



Revised July, 2023

Students with IEP

There may be instances when students with disabilities covered by IDEA regulations are unable to go to school because of short-term or long-term physical or mental health issues. If a homebound or modified day placement is being considered for the student for medical or mental health reasons, the IEP team must first get written confirmation from the student's medical and/or mental health providers. The determination that the student's condition prevents them from attending school must be supported by medical provider documentation. At the time a homebound placement is determined, the team should set a reasonable time for a review of the placement based **on the length of time included in the medical documentation.**

A. *Medical*

A homebound or modified day placement may be appropriate for a student served under the IDEA who is unable to attend school due to a medical or mental health condition. The student's IEP team must obtain written documentation from the student's medical and/or mental health providers, **which must be documented in the student's IEP**, when considering a homebound or modified day placement for medical or mental health reasons. Documentation from the medical providers must support the conclusion that the student's condition prevents the student from attending school. Students who are homebound are isolated from their classmates, both those who have disabilities and those who do not, as well as from the many teachers that work in the school and the general learning environment. Therefore, the IEP team must take into account the student's appropriate least restrictive environment when deciding on a homebound placement during the required IEP meeting. Again, the team should set a reasonable time for a review of the placement **based on the length of time included in the medical documentation.**

B. *Behavior*

A student who displays repeated dangerous or other highly disruptive behaviors, despite various staff interventions, may need to be removed from his or her current placement. A homebound placement may be necessary for a temporary period when the student's behaviors put the safety of the student, staff and other students in jeopardy and all less restrictive options on the continuum of placements have been considered to the extent appropriate by the IEP Team.

Prior to the implementation of a homebound/modified day placement for a student exhibiting dangerous or other highly disruptive behaviors, the IEP team should consider



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the following actions unless, for some reason, they are inappropriate or inapplicable for the situation:

- Initiate a reevaluation for the purposes of obtaining consent to conduct a Functional Behavioral Assessment (FBA) for the purposes of programming (reviewing/revising the student's IEP).
- Develop a strong, appropriate Behavioral Intervention Plan (BIP) based on the results of the FBA using evidenced-based practices.
- Implement the BIP with fidelity; evaluate and revise the BIP as needed. • Review and revise the current IEP to determine if additional supplemental aids and supports in the current school setting are needed.
- Consult with school-based staff (counselors, school psychologists, etc.) who are familiar with the student to obtain information about the student's behaviors.
- Consult with district-level exceptional children administrators, behavior specialists, and/or disability-specific specialists about alternative strategies, supplemental aids, and supports.
- Request a release of confidential information to seek the recommendations of i. the treating physicians or other mental health providers regarding supports that would allow the student to remain in a school setting, and/or ii. community agencies.
- Consider all alternative placements along the full continuum.
- Provide placement in a school setting that will offer the student a free, appropriate public education in the least restrictive environment.
- Thoroughly and accurately document consideration of additional supplemental aids and supports in the school, as well as consideration of all options along the continuum and document in the student's IEP.

C. Modified Day

After a student has been placed in a homebound or modified day setting, the IEP team must immediately begin the planning process for reviewing/revising/determining the least restrictive environment for the student in order to have options available for the IEP Team to discuss once it reconvenes. **For students who receive homebound or modified day placements due to behavior, the IEP is required to be reviewed every 30 days.** When the IEP Team reconvenes to discuss the homebound/modified day placement, the following essential questions should be considered:



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- How appropriate is it to continue the current placement?
- Is a transition plan needed for placement in a less restrictive setting?
- Is progress being made toward meeting IEP goals?
- How appropriate is it to continue current services?
- What input is needed from community sources (mental health, juvenile court, etc.)?