

Homebound Instruction

The student must be enrolled and reside in the Knob Noster R-VIII School District to receive homebound services through the Knob Noster district. Homebound instruction is designed for continuity of instruction and to facilitate the student returning to the school setting. Homebound instruction is an educational service for students whose medical/health needs, both physical and mental, do not allow for their attendance at school for a limited period of time. Homebound instruction may be used to supplement the classroom programming for students with health impairments whose conditions may interfere with regular school attendance.

Homebound instruction is not intended to supplant school services and is designed to be temporary. While no specific number of days can be set due to differing situations and needs, instruction should take place in the school setting to the fullest extent possible. The student's inability to attend school for medical/health reasons, physical and mental, must be certified by a licensed physician or licensed clinical psychologist. A Homebound Application must be completed and approved prior to this service being provided. In the event Homebound Instruction needs to be extended beyond the original approved application time, written notification from the licensed physician or licensed clinical psychologist must be submitted to the school district prior to the possible extension of homebound services. It then must be approved again. If approved, homebound instruction will be provided according to the current school year calendar. The time allowed by the Missouri State Department of Education for their reimbursement is five hours weekly.

Homebound instruction is designed so that the student does not fall significantly behind in their academics. It is necessary for the student to participate in the instructional process and complete assignments. Homework should be expected. Not all work will be completed in the presence of the homebound teacher. Every effort will be made to ensure progress academically; however course credit must still be earned according to set requirements. Instructional priority will be given to core academic subjects. For students receiving special education services a request for homebound instruction, pursuant to the Individuals with Disabilities Education Act (IDEA), shall be reviewed by the student's Individualized Education Program (IEP) team. As a part

of this review, the team will determine the appropriate placement for the student based on the student's needs. If the team determines that homebound services are appropriate the team must address the frequency and duration of the services in the IEP.

Review and Termination of Service

Students receiving homebound instruction should return to school based instruction as soon as possible. Initial homebound services will not be approved for periods in excess of nine calendar weeks. As the termination period nears the parent, student (as appropriate), instructor and other school personnel will meet to develop a plan to transition the student back to the school setting. If it is necessary for services to continue beyond nine weeks documentation from the treating provider will be required to extend services.

Roles and Responsibilities

District Coordinator:

1. Receive and evaluate requests for homebound instruction
2. Communicate the status of requests to building level personnel and family
3. Coordinate the teacher providing the services in a timely manner
4. Verify ongoing treatment and/or therapy and monitor progress towards transitioning back to the school setting
5. Facilitate the student's return to instruction in the classroom

Classroom Teacher:

1. Provide the homebound teacher with appropriate instructional materials and information
2. Be responsible for grading procedures and feedback of academic progress in collaboration with the homebound instructor
3. Collaborate with the homebound instructor about the curriculum and appropriate instructional strategies

Student/Parent/Guardian:

The student/parent/guardian are expected to work cooperatively with the assigned homebound instructor and school personnel.

1. Notify the school that homebound services may be needed, discussing the process for initiating services and signing a release of information form so the school can share information with the health professional about homebound services prior to the official request being made
2. Obtain documentation from the treating physician or licensed clinical psychologist requesting homebound services
3. Have a responsible adult in the home during the entire period of instruction
4. Have the student ready for instruction at the time designated by the homebound instructor
5. Provide adequate facilities for teaching (quiet room with few interruptions, with a table, chairs and appropriate supplies) or provide transportation to another agreed upon facility
6. Supervise homework and make every effort to complete assignments
7. Notify the teacher, prior to the scheduled visit, if there are any contagious illnesses in the home or if there is an emergency
8. Keep all appointments with the homebound instructor (excessively missed appointments may result in suspension of services for general education students and may relieve the school from providing make up services to students with disabilities)
9. Notify the instructor if the student is unable to attend an appointment
10. Notify the district of missed appointments or tardiness by the homebound teacher

Homebound Instructor:

The homebound instructor must hold a teacher's license and be employed and supervised by the district. A homebound instructor should have a broad background of professional training and experience to be able to adapt instruction to each student's needs. Instructors providing

homebound services should be able to adjust to a variety of home situations and be knowledgeable of cultural uniqueness.

1. Maintain close contact with the student's teachers, counselor or other personnel to receive and implement appropriate educational services
2. Use assignments and materials provided by the classroom teacher or supervisor of instruction
3. Maintain an accurate record of hours of instruction provided for each assigned student
4. Submit the student's completed work regularly and prior to the end of the grading period and maintain written documentation of work completed
5. Document any instructional time that is interrupted because of the child not being available for the instructional period
6. Work with the parent/student/guardian to establish instructional times
7. Keep all scheduled appointments and arrive on time

Treating Physician or Licensed Clinical Psychologist:

Homebound instruction is designed to provide continuity of services for a limited period of time. At the time of the initial request for the need of homebound instruction the treating physician or licensed clinical psychologist must provide in writing to the district the following:

1. Student name
2. Nature and extent of the illness, including whether the condition(s) prohibit attendance for a full day or a portion of the day
3. Date of the examination or diagnosis
4. Whether the illness is chronic or intermittent
5. Accommodations the school could make that would allow the student to attend
6. Any aspects of the illness that may impact the delivery of instruction (i.e. the student will be unable to write or type)
7. Estimated date of return to school (if this date is beyond nine calendar weeks additional steps must be taken as outlined below)

8. Ongoing treatment and/or therapy
9. Frequency of treatment and/or therapy
10. Specific plans to transition back to the school setting
11. Signature, date, office address and phone number

Since homebound instruction is not intended to supplant school services, if it is necessary to extend homebound instruction beyond the initial time frame or longer than nine calendar weeks, a transition plan is required containing the following components:

1. Student name
2. Justification for the extension of homebound instruction
3. Additional time homebound instruction is anticipated
4. Specific steps planned to return student to classroom instruction
5. Changes in amount and kind of activity for the student during the extended homebound instruction
6. Signature, date, office address and phone number

Student's Name: _____

Date of request for home bound instruction: _____

Name of Homebound instructor assigned to this student: _____

Date to begin services: _____

Date for return to school: _____

Schedule for homebound instruction:

Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week of/Time					
Week of/Time					
Week of/Time					
Week of/Time					
Week of/Time					
Week of/Time					

I have read and understand the above provisions relating to homebound instruction. The homebound instructor and parent/guardian/adult student have agreed on the above service dates and times.

(Parent/Guardian/Adult Student Signature and Date)

(Homebound Instructor Signature and Date)