

HOMEBOUND EDUCATION

WHO QUALIFIES FOR HOMEBOUND?

Homebound education is provided to eligible students whose medical needs (physical, mental or emotional) prevent regular school attendance for an extended period of time.

Parents/guardians of a student who is anticipated to be absent for more than fifteen (15) consecutive school days due to a physical, mental or emotional disability may request assessment by district staff to consider whether homebound education or other out-of-school education support services may be appropriate. Specific documentation and appropriate confidentiality waivers allowing physicians treating the child to communicate with district officials are required in order for a student to be considered for out-of-school educational support services.

Eligibility for homebound education is determined by school district personnel based on the medical information submitted by the health care provider or as determined by IEP staffing team. **Absences of less than 15 consecutive school days do not qualify for homebound services unless otherwise determined by IEP staffing team or 504 team.**

WHAT IS HOMEBOUND EDUCATION?

- Homebound education provides an opportunity for a student to continue his/her education in core academic subjects (math, language arts, science & social studies), during absences of more than 15 consecutive school days.
- Homebound services are provided by a licensed teacher at the direction of the teachers of record at the student's current school of attendance.
- Some core courses cannot be provided in the home setting (e.g., courses requiring labs).
- The purpose of homebound instruction is to maintain academic skills as it is not possible to provide the same level of instruction available in the normal school program.
- Homebound is not able to support elective classes.
- Homebound is not home school and it is not a tutoring service for students who attend school on a reduced schedule.
- On occasion, homebound education must take place at a location other than the home. Arrangements would be made with the parent/guardian to take the student to a site to meet the teacher.
- A responsible adult (over 18) must be present in the home or alternate location when the homebound teacher is working with the student.

WHO SHOULD I CONTACT AT SCHOOL TO BEGIN THE HOMEBOUND PROCESS?

It is the responsibility of the parent, building principal or his/her designee to refer a student for possible homebound instruction. The process of being placed on homebound education begins with the application for homebound education, which can be requested from the School Nurse Consultant. Parents are responsible for the completion of the parent page and securing the physician page of the homebound application and returning these to their child's school principal/designee. The student's school principal/designee then completes page three of the homebound application and submits the application to their School Nurse Consultant. The School Nurse Consultant will then submit the application to Tracy Dabney, Facilitator of Homebound Education, dabney_tracy@svvsd.org, 303-702-7879, at Student Services Department, to be forwarded to the Executive Director for approval. If approved, Tracy Dabney assigns a Homebound Teacher.

ROLES AND RESPONSIBILITIES

Homebound Facilitator Responsibilities:

- Procures and manage Homebound teachers.
- Works with district nurses to obtain accurate student medical information.
- Provides trainings for any Homebound service providers.
- Attends team meetings to discuss possible Homebound placement as needed.
- **Maintains communication with:**
 - Team Lead
 - Program Coordinator
 - School Administrator
 - Homebound Teacher
- **Communicates with parents:**
 - Regarding application process
 - When Homebound Teacher Changes
 - If parents have any concerns about Homebound Services
- **Attends IEP Meetings:**
 - When Homebound Services are being considered and there are concerns about appropriate placement
 - When there is a request from the parent/guardian or school

Student Responsibilities:

- Homebound instruction is an extension of the student's home school. School district and the student's home school policies apply.

- Dedicate instruction time to instruction (no phone calls, visiting, personal games, television etc.).
- Remain courteous, comply with teacher requests, and use appropriate language.

Parent/Guardian Responsibilities:

- Before Homebound instruction can begin the homebound packet must be completed.
- Ensure that the student is prepared for the arrival of the homebound teacher.
- Provide an area in the home that is conducive to learning and suitable for instruction.
- Adult supervision in the home is required in order to ensure a safe environment for the teacher and the student.
- The student should be available as much as possible for scheduled appointments.
- Contact the homebound teacher, as soon as possible, to cancel an appointment in the case of an emergency.
- Let the homebound teacher know, as soon as possible, when scheduled medical appointments will interfere with the student's scheduled appointments.
- If the student is absent the homebound teacher is not required to make up the time.
- State compulsory attendance laws apply to students out on homebound.
- Communicate with the district Homebound Facilitator or the school's contact person about changes in the child's health and return-to-school dates.
- Monitor and encourage their student to plan his or her time in order to accomplish assigned work.
- Parents need to understand that although homebound instruction usually takes place at the home, an alternative site may be designated if circumstances warrant.

Homebound Teacher Responsibilities:

- Notify the district Homebound Facilitator if the homebound instruction does not begin on the anticipated date.
- Maintain a homebound contact log in order to log the hours and days that he or she has worked with the student.
- For students on an IEP carry-out instruction and accommodation as prescribed in the IEP.
- Notify the family if he or she is unable to attend a regularly scheduled session due to illness or emergency (these hours must be made up by the homebound teacher).
- Notify the district Homebound Facilitator as soon as possible if expected to be absent for more than a few days.

- Contact district Homebound Facilitator if a substitute is required prior to obtaining the substitute homebound teacher.
- Collect data on goals and report to the student's Team Lead.
- Communicates with home school about progress, needs, adjustments, or concerns.
- Collaborate on the writing of the IEP.
- Collaborate with related service providers as needed.
- For students receiving long-term homebound services, review paperwork from physicians, talk to school staff involved and update as needed
- Maintain close contact with the student's general education teachers and counselors to ensure that the student is working on the appropriate assignments and is receiving the appropriate grades or credit that he or she has earned. It is the school's responsibility to provide the homebound instructor with materials. It is the responsibility of the teacher of record at the school to grade work and input grades.
- Maintain records to ensure the student receives credit for the work that he or she accomplishes.
- Notify the building 504/special education team lead and the district Homebound Facilitator if one of the student's school-based teachers is not cooperating in the homebound instruction process.
- Consult periodically with the student's general education teachers regarding long-term planning of the student's education program.
- Meet on a regular basis with the student and the family and appropriate school staff.
- Understand confidentiality requirements
- **Record all absences on the log sheet and code the reason for the absence (whether teacher or student absence).**
- Report to the Department of Social Services or to local law enforcement if he or she believes that the student's physical or mental health or welfare has been or may be adversely affected by abuse or neglect.
- Call the districts Homebound Facilitator if there are problems with the student, family, or school personnel.
- **Notify the districts Homebound Facilitator and the school contact person as soon as it is known when the student will return to school.**
- Return assignments, books, and materials to the school when the student is authorized to return to classes.

Student's Classroom Teacher of Record (TOR) and Team Lead (for students who receive special education services) Responsibilities:

- For students who receive special education services, Team Lead will determine the change of placement process (amendment vs. eligibility review).
- For students who receive special education services, once the change of placement process has been followed, **the Team Lead will notify the Homebound Facilitator, Tracy Dabney.**
- Determine the student's quarterly and final grades with input from the homebound teacher.
- **TOR and/or Team Lead assigns grades** to homebound students, following the regular grade reporting process including progress reports.
 - Collaborate and consult regularly (at least monthly) with the homebound teacher regarding all the student's assignments, projects, and assessments.
 - Provide long-term planning of instruction with the homebound teacher—gather materials from general education and/or differentiate for students on IEPs.
 - Provide the student's class work on a regular basis and grade assignments & assessments.
 - Clearly communicate with the homebound teacher regarding student progress.
 - Collaborate with the homebound teacher to provide the parents/guardians with progress updates.
 - Avoid assigning excessive work to the student. Instead, focus on those assignments that will address the content standards.
- For students who are on IEPs and who have been determined to require long-term homebound services the student's Team Lead will:
 - Inform parents of class and school-wide activities such as picture day, field trips, & picnics to maintain connection with peers and school
 - Complete a homebound application yearly.
 - Maintain consistent communication with family (at least monthly).

Related Service Provider Responsibilities (for students on IEPs):

- Collaborate with the Homebound Teacher regarding goals and progress.
- Be sure to consider related services when determining needed homebound services.
- Consult with outside providers, given you have written authorization.
- When needed, consult with the Homebound Facilitator, Tracy Dabney.
- Offer resources, adaptations or modifications as needed.

- Participate in completing appropriate assessments, subsequent documentation, and developing the IEP.

*School (school administration, 504 coordinator, or school counselor)
Responsibilities for Homebound Services:*

- Ensure that appropriate collaboration is occurring between school staff and the homebound teacher.
- To ensure enrollment is maintained in the district with the code for Homebound (HMB).
- Assign a school contact person to facilitate the exchange of instructional materials.
- Plan for accommodations at school when the student returns, if necessary.
- Arrange meetings as needed among the student's parents/guardians, the homebound teacher, and all pertinent building staff.
- Involve school based support teams if necessary (ex. RTI or 504 team)
- Ensure that the homebound teacher has the appropriate textbooks and supporting materials.
- Consider IEP or Section 504 plans when warranted for chronic health conditions.
- Periodically review the appropriateness of homebound instruction for specific students.
- Ensure that the IEP team or the 504 team holds yearly reviews for students with disabilities to consider the appropriateness of medical homebound instruction.
- Utilize technology and other alternative instructional delivery methods when appropriate to enhance the homebound instruction.