

## Home Instruction – NON-MEDICAL

Student: \_\_\_\_\_ ID: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Case Manager: \_\_\_\_\_ Teacher: \_\_\_\_\_

Home Instruction is the most restrictive placement available. In this placement, the student has no interaction with nondisabled or disabled peers. Home instruction is typically ordered by a physician due to medical concerns, or is an IEP Team decision with input from Special Services Administration due to severe behavior or other concerns. Building administration cannot unilaterally place a special needs student on Home Instruction due to non-medical concerns; this is always an IEP Team decision. Home Instruction may only be 60 days in duration. Before the end of 60 days, another meeting must be held to determine the student’s next placement.

### If home instruction is being considered due to behavior:

✓	When:	Task:	Completed:
	As soon as you are aware that the student is having difficulty in his current placement	Contact the Special Education Lead Educator via the Comprehensive Request Form. Include detailed information about the student’s areas of struggle, the current setting, and the interventions attempted. Note this in the Contact Log.	
	As soon as you are aware that the student is having difficulty in his current placement	Provide the classroom teacher and any classroom/personal para with a link to the Tier 1 and Tier 2 Infractions Form (or the Preschool Behavior Tracker, if the student is in preschool or kindergarten.) Encourage staff to use the form with fidelity. Note this in the Contact Log.	
	As soon as you are aware that the student is having difficulty in his current placement	Reach out to the Behavior Specialist in your school, or complete an Interactive Kids Request.	

**If the above steps have been completed with no improvement, or if Home Instruction is due to medical concerns, schedule an Assess/Review/Revise meeting.**

### Before the meeting:

✓	When:	Task:	Completed:
	At least 15 days before the meeting	Speak with the student’s teacher regarding his progress in the classroom. If the student’s concerns are behavioral, remind the teacher to complete the Behavior Tracker. Note this in Contact Log.	
	At least 10 days before the meeting	Observe the student. Complete the observation using the CST google form and upload it to the student’s document repository.	
	At least 10 days before the meeting	Schedule the meeting.	
	At least 10 days before the meeting	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; send the invitation via email to each of the required participants. <b>If the concerns are behavioral, send a separate email inviting the SPED LE to the meeting.</b>	
	At least 1 week before the meeting	Check with the school nurse to see if the student has any new medical concerns. Note this in Contact Log.	
	At least 1 week before the meeting	Look at the student’s current and previous report cards. Check grades and attendance patterns. If the concerns are behavioral, print out and review the data in the “Student Infractions” and “Student Trends” tabs of the Tier 1 and Tier 2 spreadsheet.	
	At least 1 week before the meeting	Upload any documentation regarding the student to the Document Repository (student observation, Tier 1 and Tier 2 data, medical documents, etc).	
	At least 1 week before the meeting	Review all information with your team during a Weekly Calibration Meeting.	
	2 days before the mtg	Send an email reminder to the student’s teacher and to the SPED LE.	

**At the meeting you should have:**

✓	Item:
	Your charged laptop
	Any documentation regarding the student's current concerns or progress in the classroom.
	A copy of the draft IEP

**During the meeting:**

- If the parent does not attend, call the parent. Ask if he/she can participate by phone. Note this in Contact Log. If you cannot reach the parent, hold the meeting.
- Introductions: Allow each person present to introduce him/herself.
- State the purpose of the meeting.
- Start by asking the parent what his/her concerns are. Ask questions about the student's functioning/behavior at home.
- Ask the teacher to speak about the student's functioning at school. Review all current interventions and their results.
- All participants should have the opportunity to ask questions and/or give information about the student.
- Take notes on your laptop about the information shared at the meeting.
- If the student's concerns are behavioral, review the student's behavior plan. Answer the following questions:
  - Is the plan detailed and specific?
  - Does the plan fully address the student's current behaviors?
  - Is the plan being implemented with fidelity?
  - Is there data documenting the outcomes of each intervention over time?
- If the answers to any of the above questions are No, the behavior plan should be revised and the new plan should be implemented.
- If the IEP Team has determined that the behavior plan was implemented appropriately with no improvement, and Home Instruction is necessary to ensure the safety of the student or others, create a Home Instruction IEP.
  - In the Special Alerts section, document the reasons for Home Instruction. Include a statement about the extent, if any, that the student will interact with his nondisabled peers and the means to achieve such participation.
  - In Team Recommendations, placement category is "Home Instruction." Placement location 1 remains the student's current school.
  - Status for the Duration of the Plan: Start date is 15 days after the IEP is finalized. End date is 60 days after the start date.
  - Present Levels should be updated to current information.
  - Goals should be reviewed and updated as necessary.
  - In Special Education Programs, the program should be changed to "Home Instruction." The location should be changed to "Home or other appropriate setting."

- Elementary students receive 1 hour of ELA and 1 hour of math instruction per day. Secondary students receive 2 hours of instruction divided between their core academic classes that the student is currently enrolled in (ie English; science; health and/or PE; history, etc.)
- Remove all related services.
- Remove all transportation.
- Update the Removal from General Education section.

In process tracking:

- Meeting or Agreement Result - > Yes
- Assess Progress and Review or Revise IEP
- Date: Today's date
- Click "ADD"
- In the Meeting Information section, Comment area, write a brief summary of the meeting. Click "Save & Return."

**Finalize the IEP**

Complete a Justification for Home Instruction letter in the "SPED Letters" tab of your Cohort Spreadsheet. The "To" field should say "Camden County Supervisor." Save this form as a PDF and upload it to the student's document repository.

Print out the full IEP and give a copy of all paperwork, including the PRISE, to the parent.

If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. If student is eligible, wait 15 days for a parent response. If the parent does not respond, the IEP is implemented as written.

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by Phone" next to their name. Do not allow anyone who did not participate to sign this page.

**After the Meeting:**

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 1 business day of the meeting	If Home Instruction was warranted, complete the Comprehensive Request Form to alert the Placement Specialist of a change in placement.	
	Within 1 business days of the meeting	Email the Justification for Home Instruction letter to the Placement Specialist.	
	Within 3 business days of the meeting	Follow up with the parent if he/she was not present. Note this in contact log.	
	Within 3 business days of the meeting	Make a note in your calendar to hold another meeting in 50 days, if the student is still on Home Instruction.	