Homebound Instruction

Procedures

Manual



Bullock County Schools

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**Homebound Instruction**

**Procedures**

In accordance with School Board Policy, Bullock County Schools provides homebound instruction as a service to students who are not able to attend school for medical and/or mental health reasons. If a student’s anticipated duration of absence from school exceeds 3 weeks, the student will be eligible for services under the provisions of this policy.

Eligibility for homebound services requires that written documentation from a physician, psychiatrist or psychologist must be presented to Bullock County Schools prior to consideration for services. In addition, a student may become eligible for homebound services based upon a finding by the appropriate Individualized Education Program (IEP) or 504 Team.

The purpose of homebound Instruction is to help students keep up with their work even though they are unable to attend school. IEP/504 teams may, in accordance with state and federal guidelines, remove a student from regular attendance and place them on homebound services.

Homebound instruction is not provided in the same way instruction is provided in general education classrooms. Accommodations and/or modifications, abbreviated assignments, and accommodated/modified grading systems are generally implemented. Students requiring homebound services receive instruction in the core subject areas for K-8th grade. Ninth-12th graders will receive instruction in the core subjects along with minimal services/assignments required to meet elective requirements for graduation. Specific information about class requirements, accommodations, and or modifications must be reflected in the 504 plan or IEP.

Homebound services are essential for some students to have access to general education services. However, these services are intended to be temporary and are only to be used when absolutely necessary. When extracurricular activities, employment, and/or students’ social lives resume to their pre-homebound activity level or to a level similar to their peers and the student no longer exhibits a medical condition that interferes with the ability of a student to attend school, homebound services should be discontinued and the student should return to school.

Bullock County Schools shall provide homebound instruction to students with and without disabilities. In accordance with appropriate state and federal provisions, BCS will provide homebound services based upon the following guidelines:

1. In the case of a student not otherwise in need of special education and related services or services under Section 504, homebound or hospitalized instruction shall maintain the continuity of the student’s regular program. The requirements of IEP development or 504 Plan development shall not apply and a district level Homebound Services Committee shall coordinate services for the student based on his/her individual needs.

2. In the case of a student not previously receiving special education and related services or services under Section 504, an individualized education plan may apply if there is reason to believe that the student may continue to require special education or Section 504 services.

3. In the case of a child receiving special education and related services or services under Section 504, the IEP Team/504 Team shall, where necessary, modify the individualized education program and its instructional goals and objectives as necessary and in accordance with all state and federal provisions.

**Homebound Services Plan**

1. Students without an IEP or 504 Plan.

1. When it is anticipated that a student will be absent in *excess of three weeks* due to an illness or other temporary medical condition, the parent shall complete a ***Request for Homebound Services Form*** and submit it to the principal.
2. Once the principal has received the Request for Homebound Services From, he/she shall give the parent a ***Homebound Medical Release Form*** to be completed and returned to the principal. *A completed referral, including a parent signature and appropriate physician documentation is required prior to any homebound services beginning*.
3. Once the principal has received the Homebound Medical Release Form, he/she will develop and submit a ***Proposed Homebound Instructional Plan*** to the appropriate Special Education Director or Director of Curriculum and Instruction.
4. Once in receipt of the Proposed Homebound Instructional Plan, the District Homebound Services Committee or IEP Team shall meet and review the request, medical documentation, and the proposed plan. The committee shall consist of the Director of Curriculum and Instruction, System Social Worker, and Director of Special Education.
5. If the committee approves the request and plan, the appropriate school officials shall complete a ***Notice of Homebound Instruction*** and forward a copy to the principal.
6. The principal will meet with the parent to provide copies of the Proposed Homebound Instructional Plan. During this meeting, the parent will sign a ***Parent Agreement of Homebound Services Form***.
7. The principal, with the approval of the appropriate assistant superintendent, shall make arrangements with a teacher who can deliver homebound services to the student.
   * 1. If the teacher is currently employed by BCS, a ***Contract for Purchased Services of Homebound Instruction*** will be forwarded to the principal who will be responsible for obtaining the teacher’s signature. The contract will then be sent to the BCS Human Resources Department for processing.
     2. If the teacher is not currently employed by BCS, the principal must notify the BCS Department of Human Resources who will responsible for locating a certified teacher and for completing a ***Contract for Purchased Services of Homebound Instruction.*** Human Resources Department will notify the principal the name of the homebound teacher and the start date.

2. Students with an IEP or 504 Plan and/or those for whom it is anticipated that eligibility may occur due to the nature of the condition or illness.

1. Students with, or anticipated to possibly have, a disability or handicapping condition will have their information reviewed by a school level IEP/504 team.
2. All deliberations regarding students who are eligible, or anticipated to need evaluation to determine if they are eligible, under IDEA or Section 504 will follow district policies and procedures as well as all state and federal statutes.
3. Change of placement requirements will apply to any student with disabilities who is placed on hospitalized or homebound instruction.

**Location and Amount of Time**

1. Homebound instruction shall take place under the following guidelines:

1. Up to three (3) hours of instruction shall be provided for an initial period of time, not to exceed two weeks, in order to evaluate the level of need, ability to tolerate the workload and the appropriate type of instruction for each student. In addition, in limited instances where the IEP/504 committee deems three hours as the appropriate amount for a student with a disability, that amount may be provided for a longer duration.
2. For students in grades K-6, barring other unforeseen circumstances to be evaluated by the district committee, up to 5 hours per week shall be provided.
3. For students in grades 7-12, barring other unforeseen circumstances, the amount of time will be up to 5 hours per week depending on the student’s grade level.
4. When a student on homebound is able to participate in virtual instruction through Edgenuity (Imagine Learn) ACCESS (or other similar programs), the direct homebound instruction requirement may be waived and a homebound teacher serving in the role of facilitator may contact the student from 1-3 hours per week, as determined by the parent and district committee.
5. **If the homebound instruction is the result of an IEP Team decision, the IEP Team MUST reconvene at least every 60 days to assess placement. Homebound services continue until the IEP   
   Team changes placement or the student returns to school, depending on the individual circumstances. The Team will meet to determine.**
6. School Reintegration Process, School and IEP Team members work collaboratively with parents or guardians and medical and/or community resources to coordinate the appropriate reintegration of the student to school- based instruction, including any reasonable accommodations that will enhance the student’s ability to appropriately access the curriculum.

**SCHOOL TRANSITION PROCESS**

As Homebound instruction services are designed to keep student’s current with classroom instruction on a temporary basis, students must attend school to the greatest extent possible, if they are medically able to do so. School and homebound staff members work collaboratively with you, your student, and medical and/or community resources to coordinate the appropriate transition plan for the student following the Homebound instruction period. This plan may include any reasonable accommodations and/or supports that will enhance the student’s ability to appropriately access the school-based curriculum.

It is highly recommended that prior to your student returning to school, a transition meeting is held to discuss and formulate a reasonable support plan, specific to your student’s needs. If this meeting is unable to be held prior to your student returning to school, it is recommended that it be held as soon as possible following his/her return to school. Please contact the Assistant Principal at your student’s school to discuss and schedule this meeting.

Meeting attendees may include, but are not limited to, the following individuals:

* Your student (as deemed appropriate)
* You, the parent or guardian
* School Administrator(s)
* School nurse and/or health care specialist
* Medical professional who is actively treating your student (also welcome phone

attendance if they cannot participate in person)

* School Social Worker
* School Psychologist
* School Counselor
* Student Assistance Specialist (if deemed appropriate)
* Community-based mental health professional(s)
* the special education supervisor, case manager, and teachers.
* Classroom Teacher(s)

Students transitioning back to school after an extended absence due to a mental illness or chronic medical condition need support as they reintegrate back into the school learning environment. The Return to Learn guidelines are designed to establish the rationale, roles and responsibilities, and procedures for planning and implementing accommodations and supports that a student may need to effectively transition back to school following an extended absence. An extended absence is generally defined as missing more than a week of school.

**Expectations for Students**

* Cooperate and be respectful of homebound teacher.
* Complete assignments in a timely manner.
* Ask for clarification when expectations are not clear.
* When appointments must be cancelled for known reasons (doctor appointment), notify homebound teacher 48 hours prior to scheduled time.
* Study/work on assignments at times other than when the homebound teacher is present.
* Inform homebound teacher when medical condition is interfering with ability to perform academic tasks.
* Inform homebound teacher when disability no longer interferes with the ability to attend school.

**Expectations for Parents**

* Give directions to home/place of homebound instruction and information regarding who will present during the instructional sessions.
* Call the homebound teacher when student is unavailable to keep appointment.
* Be accessible in the home when homebound teacher is present.
* Assist student in organizing time for assignment completion.
* Encourage student to complete assignments on time.
* Contact the homebound teacher with concerns.
* When students no longer require homebound services, contact a school representative. Homebound services are only provided when absolutely necessary for a child to receive an appropriate education. If the child is employed, attending other types of classes, etc., then they most likely do not need homebound services.

**Expectations for Homebound Teachers**

* Pick up and deliver student assignments as required by the school
* Implement instructional activities provided by student’s teacher of record including any

modifications/accommodations designed in the students’ IEP, 504 plan and/or homebound instructional plan.

* Provide instructional assistance that is clear, compelling and engaging.
* Deliver instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.
* Provide appropriate feedback to the student’s teachers regarding student progress
* Maintain specific records of data collection.
* Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
* Act in a professional and ethical manner and adhere at all times to the professional Code of Ethics.











