruction and the progress your child makes depends upon cooperative planning involving your child, the homebound teacher and parent/guardian. Once the application for homebound instruction is approved, parent/guardian must adhere to the following agreements:

- Provide a clean, quiet, well-lit room with comfortable temperature for the teacher and student.
- A parent/guardian must be present in the home for the entire period of Homebound Instruction.
- The student must be appropriately dressed, and ready for instruction upon arrival of the homebound teacher.
- Must allow the teacher and student to work without distractions such as TV, radio, pets and other young children during instructional and study time.
- Notify the teacher by 8:30 AM if the student is too ill to be taught or if any other persons in the home are suffering from a contagious illness.
- Sign the teacher's time sheet at the end of each instructional period.
- Arrange doctor appointments, therapy, etc. so they do not conflict with scheduled instruction when possible.

Failure to comply with the above conditions may result in termination of homebound instruction.

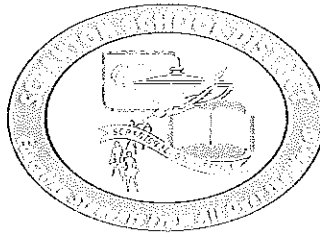
I have read and agree to the conditions for Homebound Instruction for my child. I will provide a satisfactory teaching environment to ensure maximum learning potential of my child.

Signature of parent/guardian: _____ Date: _____

Address: _____ Telephone Number: _____

Student's Name: _____ School: _____ Grade: _____

- One (1) copy to Parent/Guardian
- One (1) copy to be kept in the student's file at school
- One (1) copy to the Homebound teacher



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Compliance Office
425 North Washington Avenue
Scranton, PA 18503**

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PHYSICIAN'S REFERRAL FOR HOMEBOUND INSTRUCTION

Student Name: _____

Date of Birth: _____ School: _____ Grade: _____

Name of parent/guardian: _____ Phone: _____

Home Address: _____ Zip Code: _____

TO BE COMPLETED BY PHYSICIAN

Per Pennsylvania School Code § 11.25, a student must have "satisfactory evidence of mental, physical or other urgent reasons" that qualifies he/she as medically unable to attend school.

Date of Home Instruction to begin: _____ Date of Home Instruction to end: _____
(Not to exceed 90 days)

Documented Diagnosis: _____

The above named student is unable to attend school based on the documented diagnosis for the following reasons:

What, if any, accommodation do you believe will be necessary to facilitate an early return to school?

Physician's Name (Please Print): _____

Physician's Address: _____ NPI #: _____

Physician's Signature: _____ Date: _____

I authorize the School Nurse to communicate with my child's health care provider and my child's health care provider to reply as needed regarding this Referral for Homebound Instruction.

Parent/Guardian's Signature: _____ Date: _____

SCRANTON SCHOOL DISTRICT
OFFICE OF SPECIAL EDUCATION/SUPPORT SERVICES
426 N. WASHINGTON AVENUE
SCRANTON, PA 18603

Homebound Instruction

Dear Parent/Guardian:

The purpose of Homebound Instruction is to provide students with some level of instructional services during a temporary period of absence so that, on return to school, they can re-engage successfully with their instructional program. Homebound Instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades/credits for promotion. Homebound Instruction is not a replacement or substitute for school attendance. Homebound Instruction should be used as a last resort after all other options and/or alternative schedules (i.e. half days, work packets, etc.) have been exhausted.

- Homebound Instruction is a service the District may provide during a temporary period of excused absence for an acute medical condition of at least 4 weeks and not to exceed three months, as required by the Pennsylvania Department of Education.
- Homebound Instruction may be provided on an intermittent basis during short but repeated periods of absences due to exacerbations of a chronic medical condition (authenticated by the medical provider in writing). 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.

To apply for homebound instruction, parent/guardian of the student must have the physician's referral form completed, signed by the student's treating specialist and returned to the school nurse. The physician's referral may not be accepted by the District if it does not explain the student's absence. Parent/Guardian has the right to withhold medical information; however, withholding medical information may lead to termination of homebound services.

If your child's medical condition should require homebound instruction for more than three (3) months, you will have to submit a new physician's referral before the initial application expires. If a new physician's referral is not submitted promptly, your child homebound instruction will be suspended and your child will be marked absent.

The success of homebound instruction and the progress your child makes depends upon cooperative planning involving your child, the homebound teacher and parent/guardian. Once the application for homebound instruction is approved, parent/guardian must adhere to the following agreements:

- Provide a clean, quiet, well-ill room with comfortable temperature for the teacher and student.
- A responsible adult must be present in the home for the entire period of homebound instruction.
- The student must be appropriately dressed, and ready for instruction upon arrival of the homebound teacher.
- Must allow the teacher and student to work without distractions such as TV, radio, pets and other young children during instructional and study time.
- Notify the teacher by 8:30 AM if the student is too ill to be taught or if any other persons in the home are suffering from a contagious illness.
- Sign the teacher's time sheet at the end of each instructional period.
- Arrange doctor appointments, therapy, etc. so they do not conflict with scheduled instruction when possible.
- Failure to comply with the above conditions may result in termination of homebound instruction.

I have read and agree to the conditions for Homebound Instruction for my child. I will provide a satisfactory teaching environment to ensure maximum learning potential of my child.

SIGNATURE OF PARENT/GUARDIAN _____ DATE _____

ADDRESS _____ TELEPHONE NUMBER _____

STUDENT'S NAME: _____ SCHOOL: _____ GRADE: _____

- One (1) copy to Parent/Guardian
- One (1) copy to be kept in the homebound student's file at school
- One (1) copy to the Homebound teacher

SCRANTON SCHOOL DISTRICT DAILY TIME REPORT WEEK OF: _____	TEACHER'S NAME
	OFFICE SPECIAL EDUCATION/SUPPORT SERVICES
	SIGNATURE OF ADMINISTRATOR

Absence Codes

01 - Personal Leave	(For other absences refer to Procedures Manual)	1. Teacher records pupil's name, time of arrival and departure.
02 - Vacation		2. Parent or guardian signs at end of lesson.
04 - Illness		3. If a hospital lesson, note this under remarks.
		4. Teacher must notify office of his/her absence between 8:00 and 8:30 AM

DATE	PUPIL'S NAME	TIME		PARENT/GUARDIAN'S SIGNATURE	REMARKS
		IN	OUT		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Date Service Began: _____

Date Medical Expires: _____

Number of Lessons Completed (include hours listed above): _____

Total Number of Hours That Have Been Submitted for Reimbursement (include hours listed above) _____

Employee's Social Security Number

Employee's Signature

SCRANTON SCHOOL DISTRICT
OFFICE OF SPECIAL EDUCATION SUPPORT
SERVICES
426 N. WASHINGTON AVENUE
SCRANTON, PA 18503

EDUCATIONAL PLAN FOR STUDENTS RECEIVING HOMEBOUND INSTRUCTION¹

Conference Date: _____ Student: _____
 DOB: _____ Student ID: _____ Phone #: _____
 Address: _____ Scranton, PA 185 _____
 Parent/Guardian: _____ Daytime Phone #: _____
 School: _____ Grade: _____ Special Ed. (Circle one) Yes - No
 Current Level: Reading: _____ Math: _____
 Assessment used (PSSA, etc.): _____

CURRENT EDUCATIONAL PROGRAM				
Subject	Current Level	Last Reported Grade	Text/Materials & Adaptation/Comments	Classroom Teacher

PROPOSED EDUCATIONAL PROGRAM		
Instruction:	Begin Date: _____	End Date: _____
Subject	Text/Materials & Adaptation/Comments	Minutes / Week
Consideration for related services (for students with IEP ²):		Total Minutes / Week >>

PARTICIPANTS' SIGNATURES:

1. _____ Date _____ 3. _____ Date _____
 Home School Teacher Homebound/Hospital Teacher
 2. _____ Date _____ 4. _____ Date _____
 Home School Teacher School Administrator

¹ Refer to manual section for SIE/IEP Planning
² Attach IEP for student with disabilities

- One copy for Student's folder
- One copy for Homebound Teacher
- One copy for Parent/Guardian

SCRANTON SCHOOL DISTRICT
 OFFICE OF SPECIAL EDUCATION AND SUPPORT SERVICES
 425 N WASHINGTON AVENUE
 SCRANTON PA 18503

PROGRESS REPORT FOR STUDENTS RECEIVING HOMEBOUND INSTRUCTION

NAME OF STUDENT: _____ STUDENT ID: _____

FROM DATE: _____ TO DATE: _____ NO. OF SESSIONS: _____

REPORT PERIOD: _____ FINAL REPORT: _____

Curriculum Areas *	Goals/Objectives	Progress and Grade During Report Period
1.		
2.		
3.		
4.		
5.		
6.		

* Curriculum areas including: Literacy, Math, Behavior, Science, etc. (For Low Incidence may include: communication, personal maintenance, attention, domestic maintenance, etc.)

TEACHER'S COMMENTS

1. Teacher: Period: _____ to _____	2. Teacher: Period: _____ to _____
3. Teacher: Period: _____ to _____	4. Teacher: Period: _____ to _____
5. Teacher: Period: _____ to _____	6. Teacher: Period: _____ to _____

CHECKLIST FOR STUDENT COMPLETING HOMEBOUND INSTRUCTION AND RETURNING TO THE CLASSROOM

- ___ Returned books and materials to school
- ___ Progress report is completed and submitted to school
- ___ Grade/credit for most recent marking period submitted to school
- ___ Student's home school informed that student is returning to the classroom (principal, administrative designee, or nurse)
- ___ Received parent signature on form to verify teacher's participation.

Describe criteria for determining student's report card grades and course credit including responsibilities of homebound teacher and classroom teacher.

Schedule for reporting progress/grades to the homebound student's home school:

- Report Card Period Final Progress Report Other

Teacher Signatures:

1. Name: _____ Grade or Subject: _____
2. Name: _____ Grade or Subject: _____
3. Name: _____ Grade or Subject: _____
4. Name: _____ Grade or Subject: _____
5. Name: _____ Grade or Subject: _____
6. Name: _____ Grade or Subject: _____

* Attach IEP for student with disabilities

- One copy for Student's folder
- One copy for Homebound Teacher
- One copy for Parent/Guardian

SCRANTON SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

117-AR-2. WEEKLY REPORT OF HOMEBOUND INSTRUCTION

Weekly Report of Homebound Instruction _____
(Date)

(Complete in Duplicate)

TO: Building Principal

FROM: _____

Student's Name _____ Subject _____

<u>Hours</u>	<u>Date</u>	<u>Time</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Signature)

This report will signify the completion of Homebound Instruction for this student for the period _____ to _____. I award this student a grade of _____.

(Signature)

Principal's Approval _____

Superintendent's Approval _____

**Scranton School District
Special Education Central Office Checklist
Homebound**

Student: _____ Notification Date: _____

School: _____ Grade: _____ Teacher Assigned: _____

Central Office Responsibilities

Script Date _____

End Date _____
(90 days unless otherwise specified)

Physician's Name _____

Physician's Phone # _____

_____ Generate File

_____ Excel Additions List

_____ Eschool

_____ Regular Ed

- Programs
- Homebound Instruction
- Start date
- Value (240 minutes per week)
- * End & Restart each quarter*

_____ Special Ed

_____ Supervisor _____

_____ SAMP

_____ Email Clerk, Principal, Vice Principal,
Guidance, Nurse, SAMP & Lisa Swartz

_____ Brenda Holzman
_____ Maggie Newcomb

- Clerk _____

- Principal _____

- Vice Principal _____

- Guidance _____

- Nurse _____

“Student is receiving Homebound Instruction from date through date. His/her teacher is name.”

Renewal Script Date _____

End Date _____
(90 days unless otherwise specified)

Renewal Script Date _____

End Date _____
(90 days unless otherwise specified)

**Scranton School District
Special Education Central Office Checklist
Instruction in the Home/Community**

Student: _____ Notification Date: _____

School: _____ Grade: _____ Teacher Assigned: _____

Central Office Responsibilities

_____ Generate File

_____ Excel Additions List

_____ Supervisor _____

_____ IEP Case Manager _____

_____ Eschool

- Programs
- Homebound Instruction
- Start date
- Value (240 minutes per week)
- * End & Restart each quarter*

_____ Email Clerk, Principal, Vice Principal, Guidance & Lisa Swartz

- Clerk _____

- Principal _____

- Vice Principal _____

- Guidance _____

“As of date, student is receiving Instruction in the Home. His/her teacher is name.”

Start Date _____
(Per NOREP)

End Date _____
(Per NOREP)

Instruction Conducted in the Home

DATE OF ISSUE: September 1, 1997

DATE OF REVIEW: July 1, 2009

June 30, 2005 (revised)

October 31, 2001 (formerly BEC 22 Pa. Code §342.42(c))

REMEDIAL ORDER

It should be noted that implementation of the following procedures is required by the terms of a federal court-approved remedial order. In *Cordero v. Pennsylvania Department of Education* (PDE), the district court directed PDE to implement a comprehensive system for identifying all children with disabilities who are experiencing placement delays or who are at-risk for placement delays. In part, the court order requires districts to report monthly all children with disabilities who are placed by the Individualized Education Program (IEP) team to instruction conducted in the home or assigned to homebound instruction to PDE .

This BEC will address only the reporting requirements of children placed by the IEP team to instruction conducted in the home or assigned to homebound instruction. The Intensive Interagency Coordination BEC will address the identification of children who are experiencing placement delays or who are at-risk for placement delays.

PURPOSE

This BEC will explain the reporting requirements for students with disabilities assigned to instruction conducted in the home by the IEP team and students with disabilities who may be assigned to homebound instruction.

REPORTING PROCEDURES

"Instruction conducted in the home" is included in the definition of special education located in the federal regulations (34 CFR §300.39(a)(i)) and is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR §300.115). The use of instruction conducted in the home 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.

Although a student placed by his or her Individualized Education Program (IEP) team on instruction conducted in the home does not receive his or her program in the school setting, he or she remains entitled to a free appropriate public education equal to his or her non-disabled peers, unless this amount of instruction would jeopardize the child's health or welfare. In such cases, the IEP team can agree on fewer hours of instruction so long as the student still receives a free appropriate public education. In all circumstances involving the placement of a student on instruction conducted in the home, the districts and charter schools must electronically report students with disabilities to the Department within five 5 days of the placement. Districts and Charter schools must use the web-based reporting system, Special Education Students at Home Reporting System (email at SES@Home).

Districts and Charter Schools should use their Administrative Unit Number (AUN) as the user name to log into the reporting system. The password is identical to the one used to log into the Cyclical Compliance Monitoring System. For assistance identifying a user name and password, the school districts and charter schools may contact the Bureau of Special Education by phone at 717-783-6134. The Districts and Charter Schools must supply the Department with information about the student, his or her disability, **the type of program or placement required**, and the anticipated length and reason for the placement. Districts and Charter Schools must provide information regarding the person in the district or charter school whom the Department can contact to discuss the placement if necessary.

Instruction conducted in the home is not an appropriate option in other situations, such as when a district or charter school is experiencing difficulty in arranging the program or placement that a student requires. In such cases, the district or charter school should continue to serve the student in accordance with his or her IEP while taking steps to promptly arrange for the services that the student requires. These steps may include seeking assistance from the Department or from other child-serving agencies involved with the student.

Although instruction conducted in the home is not ordinarily permitted when the student has no condition preventing him or her from leaving the home, there are occasional, exceptional cases in which the parents and the district or charter school agree to instruction conducted in the home as a short-term option. In these cases, the district or charter school must report not less than weekly to the Department utilizing the web-based reporting system. As indicated on the [SES@Home](#) website, the district or charter school are also responsible for informing the Department when the short-term placement has concluded. "Instruction conducted in the home," which is listed in the continuum of special education alternative placements in federal regulations, should not be confused with "homebound instruction," which describes the instruction a district or charter school may provide when a student has been excused from compulsory attendance under 22 Pa. Code §11.25 due to temporary mental or physical illness or other urgent reasons.

Even though homebound instruction is not a special education placement option for students with disabilities, 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. Districts and charter schools must also report to the Department for students with disabilities for whom homebound instruction is approved and must also file a follow up report when the temporary placement has concluded and the student has returned to school. In addition, as indicated on the [SES@Home](#) website, districts and charter schools must document the physician's recommendation for homebound instruction.

If the temporary condition that precipitated the excusal from attendance for a student with disabilities results in a change in the student's need for specially designed instruction, Districts and Charter Schools may need to reevaluate the student. Districts or Charter Schools may also need to reconvene the student's IEP team to determine whether it is necessary to revise the IEP and change the student's placement to instruction conducted in the home. Moreover, the district or charter school may be responsible for providing

compensatory education to the student for the interruption in services if the district or charter school did not provide a free appropriate public education.

REFERENCES:

Department of Education Regulations

22 Pa. Code §11.25

Code of Federal Regulations

34 CFR §§300.39 and 115

CONTACT BUREAU/OFFICE:

Bureau of Special Education
Pennsylvania Department of Education
333 Market Street
Harrisburg PA 17126-0333
Voice: 717.783.6134

SCRANTON SCHOOL DISTRICT



Robert Gentilezza
Chief Compliance Officer
425 N. Washington Avenue
Scranton, Pa. 18503

Phone: (570) 348-3432
Phone: (570) 348-3446
e-mail; robert.gentilezza@scrsd.org
Fax # (570) 348-3618

Proctoring Procedures for Homebound(HB)/Instruction IN Home(IIH)Teachers During Achievement Testing

STEPS TO BE TAKEN:

1. Contact the school (guidance counselor/principal) and arrange for pick-up. Coordinate pick-up and delivery plan times.
2. Retrieve all testing materials from the homeschool and sign it out (the sign-out and sign-in sheet will adhere to an envelope that contains all testing materials).
3. Return all testing materials to their home school each morning to be securely stored until it is needed again.
4. All testing materials pick-up & delivery must be signed in and out each time testing materials leaves and enters the school.
5. All testing materials must be returned to the homeschool by the appropriate ship date.

Robert Gentilezza

Robert Gentilezza
Chief Compliance Officer
Scranton School District

HOMEBOUND INSTRUCTION

A school district, area vocational technical school, charter school, independent school, private school or non-public school may temporarily excuse a student from compulsory attendance on account of illness or other urgent reasons and provide that student homebound instruction while he or she is excused from school. Regulations require that the term "urgent reasons" be strictly construed not to permit irregular attendance at school. See 22 Pa Code § 11.25 in the Laws and Regulations section.

If a public school entity does provide homebound instruction and seeks to extend the duration of that instruction for a particular student beyond a three-month period, the extension requires the approval of the Pennsylvania Department of Education (PDE).

Any excusal from compulsory attendance must be reevaluated, at minimum, every three months. A school district may have a policy that requires more frequent evaluations.

School districts must have written policies regarding attendance, admission, excusal and program procedures. These must be distributed yearly to parents. See 22 Pa Code § 11.41.

NONATTENDANCE WITH HOMEBOUND INSTRUCTION PROVIDED

The purpose of homebound instruction is to keep students on track academically while the student is temporarily out of school. Homebound instruction is school-supplied one-to-one tutoring for a limited time. These students are counted in both the school membership* and school attendance**. See 22 Pa Code § 11.25(b).

A district may provide homebound instruction for the initial three months of excusal without consulting PDE. Following the initial three months, the district must obtain the approval of PDE to extend homebound instruction.

NONATTENDANCE WITHOUT THE PROVISION OF HOMEBOUND INSTRUCTION

If a condition exists which prevents a child from the ability to benefit from study, the student may be entered into the inactive roll with the PDE's approval until such a time as the student may benefit from study. See 24 P.S. § 13-1329 and 22 Pa Code § 11.34.

School Initiated. A school 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 PDE. Prior to seeking excusal and approval, the school district must

provide the child's parents with written notice of both the proposed excusal, including the reasons for the excusal, and an opportunity to be heard. See 22 Pa Code § 11.34 and 24 P.S. § 13-1330(2). Children so excused are entered on the inactive roll. ***

OTHER IN-HOME INSTRUCTION THAT IS NOT DESIGNATED AS HOMEBOUND INSTRUCTION

There are a number of educational options that sometimes are referred to as "homebound instruction" although they do not fit the legal definition of homebound instruction. The following are NOT categorized as "homebound instruction"

- Instruction conducted in the home: for special education students for whom an Individualized Educational Plan (IEP) team determines that the instruction of the student is to be conducted in the home; students are counted in both the school membership and school attendance; this is not homebound instruction
- Home Education Programs ("homeschooling"): usually taught at home by a parent (referred to as the home education supervisor); students are not counted in either the membership or school attendance; this is not homebound instruction
- Home study: for expelled students or students awaiting placement; students are counted in the membership but not the school attendance; this is not homebound instruction

*Membership: student is on the attendance roles, whether or not he or she physically is present on any given day

**Attendance: days when a "member" student is counted as present in school

***Inactive Roll: student is not counted in either membership or attendance

For additional information, please contact:

RA-homebound@pa.gov

[Structuring Homebound Instruction](#)

[Certification of Teachers](#)

[IEPs and 504 Service Agreements](#)

[Pregnant and Parenting Students](#)

Private and NonPublic Schools

Reporting Special Education Students

Requesting an Extension

Audits

Alternatives to Homebound Instruction

Laws and Regulations

STRUCTURING HOMEBOUND INSTRUCTION

When a school district provides homebound instruction, certain laws and regulations apply.

WRITTEN POLICY

It is the school board's responsibility to adopt written policies and distribute these yearly to parents (*22 Pa Code § 11.41*).

When homebound instruction is provided, the school district's policies must include the following (*22 Pa Code § 11.25(c)*):

- The district's and the student's responsibilities
- A description of the instructional services that will be available to homebound students

The school district's policy may state that homebound services will begin at the time of the initial request or that the student must be absent for a specified number of days before homebound instruction begins. This is a local decision.

URGENT REASONS

A school district may provide homebound instruction for a total of three months without consulting or notifying the Pennsylvania Department of Education (PDE). The reasons for allowing a student to receive homebound instruction in lieu of being physically present at school are defined by regulation as mental, physical, or other urgent reasons. However, the term "urgent reasons" shall be strictly construed and not permit irregular attendance. See *22 Pa Code § 11.25(a)*.

It is the responsibility of the family to ensure adequate proof is provided or the request may be denied.

EXTENSIONS

Following the initial three months, the district must request an extension from PDE in order to continue to allow a student to be excused from school attendance and to provide homebound instruction for a longer period of time. See *22 Pa Code § 11.25(b)*.

PDE will not act on any request for an extension until the initial three months has expired. When an extension is requested, PDE requires that a licensed practitioner submit to the school district an updated examination and extension request within two weeks of the impending extension.

If an extension is not granted by either the school district or PDE, the student must return to school.

ACTIVE TREATMENT

Since the goal is to rehabilitate a student so that they can return to school, the district's policy may define what is acceptable as an appropriately licensed professional for a specific type of excusal. For example, if a student suffers emotional/mental illness, the district may require that medical information submitted to substantiate homebound instruction be prepared by a psychologist or psychiatrist.

The student's treatment and progress should be monitored by an appropriately licensed professional. School districts may require frequent updates on the student's progress, from an appropriately licensed professional, as a condition of continued excusal.

It is not necessary to send to PDE the licensed professional's documentation with the extension request; the district simply must ensure the excuse is reasonable for absence from school and that the student is being treated actively for the condition necessitating the absence.

ATTENDANCE

A student receiving homebound instruction is counted in both membership and attendance. If a student does not receive homebound instruction during the first three months, then the student is counted in membership but not in attendance. This becomes a factor in Adequate Yearly Progress (AYP) and No Child Left Behind (NCLB) calculations.

PDE's Child Accounting counts an hour of weekly instruction as equivalent to a day of school attendance. Therefore, five hours of weekly instruction are equivalent to five days of school attendance.

However, for every hour less than the total of five hours of homebound instruction provided (or 2.5 hours for half-day attendees), the student is marked as absent – one day for each hour missed. Hours are counted on a weekly basis; a student cannot be counted as present by combining hours from consecutive weeks. For example, three hours of homebound instruction one week and seven hours the next week cannot count as fulltime for the two weeks.

The district may, at their discretion, provide more than five hours of instruction per week without requesting special permission from PDE.

PART-TIME ATTENDANCE

A school district may structure homebound instruction for a student such that the student attends school part-time, as his or her condition allows; homebound instruction requests need not be restricted to students who are unable to attend school at all. This is a local decision.

If a student attends school for partial days, than homebound instruction would be prorated. For example, if a student attends school half-days, only 2.5 hours of homebound instruction is required for the equivalent of five days of instruction.

PSSA TESTING

A homebound student is required to participate in the Pennsylvania System of School Assessment (PSSA). If the student is incapable of participating at the school, the individual who is providing the homebound instruction should be trained to administer the assessment and then administer the test to the student in his/her home.

CERTIFICATION OF TEACHERS

Teachers employed for delivering homebound instruction are governed by the same certification regulations as all other teachers. Refer to Certification Staffing and Policy Guidelines ([CSPG](#)) #1, [Appropriate Certification in Pennsylvania, statement 7](#)

7. A "homebound instruction" teacher is governed by the same certification regulations as all other teachers. When regularly employed professional staff cannot be assigned to homebound instructions, persons on the substitute roster holding appropriate certification may be used. If no certified person is available, an emergency certificate may be issued to qualify a person to teach homebound students.

Note: [All CSPGs](#) are available on the PDE website.

Teachers providing homebound instruction for one district may be employees of another district. There is nothing to prohibit a parent who is properly certified from providing the homebound instruction.

ELEMENTARY CERTIFICATION(GRADES KINDERGARTEN THROUGH SIXTH)

In the case of students in grades kindergarten through sixth, an elementary certification is all that is necessary.

MID-LEVEL CERTIFICATION (GRADES SEVENTH THROUGH NINTH)

A teacher may have a mid-level certification that allows them to teach one of the following for grades seventh through ninth only: English, science, mathematics, or citizenship.

HIGH SCHOOL CERTIFICATION (GRADES SEVENTH THROUGH GRADUATION)

If a student is in grades seventh through high school, then the teacher delivering homebound instruction must be certified in the subject he or she teaches.

SPECIAL EDUCATION STUDENTS

There are occasions when a student with a disability may need homebound instruction, such as during an extended absence from school for a medical reason. In these cases, the instructor must be certified in special education in addition to any other certification necessary for the grade and course (e.g. elementary education, secondary math, and secondary science).

When the school district provides homebound instruction for a special education student, district staff may consult with the IEP team on the suggested number of hours to be provided for this student.

If the district does not offer homebound instruction as a matter of policy, then the IEP team could determine that Instruction Conducted in the Home is appropriate.

Instruction Conducted in the Home is a special education placement determined by the Individualized Education Program (IEP) team for special education students and is not the same as Homebound Instruction. For information regarding instruction in the home for special education students, please consult the Instruction Conducted in the Home BEC.

OTHER OPTIONS

If teachers with the appropriate certifications are not available, there are other options.

- The employing school district may request an emergency certification
- A teacher may be used that is not certified in all subjects if they act as a monitor only (i.e., delivering the assignments and instructions; picking up the assignments; monitoring tests); the student would be assigned to classes in the school and the district's school teachers that are specifically certified in the content areas would be overseeing the education (e.g. assigning the instruction, grading the work). This option keeps the homebound student on track with the class for when they return to school.
- The district may provide the homebound instruction via the school district's own online (cyber) program. The district would ensure that the student has all the necessary equipment, access and training for working via the Internet at no additional cost to the student. This potentially provides far more instruction than would otherwise be delivered. However, the district's policy must allow for exceptions, including parental objection.

IEPS AND 504 SERVICE AGREEMENTS

Homebound instruction is provided for temporary and urgent reasons; it is not a long-term solution. Students on homebound instruction generally are confined to home or a care unit. A doctor does not "order" homebound instruction but rather provides the diagnosis to enable the school district to make an informed decision on how to best provide for the student's education.

At times a school district may confuse the need for an Individualized Education Program (IEP) or a 504 Service Agreement with a need for homebound instruction. 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 or a 504 Service Agreement.

One indication that a child is "thought-to-be" eligible may include a determination by the district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. If a child does not qualify for special education services under Individuals with Disabilities Education Act (IDEA), they may qualify for modifications under Section 504 of the Rehabilitation Act of 1973.

Understanding the Differences Between IDEA and Section 504 is helpful in determining which option to pursue.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An IEP is a written plan for the provision of services for the education of students who are disabled or gifted. The district has a responsibility under Child Find for children "thought-to-be" eligible for special education services and/or accommodations. This responsibility includes locating, identifying, and evaluating all students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made.

Two criteria exist for an IEP, both of which must be met:

- The student must meet one of the 13 disability categories defined by the Individuals with Disabilities Education Act, 2004 (IDEA).
- The student must need special education; that is, the child requires specifically designed instruction to receive educational benefits

According to 34 CFR § 300.8 (related to a Child with a disability), the 13 categories are:

- Mental retardation (pending language change to " intellectual disability")
- Hearing impairment
- Speech or language impairment,
- Visual impairment (including blindness)

- Emotional disturbance
- Orthopedic impairment
- Autism
- Traumatic brain injury
- Other health impairment
- Specific learning disability
- Deafness
- Deaf-blindness
- Multiple disabilities

Emotional disturbance is defined at 34 CFR § 300.8(c)(4) as:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

If a child is identified by a school district as "thought-to-be" disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the district should move forward with a special education evaluation under IDEA and 22 PA Code Chapter 14.

Private Schools

Private school students who have been parentally placed do not have the same rights to special education services as public school students; however, intermediate units are required to meet with the administrators of their area private schools to discuss the services they will provide via equitable participation.

At minimum, the local school district must provide the following to students enrolled in private schools:

- Upon request they must evaluate the student for special education, without cost, and determine whether the student is eligible for special education services.
- If eligible, the resident school district must offer a free appropriate public education (FAPE) in the public school. The parent can refuse the offer of FAPE and parentally place the child in a non-public school.

Helpful Links:

- [Least Restrictive Environment \(LRE\) and Educational Placement for Students with Individualized Education Programs \(IEPs\) BEC](#)
- [IDEA website](#)
- [IDEA Legislation](#)
- [Department of Education Special Education](#)

504 SERVICE AGREEMENT

A student that does not qualify for special education services under IDEA (an educational law) still may qualify for services under Section 504 (a civil rights law) if the disability is shown to substantially limit his or her educational performance.

A child with a disability is one who has a physical or mental impairment that substantially limits major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Accommodations often refer to building accessibility, classroom adjustments and curriculum modifications and may be updated or revised as the need changes.

34 CFR § 104.3 (j) defines a handicapped person with rights under the Rehabilitation Act as any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities,
- Has a record of such an impairment, or
- Is regarded as having such an impairment.

Examples of disabilities under Section 504 include:

- Student breaks their arm in 5 places and cannot write; the district provides someone to take notes or write the homework
- Student is deaf and plays sports. The district provides an interpreter for the classroom and any school sports activities they are involved in
- Student has cancer, diabetes, epilepsy, migraines, allergies or asthma; the student is allowed to obtain treatment or medication, as needed
- Student uses a wheelchair; student is permitted to leave classes early to avoid hall traffic
- Student is under a doctor's care for depression or anxiety, frequent behavioral problems, ADHD; the student is given additional time for completing assignments and allowed to sit in the front of the classroom

Both federal and state conditions exist for a 504 plan:

- Federal legislation: Rehabilitation Act
- State regulation: 22 PA Code Chapter 15

Helpful Links:

- ADA Homepage
- Implementation of Chapter 15 BEC
- Understanding the Differences Between IDEA and Section 504
- Learning Disability Glossary

PREGNANT AND PARENTING STUDENTS

Students who are excused due to illness or other urgent reasons may be provided with homebound instruction. Becoming pregnant or being a parent does not, in itself, necessitate that a student receive homebound instruction. Certification of a physician is required for any students, including pregnant or parenting students, who are requesting homebound instruction because of an illness or other urgent reason.

For suggested guidelines of attendance involving a pregnant or parenting student, see the [Pregnant and Parenting Students](#) BEC.

PRIVATE AND NON-PUBLIC SCHOOLS

If the private or non-public school does not provide homebound instruction, the family may consider withdrawing their child from the private or non-public school to enroll them in the public school where they can obtain homebound instruction. There may be contracts between the family and the private or non-public school that would require the family to continue to pay for services that were under contract; this is the responsibility of the family to determine.

When a family withdraws their child from the private or non-public school and enrolls them in the public school, the school district will proceed with the newly-enrolled student according to their policy on homebound instruction.

If the private or non-public school disenrolls a student because the student is not able to participate in instruction, or a parent withdraws their child from the school, the private or non-public school must report these actions to the superintendent of the student's district of residence. See *24 P.S. § 13-1332* on the [Laws and Regulations](#) webpage.

REPORTING SPECIAL EDUCATION STUDENTS

The reporting requirements for students with disabilities assigned to instruction conducted in the home by the IEP team and for students with disabilities who may be assigned to homebound instruction both are completed by using the Special Education Students at Home Reporting System (SES@Home). Districts and charter schools must use the web-based reporting system for students with disabilities.

Although homebound instruction is not a special education placement option for students with disabilities, 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. The decision of whether a student with an IEP should be on homebound instruction is recommended to be in consultation with the IEP team.

When homebound instruction is approved locally for students with disabilities, districts and charter schools must report immediately the homebound instruction to the Department and then file a follow-up report when the temporary placement has concluded and the student has returned to school. Additionally, as indicated on the SES@Home website, districts and charter schools must document the physician's recommendation for homebound.

If, at the end of an initial three months of homebound instruction, the IEP team deems that an extension is appropriate, the request should be made via the usual method of requesting an extension via the Form PDE-4675.

If the temporary condition that precipitated the excusal from attendance for a student with disabilities results in a change in the student's need for specially designed instruction, districts and charter schools may need to reevaluate the student and /or reconvene the student's IEP team to determine whether it is necessary to revise the IEP and change the student's placement to instruction conducted in the home.

Homebound Instruction versus Instruction Conducted in the Home

- Homebound Instruction is described in 22 Pa Code § 11.25. Temporary excusals due to illness or other urgent reasons. It allows temporary excusal from attending school for urgent reasons with evidence of mental, physical or other urgent reasons. After three months, school districts, area vocational technical school, charter or independent school must receive Department approval to extend homebound instruction via submission of the Form PDE-4675 to ra-homebound@pa.gov.
- Instruction Conducted in the Home is an option on the continuum of special education placements for students with disabilities. See 34 CFR §300.39(a)(i). This placement is restricted to students with disabilities who require special education services and programs conducted in the home. This

educational placement is an individualized education program team decision and requires a Notice of Recommended Educational Placement/Prior Written Notice.

For additional information, please contact:

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REQUESTING AN EXTENSION

Following an initial three months of exemption from compulsory attendance, the school district must request an extension from the Pennsylvania Department of Education (PDE) in order to continue to provide homebound instruction. There is no extension granted for a student that is not receiving homebound instruction unless it is determined that the student cannot profit from instruction. See *24 P.S. § 13-1329 and 22 Pa Code § 11.34* Laws and Regulations.

For a student with a special education designation who is seeking homebound instruction, but is not designated as receiving Instruction Conducted in the Home, the school district must immediately report the homebound instruction using the Special Education Students @ Home (SES@Home) reporting system. Refer to the Reporting Special Education Students webpage for details. The SES@Home reporting system also is used for reporting students receiving Instruction Conducted in the Home.

Form PDE-4675 is used to request an extension of homebound instruction for a student. The date of the doctor's reevaluation should be within two weeks of the continuation date in order to obtain an extension approval from PDE.

Since there currently is no additional reimbursement for providing homebound instruction, there is no need to obtain permission from PDE to provide more than five hours of instruction or to provide homebound instruction in the summer. This is a local decision.

The Request for Approval for Extension of Homebound Instruction now is to be filed with PDE electronically only, via email.

INSTRUCTIONS

- Download PDE-4675 - Homebound Instruction (Excel)
- Consult the INSTRUCTIONS tab
- Complete the CONTACT INFORMATION tab
- Complete the EXTENSION REQUEST tab
- Save your updates
- Submit the completed Excel workbook to PDE from the superintendent's email (or copy the superintendent on the email) to ra-homebound@pa.gov
- Retain a copy of the request and the source documentation (verification from the appropriate licensed practitioner) for an auditor's review. The PDE-4672 (PDF) may be helpful for this and can be downloaded.
- Do not send attachments or doctor's letters; these are for the benefit of the school district. All justification for the school district's request to continue homebound instruction must be included in the

Excel workbook, which is uploaded by PDE to a database. Please ensure that the explanation is sufficiently detailed to justify an extension.

AUDITS

School districts may be audited for their provision of homebound instruction. Information that should be available for the audit includes:

- The documentation from the appropriately licensed practitioner substantiating the need for homebound instruction
- The listing of the students on homebound instruction and the total amount of time for each student in homebound instruction.

Generally, it is convenient to aggregate the records for homebound instruction into a single document for audit purposes. For the district's convenience, PDE provides a sample form.

- [Child Accounting form PDE-4672 \(PDF\)](#)

ALTERNATIVES TO HOMEBOUND INSTRUCTION

A family may decide to pursue a different educational option such as a cyber charter school, private tutoring or a home education program. In this case, the family must withdraw their child from the current public school in which the student is enrolled.

Cyber charter schools are online public schools that provide online instruction to students in the student's home without cost to the family. Due to the time and effort to enroll in a cyber charter school, this is for long-term solutions where the student is expected to be out for months.

A list of cyber charter school can be found on the Pennsylvania Department of Education (PDE) website at the following link: [Cyber Charter Schools](#).

Home education programs and private tutoring are covered extensively on their own webpages. See [Home Education and Private Tutoring](#).