



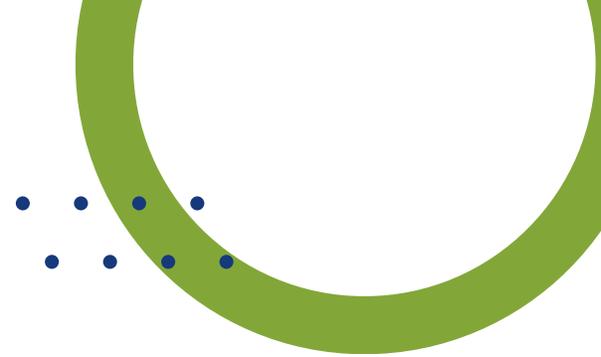
2025

Homebound  
&  
Hospitalized  
Manual

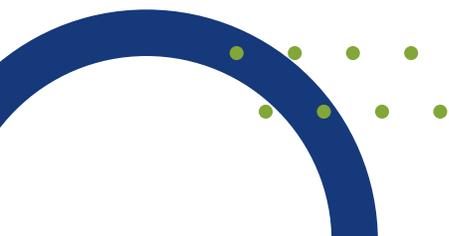
# WAYNE RESA

Special Education and Early  
Intervention Services

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# OVERVIEW OF LEGAL REQUIREMENTS FOR EDUCATIONAL SERVICES TO HOMEBOUND OR HOSPITALIZED STUDENTS IN MICHIGAN

Michigan law and federal special education regulations require that all students, including those who are homebound or hospitalized, have access to a Free Appropriate Public Education (FAPE). This requirement is grounded in the Individuals with Disabilities Education Act (IDEA, 34 CFR §300.101) and further defined by the Michigan Administrative Rules for Special Education (MARSE, R 340.1746).

Under **MARSE R 340.1746**, students with an Individualized Education Program (IEP) who are unable to attend school due to a medical condition may be eligible for special education services provided in the home or hospital setting. These services must be delivered in accordance with the student's IEP and adjusted to meet the unique needs resulting from the student's condition. The IEP team must determine the type, frequency, and location of services necessary to ensure continued access to the general education curriculum and progress toward IEP goals.

For students without an IEP who are temporarily unable to attend school due to a medical condition, **Michigan law (MCL 388.1709; Mich Admin Code, R 340.2(11))** allows for the provision of general education services in the home or hospital setting. These services are not governed by IDEA, but school districts still hold the responsibility to ensure educational continuity and access to instructional content.

Both IDEA and MARSE emphasize that placement decisions, including those for homebound or hospitalized instruction, must be made by the IEP team and be based on the student's individual needs, not solely on the medical diagnosis or location of instruction (**34 CFR §300.116**).

This guidance document outlines the responsibilities of districts and public-school academies (PSAs) to ensure compliance with federal and state law, and to provide equitable access to education for students experiencing medical conditions that prevent regular school attendance.

## Key Definitions

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- Homebound: A student is confined to the home due to a medical condition that prevents school attendance for a period longer than five school days.
- Hospitalized: A student is receiving care in a hospital, psychiatric hospital, substance abuse center, or other medical facility and is temporarily unable to attend school for a period longer than five school days.
- Individualized Education Program (IEP): A written statement developed for a student eligible for special education that outlines goals, services, and placement, including homebound or hospitalized instruction where appropriate.
- Free Appropriate Public Education (FAPE): Special education and related services provided at public expense, under public supervision, and designed to meet the unique needs of students with disabilities.
- IEP Team: A group composed of educators, parents/guardians, and other professionals who collaboratively develop, review, and revise a student's IEP.

## Eligibility and Referral Process

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- A physician (M.D. or D.O.) or a licensed physician's assistant must certify that the student's medical condition requires that the student be confined to the home or hospitalized during regular school hours.
  - Identify any **physical limitations or learning impairments** that will affect the pupil's ability to study, including those imposed by the treatment program.
- Psychologists, chiropractors, or other professionals may **not** certify a person as eligible.
- The term "medical condition" includes pregnancy, childbirth, and false pregnancy. The term also includes students in psychiatric hospitals, substance abuse centers, or students placed in other medical facilities by the parent, a government agency, or medical practitioners.

- A physician (M.D. or D.O.) or a licensed physician’s assistant must certify that the student’s medical condition requires that the student be confined to the home or hospitalized during regular school hours.
  - Identify any **physical limitations or learning impairments** that will affect the pupil’s ability to study, including those imposed by the treatment program.
- Psychologists, chiropractors, or other professionals may **not** certify a person as eligible.
- The term “medical condition” includes pregnancy, childbirth, and false pregnancy. The term also includes students in psychiatric hospitals, substance abuse centers, or students placed in other medical facilities by the parent, a government agency, or medical practitioners.
- A written request for services is submitted by the parent/guardian, physician, or school staff.
- For students with IEPs, the IEP team must convene to determine the appropriateness of placement and revise the IEP accordingly.
- For general education students, districts must establish internal procedures to determine eligibility for temporary instruction services.

## Timelines



When a school becomes aware that a student may miss **more than five consecutive school days** due to a medical condition, the district must determine if the student qualifies for **Homebound and Hospitalized (HBH)** services. If eligible, instruction must begin **as soon as possible**, and **no later than three school days** after eligibility is confirmed.

The **enrolling district** is responsible for starting HBH services once appropriate medical documentation is received.

If a student is expected to need services in the future, the district must **plan** to ensure there is no disruption to learning.

For students with an **IEP**, a change to HBH is considered a **change of placement** and must follow the procedures outlined in the **Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (MARSE)**. Per **34 CFR § 300.116** and **MARSE R 340.1722**, placement decisions must:

- Be made by the IEP team, including the parent,
  - Be based on the student's IEP and evaluation data, and
  - Follow **Least Restrictive Environment (LRE)** guidelines.
- In addition, the enrolling district must provide the parent/legal guardian with written notice in accordance of **34 CFR § 300.503 regarding the change of placement.**

## Instructional Requirements

- Instruction must be aligned with the general education curriculum and designed to maintain academic progress. For special education students, services must align with IEP goals and may include related services (e.g., speech therapy).
- Pupil instruction is required each week of the count period if the pupil is being counted for membership. If a pupil is unable to participate in homebound or hospitalized services during the count period, no FTE shall be claimed. Please review MDE's Guidance for specific situational circumstances.
- MARSE does not require a minimum number of hours, but services must be sufficient to meet FAPE.
  - General education pupils must receive a **minimum of two 45-minute periods of instructional services per week**, R 340.2(11). **Pupils with an IEP must receive a minimum of two nonconsecutive hours of instructional services per week**, R 340.1746.

# Teacher Qualifications

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**Classroom teacher remains the official teacher of record** while a pupil is receiving homebound or hospitalized services and must be a teacher who is certified for the grade level and subject area being taught, or an individual working under a valid substitute permit, authorization, or approval issued by the Department.

**All pupils may be provided homebound and hospitalized services by a teacher who is certified for the grade level being taught, or an individual working under a valid substitute permit, authorization, or approval issued by the Department.**

If the pupil is a Michigan resident and is hospitalized out of state or in Canada, a teacher who is properly certified in the jurisdiction where the hospital is located may be contracted by the school district to provide homebound and hospitalized services.

A **certified special education teacher** must provide the services for a pupil with a disability where **specified by the IEP**.

# Delivery of Services

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Homebound or hospitalized services are intended to support communication between the student and their classroom teachers during the student's absence from school. **The enrolling school district holds responsibility** for determining the instructional content, supplying textbooks and related materials, assigning coursework, and evaluating the student's performance.

School districts or intermediate school districts (ISDs) have several options for delivering instructional services to students who qualify under this section. When selecting a provider, the district or ISD must consider which option is best suited to meet the student's instructional needs. Districts or ISDs are responsible for covering reasonable costs as agreed upon with the provider. Services may be delivered in person or through a synchronous platform such as Zoom and may also include the use of electronic equipment like video recording devices, talking books from the Library of Michigan, or voice-activated tape recorders.

## Roles & Responsibilities



- Parent/Guardian: Requests services, provides medical documentation, and supports implementation at home or in the hospital.
- Physician: Certifies the medical necessity for instruction outside the school setting.
- School Administrator: Coordinates service delivery and ensures compliance with policy and timelines.
- General and Special Education Teachers: Deliver instruction and collaborate with service providers.
- IEP Team: Determines appropriate services, updates the IEP, and monitors progress.

## Transition/Return to School



- Reentry planning must occur as the student prepares to return to the regular school setting.
- The IEP team (if applicable) should review and update the IEP to support a smooth transition back to school.
- A graduated return or flexible schedule may be considered based on the student's needs.

## Physician Statement Form

Referral Contract Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School / District: \_\_\_\_\_

### **PHYSICIAN'S CERTIFICATION OF STUDENT CONDITION**

The State School Aid Act of 1979 requires official recommendation from a licensed physician (M.D. or D.O.) or a licensed physician's assistant (PA) in order for pupils to receive homebound and hospitalized services. Eligibility for services cannot be determined unless all the following information is provided, and this form is returned (faxed) to our office. Thank you for your cooperation.

I certify that \_\_\_\_\_ has the following specific medical diagnosis (illness or injury):

\_\_\_\_\_  
\_\_\_\_\_

I also certify that (**check all that apply**):

\_\_\_\_\_The pupil will be confined to home or hospital during the regular school hours.

\_\_\_\_\_The pupil will be homebound or hospitalized for at least five consecutive school days.

Beginning date when the pupil will be physically capable of benefiting from homebound or hospitalized services :	
Date when the student will be able to return to school on a full or part-time basis:	

**Pupils who can attend school part-time do not qualify for homebound or hospitalized services.**

It is important to note that these services are designed to help the student's classroom teacher(s) communicate with the pupil while away from school. It is not the purpose of these services to replace the public-school classroom teacher. The Homebound teacher provides a **minimum of two 45-minute periods to general education pupils and two nonconsecutive one-hour periods per week to special education pupils. Related services (e.g., school social work) may also supplement, but not substitute for, the teacher's instruction.**

Services are only provided when the pupil's classes are in session.

Physician/PA Signature: \_\_\_\_\_

Physician/PA Name: \_\_\_\_\_

*(Please Print Physician Name and or Medical Group Name)*

Office Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

Today's Date: \_\_\_\_\_

# Counselor/Building Administrator Checklist

## **Before Instruction Begins**

- Ensure a completed medical certification from a physician /physician assistant is received and documented.
- Submit and approve homebound/hospitalized instruction access request (as required by district policy).
- Assign a staff liaison (e.g., counselor or teacher) to coordinate services and communication.
- Notify all relevant staff of the student's status, expectations, and any confidentiality requirements.
- Coordinate with teachers to ensure the student has access to curriculum, materials, and tech devices (if needed).

## **During Instruction**

- Monitor that instruction is being provided and that communication with the student/family is consistent.
- Address barriers to access (e.g., technology, internet, assignment format) as reported by staff or family.
- Ensure documentation of services and communications is maintained (even if informal).
- Support general education staff by facilitating collaboration and flexibility in instructional planning.

## **Reentry Planning**

- Confirm physician clearance for return (if required).
- Schedule a reentry meeting with counselor, teachers, and family (if appropriate).
- Ensure staff are aware of any ongoing medical, emotional, or academic needs.
- Guide a gradual reentry process if needed (reduced workload, flexible deadlines, support services).
- Communicate updates and expectations to all involved staff to ensure a smooth transition.

# General Education Teacher Checklist

## **Before Instruction Begins**

- Communicate with the administration or counselor regarding the student's homebound/hospitalized status and expected duration.
- Coordinate with administration to ensure the student has access to instructional materials, assignments, and textbooks.
- Provide digital access (if available) to classroom materials through learning platforms (e.g., Google Classroom, Schoology).
- Clarify roles for communication—who will be the main contact for the student/family and who will provide instruction (if not you).
- Modify pacing guides and assignment expectations as needed based on the student's condition and availability.

## **During Instruction**

- Maintain regular communication with the student and/or family (email, phone, school app) about assignments and expectations.
- Provide flexible deadlines and allow alternate formats for completing work when appropriate.
- Offer supplemental resources or recorded lessons to help the student stay connected to content.
- Track completed assignments and provide feedback promptly.
- Monitor student progress and notify the counselor/admin if there are concerns about participation, comprehension, or workload.

## **Reentry Planning**

- Participate in planning meetings if invited by the counselor or administrator.
- Welcome the student back with empathy and awareness of potential social-emotional needs.
- Provide a gradual reentry to assignments and tests when necessary.
- Share a list of missed content and help prioritize what needs to be completed.
- Continue to monitor and adjust instruction and expectations as the student transitions back to full participation.

# Case Manager Checklist

## **Before Instruction Begins**

- Participate in IEP team meeting to determine if/what changes are needed based on homebound status
- Collaborate with the IEP team to determine location, method, and schedule of services
- Ensure instructional materials and curriculum access are arranged
- Coordinate with general and special education teachers to assign certified staff
- Initiate and maintain communication with parents and staff

## **During Instruction**

- Maintain ongoing communication with family and medical providers regarding student progress and needs
- Track attendance and engagement in homebound instruction
- Document services provided in alignment with the IEP
- Collect and review progress monitoring data

## **Reentry Planning**

- Support planning and coordination of reentry meeting (IEP or general ed)
- Lead development of a gradual transition plan, if needed
- Update or revise IEP supports, services, and accommodations (if required)
- Communicate updates to all relevant school staff

# Special Education Administrator Checklist

## **Before Instruction Begins**

- Ensure medical certification from a physician /physician assistant is on file
- Confirmation of certified teachers and related service providers assigned
- Support access request for homebound/hospitalized services has been submitted and processed
- Coordinate and schedule IEP team meeting if homebound placement affects FAPE or services
- Oversee or approve the assignment of materials and resources needed for instruction
- Provide oversight to ensure legal compliance and documentation

## **During Instruction**

- Monitor program compliance and documentation
- Support case managers in addressing barriers to service delivery
- Ensure alignment of service provision with IEP and state/federal regulations

## **Reentry Planning**

- Ensure physician clearance is obtained (if required) before return
- Oversee the reentry process and ensure appropriate team members are involved
- Monitor for appropriate supports and accommodations during transition
- Ensure staff training or awareness for reentry needs (e.g., health plans, behavior supports)



[Michigan Department of Education Memo – June 2, 2022](#)

[Michigan Department of Education - Homebound and Hospitalized Educational Services for Michigan Public School Pupils Guidance](#)

[2024-2025 Pupil Accounting Manual \(PAM\)](#)

## Other Information

When districts are audited, these are the items that will be reviewed:

- Physician Statement to include must state the medical condition and require the student to be home or hospitalized for 5 consecutive school days by an M.D or D.O., or physician assistant.
- Service Logs for each week showing the meeting dates and the length of time.
  - General Ed student has two 45-minute periods of instruction per week
  - Special Ed student has two 1-hour periods of non-consecutive instruction per week. A certified Special Ed teacher must provide instruction if the IEP specifically mentions services with a certified special ed teacher.
  - Related services may supplement, but not substitute for, the teacher’s instruction.
  - A homebound/hospitalized teacher is appropriate for the pupil’s grade level
  - A week is considered from Wednesday to Tuesday for state reporting.
- IEP for Special Ed students reflecting the HB services.
  - Documentation supporting the provision of homebound services should align with the **IEP team’s determination** of what is appropriate for each individual student receiving Homebound services.
  - The IEP team may and often should determine the **frequency, session duration, or include related ancillary services** (such as speech, OT, PT, counseling, etc.) if needed to ensure a **free appropriate public education (FAPE)**.
- Attendance should reflect the length of homebound services from the physician’s statement.

# FAQ'S

**Q1:** How long must a student be out before they qualify for homebound or hospitalized instruction?

A: A minimum of five consecutive school days is generally required. services may begin sooner for IEP students if determined necessary by the team.

**Q2:** Can homebound or hospitalized services be delivered virtually?

A: Yes. services can be delivered virtually, in-person, or in a hybrid format, based on student needs and team decisions.

**Q3:** Do students with 504 plans qualify for these services?

A: Students with 504 plans may receive accommodations for temporary medical conditions, but services under the homebound/hospitalized model typically require a physician's certification and district policy guidance.

**Q4:** Are there minimum instructional hour requirements?

A: There is no fixed minimum in MARSE, but services must be sufficient to provide FAPE (for students with IEPs) or maintain academic continuity (for general education students).

**Q5:** What happens when the student is ready to return?

A: A reentry plan is developed. for students with IEPs, the team reconvenes to support the transition. schools may consider flexible reentry schedules.

**Q6:** Who pays for the services?

A: Homebound/hospitalized services are part of a district's responsibility to provide a FAPE as well as general education continuity. Funding may be claimed under MDE's allowable costs for certain conditions.