

Homebound/Hospital Attendance Code Technical Assistance Guide

A Collaborative Effort by:
Digital Teaching and Learning
Enterprise Data and Reporting Services
Office of Exceptional Children
Home Base Team
School Business Services

June 2022

As a result of cross-departmental collaboration within the North Carolina Department of Public Instruction, a Homebound/Hospital attendance code (1S), for use in PowerSchool for the 2022-2023 School Year and going forward, has been created. This code is to be used for “Homebound/Hospital” or “Homebound Instruction” which are terms used interchangeably to describe *educational services* that are provided outside of school. Educational services that are provided outside of school must be documented in a written homebound plan, a Section 504 Plan, or Individualized Education Program (IEP).

Implementing Homebound/Hospital Attendance Code

Home/Hospital or Homebound Instruction may be appropriate under the following conditions:

1. Health or Medical Conditions specified through a medical report or physician’s orders
 2. Necessary to provide a free, appropriate public education (FAPE) as determined by a student with a disability’s individualized education program (IEP) team.
- For students described by Condition #1, a school homebound team, the student’s Section 504 or IEP Team will convene upon receipt of the medical information requesting Home/Hospital or Homebound Instruction and determine the educational services appropriate given the student’s medical circumstances. The type of services will be defined within the student’s written homebound plan, Section 504 Plan, or IEP.
 - For students described by Condition #2, the student’s IEP team will convene to determine that there are other unique circumstances that require a Home/Hospital or Homebound placement. This change in placement, if appropriate, is documented in the IEP.

The Home/Hospital or Homebound Instruction attendance code is a present code used on a student who meets one or more criteria above and is receiving instruction. This code is not to be used as a disciplinary action code. This code should not be used for attendance purposes while a student is serving out a disciplinary action such as out-of-school suspension.

Appropriate Use of the Home/Hospital or Homebound Attendance Code is limited to documenting when a student *is receiving educational services* outside of school as a result of:

- Medical necessity initiated by a medical/physician’s report and documented in a written homebound plan, Section 504 Plan, or IEP; or
- An IEP Team placement as a result of the student’s disability and associated unique needs documented in the IEP.
 - EXCEPTION: If a student with a disability is suspended out of school but will receive services during the suspension through a Home/Hospital IEP Team placement, the Homebound Instruction action code should be used along with either OSS or a change in placement action code in order to properly account for placements that occur as a result of discipline.

Note: The attendance code must only be used during the dates homebound instruction is provided. Make sure the proper beginning dates and end dates are assigned.

If the written Homebound Plan documents the schedule the student is to receive educational services and the student is absent on a scheduled day, then the student shall be marked absent for that day.

Important Dates

- June 2022 – October 2022: Questions regarding the implementation of the H/H Attendance Code may be submitted using the following link: <https://bit.ly/HBAttCode2022>. Responses will be compiled and provided to the field periodically during this implementation window. Immediate concerns should be directed to your usual NCDPI point of contact based on your role within the public school unit.
- July 1, 2022: Homebound/Hospital Attendance Code goes live in PowerSchool
- October 2022: Student Attendance Student Accounting Manual (SASA) to be updated and approved by the NC State Board of Education (to include the information documented on the preceding page)

Authoritative Sources

NC 1504-2.9 Discipline and Homebound Instruction

- (a) If a change of placement occurs under the discipline requirements of these Policies, an LEA shall not assign a student to homebound instruction without a determination by the student’s IEP Team that the homebound instruction is the least restrictive alternative environment for that student. If it is determined that the homebound instruction is the least restrictive alternative environment for the student, the student’s IEP Team shall meet to determine the nature of the homebound educational services to be provided to the student. In addition, the continued appropriateness of the homebound instruction shall be evaluated monthly by the designee or designees of the student’s IEP Team.
- (b) “Educational services” means all of the following:
- (1) The necessary instructional hours per week in the form and format as determined by the child’s IEP Team and consistent with federal and State law. The instruction shall be delivered by appropriately qualified teachers to the extent required by federal and State law, which requires a free appropriate public education and the opportunity for a sound basic education.
 - (2) Related services including in the child’s IEP.
 - (3) Behavior intervention services to the extent required above NC 1504-2.1 (d) and (f).
- (c) “Homebound instruction” means educational services provided to a student outside the school setting.

(Authority: Article 9 of Chapter 115C-107.7; 106.3 as amended)

SOURCE: NC Policies Governing Services for Children with Disabilities

§ 115C-107.7. Discipline, corporal punishment, and homebound instruction.

- (a) The policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations.
- (a1) Any corporal punishment administered on students with disabilities shall be consistent with the requirements of G.S. 115C-390.4.
- (b) If a change of placement occurs under the discipline regulations of IDEA, a local educational agency shall not assign a student to homebound instruction without a determination by the student's IEP team that the homebound instruction is the least restrictive alternative environment for that student. If it is

determined that the homebound instruction is the least restrictive alternative environment for the student, the student's IEP team shall meet to determine the nature of the homebound educational services to be provided to the student. In addition, the continued appropriateness of the homebound instruction shall be evaluated monthly by the designee or designees of the student's IEP team.

(c) A local educational agency shall be deemed to have a "basis of knowledge" that a child is a child with a disability if, prior to the behavior that precipitated the disciplinary action, the behavior and performance of the child clearly and convincingly establishes the need for special education. Prior disciplinary infractions shall not, standing alone, constitute clear and convincing evidence. (2006-69, s. 2; 2007-425, s. 1; 2008-90, ss. 2, 3; 2010-36, s. 1; 2010-159, s. 1; 2012-77, s. 5; 2012-149, s. 11.5; 2012-194, ss. 48, 52.)

SOURCE: General Statute 115C

Frequently Asked Questions

1. How does this differ from the 1M/1H codes already in production?

The 1M and 1H attendance codes are absence codes to be used in accordance with the below requirements from the SASA manual.

Per 2021-22 SASA Manual:

A medically fragile student is identified as follows:

A student who qualifies for special education in one of the existing categories of disability and for whom a licensed medical doctor has provided documentation that an associated or accompanying chronic illness is so severe as to affect the student's school attendance.

A medically fragile student is one whose illness frequently places him/her in life threatening situations. In addition, he/she may be technology- dependent for life support systems, i.e., tracheotomy, gastrostomy, etc.

Rare instances may exist in which a child does not qualify for special education as defined in the Individuals with Disabilities Education Act (IDEA). However, the child would unquestionably meet the definition of disabled under Section 504 of the Rehabilitation Act of 1973, and thus would be eligible for consideration as a medically fragile student.

The absence of medically fragile students will be reported as 1H Absences on the Principal's Monthly Report.

NOTE: *Medically fragile absences are not included by the Department of Public Instruction in the calculation of a school's attendance rate.*

The 1S Homebound/Hospital code is a present code to be used to document a student receiving educational service outside of school. Educational services that are provided outside of school must be documented in a written homebound plan, a Section 504 Plan, or Individualized Education Program (IEP).

2. **If students are absent or cancels a session, will this need to be reported to the school and coded differently and/or other than the new 1S code? In the past, the absences/cancellations were only documented on timesheets/verification forms for students with an IEP, receiving Home/Hospital services.**

If the written Homebound Plan documents the schedule the student is to receive educational services and the student is absent on a scheduled day, then the student shall be marked absent for that day. It is still recommended that absences/cancellations are documented on timesheets/verifications forms *in addition to*, appropriately documenting the student's attendance in PowerSchool.

- 3. We have a local group home called Caring Alternative that provides therapy for students, sometimes on a week by week basis. Can we use this code for these students who are not truly "homebound" or hospitalized?**

No. This arrangement does not meet the two conditions noted above for the appropriate use of the Homebound/Hospital attendance code.

Medical Necessity – Sample Written Homebound Plan

The information below includes essential information that public school units may consider customizing in order to document Homebound/Hospital Services that are required as a result of medical necessity. For students with disabilities, the IEP should be used to document appropriate services. The sample homebound plan may be used in addition to the IEP but cannot replace the IEP documentation of Home/Hospital services.

[District/School Logo]

Homebound Plan

Student Information

Name:		Physical Address:	
School:		*Begin Date:	
Grade:		*End Date:	

* Per Medical Report or Physician's Orders

Parent/Guardian Information

Name:	
Email Address:	
Phone Number:	

Current Student School Schedule/Course Enrollments/Services

Homebound Schedule

Classes/Courses/Services	Day	Time	Method of Delivery	HB Teacher
			<input type="checkbox"/> In-Person (Synchronous) <input type="checkbox"/> Virtual (Asynchronous) <input type="checkbox"/> Virtual (Synchronous)	
			<input type="checkbox"/> In-Person (Synchronous) <input type="checkbox"/> Virtual (Asynchronous) <input type="checkbox"/> Virtual (Synchronous)	

Logistics

Communication Plan between HB Teacher and School:

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Communication Plan between HB Teacher and Home:

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Grading:

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Participation in State Mandated Assessments:

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Benchmark Assessments:

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Transition Plan to Return to School:

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