

# 2021-22 Homebound and Hospital Procedures Handbook

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## Butler County School System

In accordance with Butler County School System's Board Policy Section 7.2d1, homebound services shall be made available. If a student's anticipated duration of absence from school exceeds 15 consecutive school days, the student will be eligible for services under the provisions of this policy.

Eligibility for homebound services requires that written documentation from a physician or psychiatrist must be presented to Butler 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 Section 504 team.







# **Butler County School System**

**Homebound and Hospital Procedures**

## **A Reference Manual**

**Mr. Joe Eiland  
Superintendent**



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**BUTLER COUNTY SCHOOL SYSTEM**  
***Building Communities for Student Success***

**Homebound Services Personnel**

<b>Ms. Lisa Hatch</b> District Homebound Services Coordinator	334.382.2665 x1212	<a href="mailto:lisa.hatch@butlerco.k12.al.us">lisa.hatch@butlerco.k12.al.us</a>
<b>Ms. Sandy Hutton</b> Homebound Teacher	334.382.2665	<a href="mailto:sandy.hutton@butlerco.k12.al.us">sandy.hutton@butlerco.k12.al.us</a>
<b>Ms. Doris Peagler</b> Homebound Teacher	334.382.2665	<a href="mailto:doris.peagler@butlerco.k12.al.us">doris.peagler@butlerco.k12.al.us</a>
<b>Ms. Allison Bedgood</b> Georgiana School Homebound Liaison	334.382.2665 x7400	<a href="mailto:allison.hall@butlerco.k12.al.us">allison.hall@butlerco.k12.al.us</a>
<b>Ms. Tonya Coker</b> Greenville Elementary School Homebound Liaison	334.382.2665 x3400	<a href="mailto:tonya.coker@butlerco.k12.al.us">tonya.coker@butlerco.k12.al.us</a>
<b>Ms. Beth Parmer</b> Greenville High School Homebound Liaison	334.382.2665 x2202	<a href="mailto:beth.parmar@butlerco.k12.al.us">beth.parmar@butlerco.k12.al.us</a>
<b>Ms. Shawnda Bell</b> Greenville Middle School Homebound Liaison	334.382.2665 x5400	<a href="mailto:shawnda.bell@butlerco.k12.al.us">shawnda.bell@butlerco.k12.al.us</a>
<b>Mr. Todd Henderson</b> McKenzie High School Homebound Liaison	334.382.2665 x8400	<a href="mailto:todd.henderson@butlerco.k12.al.us">todd.henderson@butlerco.k12.al.us</a>
<b>Ms. LeNicki Brown</b> W.O. Parmer Elementary School Homebound Liaison	334.382.2665 x4400	<a href="mailto:lenicki.brown@butlerco.k12.al.us">lenicki.brown@butlerco.k12.al.us</a>

## Homebound and Hospital Service Procedures

### Overview

In accordance with the school board policy, Butler County Schools provides homebound services for those students who are not able to attend school for medical and/or mental health reasons that are acute, catastrophic, or chronic. If a student's anticipated duration of absence from school exceeds 15 consecutive school days, the student will be eligible for services under the provisions of this policy.

These homebound and hospital service procedures apply to all students who are not identified as eligible under the Individuals with Disabilities Education Act (IDEA). For those students who are identified as eligible under the IDEA, homebound services and instruction will be determined by the student's IEP team, which includes the homebound teacher, and if deemed applicable, administered through the Butler County Board of Education's Special Services Department.

**(Note: The referral process for homebound services is to be initiated at the time it is determined that a student will miss 15 or more days of school—not after the student has already missed 15 or more school days.)**

Eligibility for homebound services requires that written documentation from a physician or psychiatrist must be presented to Butler 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 Section 504 Team.

Homebound services are for students currently enrolled in the Butler County School System who must be temporarily confined at home or in a health care facility. The purpose of homebound instruction is to help students keep up with their work although they are unable to attend school. However, homebound services are meant as a short-term intervention and do not in any way supplant attendance in a regular school for an extended period of time. The goal of homebound instruction is to sustain continuity of instruction and to facilitate the student returning to school. Homebound instruction is not a guarantee that the student will always progress in the academic program.

Butler County Schools will provide homebound instruction to students with and without disabilities. The following guidelines should be noted for determining a student's eligibility for homebound services.

### Homebound Eligibility for All Students

1. The student must be enrolled in the Butler County School System and must reside in Butler County.
2. A documented medical condition must prevent the student from attending school for a period of fifteen (15) or more consecutive school days from the date of the written homebound recommendation.

3. A written recommendation for homebound services from the student's treating physician, *i.e.*, a *licensed physician or licensed clinical psychiatrist* must be submitted. Completion of the *Treating Physician's Recommendation for Homebound/Hospital Services* form by the child's treating physician is required.
4. Butler County Schools reserves the right to request an updated medical statement when deemed necessary. This statement may be requested when the homebound services need to be extended beyond the initially approved length of time.
5. The determination as to whether homebound services are warranted is a decision that is made by the homebound services team. In making this determination, full consideration will be given to the written recommendation received from the treating physician. **However, a recommendation for homebound services by a treating physician does not guarantee homebound placement.**
6. If a student suffers from an emotional or psychiatric disorder, and the attending physician or psychiatrist recommends homebound services, a treatment plan **must** accompany the *Treating Physician's Recommendation for Homebound/Hospital Services* form. The treatment plan must outline the student's mental health diagnosis, treatment history, current treatment, and a date for returning the student to school.

The referring licensed physician and/or licensed psychiatrist must be the treating physician or psychiatrist for the medical and/or psychiatric condition for which the student is requesting homebound services. Examples include the following:

- A student with leukemia may not request homebound services with a medical statement from a pediatrician. A statement from the oncologist currently treating the student is required.
- A student with paranoid delusions may not request homebound services with a medical statement from a psychologist or pediatrician. The medical request must be from the licensed psychiatrist currently treating the student.

If the student requires an extension of homebound services, a mandatory review of the student's mental health condition must be conducted in order to extend the homebound services. An updated *Treating Physician's Recommendation for Homebound/Hospital Services* form must also be completed, along with an updated treatment plan.

7. The eligibility criteria for students who are pregnant are the same as for students who are not pregnant. The doctor must indicate the specific medical condition (outside of the student being pregnant) that necessitates the request for homebound services, *i.e.*, requires continuous bed rest, at risk for premature delivery, etc. Although the medical condition necessitating services may be related to the students' pregnancy, the pregnancy in and of itself does not constitute eligibility for homebound services.



8. Recovery from childbirth—in and of itself—is not considered a medical condition that meets eligibility criteria for homebound services unless the student experiences medical complications. The eligibility criteria for participation in homebound services are the same for all students—whether they are pregnant, or not pregnant, or have given birth. Instead, once a pregnant student delivers her child, her absences from school are to be coded as excused for as long as the doctor says, which is typically for six weeks after delivery.
9. Homebound services are not to be granted for a teen parent simply because of lack of childcare.
10. Homebound services are not to be granted for a teen parent simply because she is in her third trimester.
11. In order to evaluate the need for homebound instruction, the parent/guardian of the student requesting homebound services will be asked to grant Butler County Schools written permission to consult with the physician or psychiatrist. The exchange of information is essential in determining the initial eligibility and continued eligibility of the student in receiving homebound services. The *Treating Physician's Recommendation for Homebound/Hospital Services* form contains a statement for the parent to sign granting Butler County Schools permission to consult with the appropriate medical professional. Only the original paperwork will be accepted as application for homebound services. An incomplete application may cause a delay in services.
12. **A recommendation for homebound services by a treating physician does not guarantee homebound placement.** The *Treating Physician's Recommendation for Homebound/Hospital Services* form that is completed by a licensed physician or a licensed clinical psychiatrist merely represents student assessment data that is to be considered by the homebound services team when deciding whether or not the student meets eligibility criteria for homebound services. The homebound services team also has the right to request additional information regarding the educational implications of the students' medical condition.
13. In most cases, homebound services **should not** be initiated during the month of May, which is the final month of the school year.  
  
However, should there be a request for homebound services that occurs towards the end of April or the beginning of May, please make contact with the Homebound Coordinator's office so that factual circumstances can be considered.
14. For students who are currently identified as a student with a disability under Section 504, and are being recommended for placement in the homebound setting, the Section 504 team will adhere to the specified guidelines when the reasons for homebound consideration are based on a medical condition. (Refer to the flowchart entitled Homebound Procedures for Section 504 Students.)
15. When a student is not currently identified as Section 504 eligible, the homebound services team will be tasked with making two decisions on an individual basis:
  - a. Is the student eligible to receive Section 504 services?

- b. Is the student eligible to receive homebound services?  
(Refer to the flowchart entitled Homebound Procedures for Regular Education Students.)

### Section 504 Eligibility

To determine if a student is eligible to receive Section 504 services, the homebound services team must consider this **three-prong eligibility standard**:

- A documented physical or mental impairment
- That substantially limits
- One or more major life activities.

Environmental, cultural, and economic disadvantages are not considered disabilities under Section 504. Furthermore, sexual orientation and gender identity are also not considered to be disabilities. However, if a person who has any of these characteristics also has a physical or mental disability, the person **may** be included within the definition of an individual with a disability.

### Definitions to Assist in Understanding Section 504

The United States Department of Education under 34 Code of Federal Regulations (C.F.R.) §104.3 provides the following definitions to assist in understanding Section 504:

- A. **Physical or mental impairment** means:
- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; skin; and endocrine; or
  - Any mental or psychological disorder, such as mental retardation; emotional/behavioral conditions; and mental illness.

**Note:** The regulations do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

- B. **Major life activities** mean functions such as caring for one's self, performing manual tasks, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, learning, and working.

They also include the operation of major bodily functions, such as: functions of the immune system, normal cell growth, digestive, bowel functions, bladder, brain, circulatory, endocrine, reproductive, neurological, respiratory, etc.

For example, an individual with paralyzed legs is substantially limited in the major life activity of walking since the individual's impairment makes him/her unable to walk.

- C. **Substantial limitation** refers to the extent that a disability impacts the student at school. In determining whether a student has a physical or mental impairment that substantially limits a major

life activity, school districts must not consider ameliorating effects of any mitigating measures that a student is using. However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. An impairment that is episodic or in remission under Section 504 does not preclude eligibility if the impairment would substantially limit a major life activity when active.

- D. **Supplementary/Related Aids and Services** are generally accommodations in a student's Section 504 Plan. An accommodation is a change in the educational setting, materials, and/or strategies that does not significantly alter the content of the curriculum or level of expectation for a student's performance, but which allows the student to access the general education curriculum. Examples of accommodations include: seating the student in front of the room, providing extended time for testing, and providing a student with a highlighted critical text.

### Homebound Procedures for Section 504 Students

(These are students who are already receiving Section 504 services at the time a meeting is held to discuss homebound services.)

1. The homebound services team will make decisions on an individual basis according to the needs of the student and the treating physician's recommendations in accordance with the guidelines provided in the *Homebound/Hospital Procedures Handbook*.
2. A parent/guardian may request that his child be considered for homebound services by contacting the school principal or the local school's homebound services coordinator. The parent/guardian should be directed to arrange for the completion of the *Treating Physician's Recommendation for Homebound/Hospital Services* form, and he should also be provided an overview of the homebound placement process.

**Note: If the student suffers from an emotional or psychiatric disorder, and this is the reason for the homebound services referral, the treating physician must also complete the Treatment and School Re-Entry Plan.**

3. Upon receipt of the *Treating Physician's Recommendation for Homebound/Hospital Services* form, the school's homebound services coordinator will review the form to verify that all sections have been completed, including the anticipated return to school date. **(Because homebound services are meant to be temporary, a specific date must be given. The doctor cannot write indefinitely on the form.)**
4. Once all sections on the *Treating Physician's Recommendation for Homebound/Hospital Services* form have been verified for completion, the school's homebound services coordinator will select the Section 504 team members, and she will also schedule a meeting with the parent and other members of the homebound services team.
5. The school's homebound services coordinator will send the following two forms to the parent/guardian:

- Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents
  - Form F: Notice of Section 504 Meeting
6. The Section 504 team will meet to review the medical documentation regarding the need for the student to be served in the homebound setting. Based on the information, the Section 504 team must determine whether the homebound setting is the student's least restrictive environment and whether the student is eligible for homebound services. The team will complete Form O: General Education Homebound Supplement to reflect their decision, and they will also update Form J: Section 504 Plan, if needed. The parent will also sign a *Parent Authorization for Homebound Services* form if the student is deemed eligible to receive homebound services.
  7. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents will also be shared.

### Homebound Procedures for Regular Education Students

(These are students who **are not** already receiving Section 504 services at the time a meeting is held to discuss homebound services. Discussion will be held during the meeting to determine if students qualify to receive Section 504 services.)

1. The homebound services team will make decisions on an individual basis according to the needs of the student and the treating physician's recommendations in accordance to the guidelines provided in the *Homebound/Hospital Procedures Handbook*.
2. A parent/guardian may request that his child be considered for homebound services by contacting the school principal or the local school's homebound services coordinator. The parent/guardian should be directed to arrange for the completion of the *Treating Physician's Recommendation for Homebound/Hospital Services* form, and he should also be provided an overview of the homebound placement process.

**Note: If the student suffers from an emotional or psychiatric disorder, and this is the reason for the homebound services referral, the treating physician must also complete the Treatment and School Re-Entry Plan.**

3. Upon receipt of the *Treating Physician's Recommendation for Homebound/Hospital Services* form, the school's homebound services coordinator will review the form to verify that all sections have been completed, including the anticipated return to school date. **(Because homebound services are meant to be temporary, a specific date must be given. The doctor cannot write indefinitely on the form.)**
4. Once all sections on the *Treating Physician's Recommendation for Homebound/Hospital Services* form have been verified for completion, the school's homebound services coordinator will select the homebound services team members, and she will also schedule a meeting with the parent and other members of the homebound services team.

5. The homebound services team will meet to review the medical documentation regarding the need for the student to be served in the homebound setting.
6. In addition to deciding if the student qualifies for homebound services, the homebound services team members (also now referred to as the Section 504 team members for purposes of considering eligibility for Section 504) must also decide if the student qualifies for Section 504 services.

Note: To determine if the student qualifies for Section 504 services, three questions must be answered in the affirmative:

- a. Does the student have a physical or mental impairment?
  - b. Does the student's physical or mental impairment affect a major life activity?
  - c. Is the student's physical or mental impairment substantially limiting when compared to the average student in the general population?
7. The homebound services team will review the medical documentation regarding the need for the student to be served in the homebound setting. Based on the information, the homebound services team must determine whether the homebound setting is the student's least restrictive environment and whether the student is eligible for homebound services. The team will complete Form P: General Education Homebound Supplement to reflect their decision, and they will also complete the following forms, as needed:
    - a. Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
    - b. Form H: Notice of Section 504 Evaluation Results
    - c. Form L: Parental Consent for Section 504 Services
    - d. Form I: Section 504 Plan

The parent will also sign a *Parent Authorization for Homebound Services* form if the student is deemed eligible to receive homebound services.

8. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents will also be shared.

### **A Section 504 Student Is Not Eligible for Homebound Services**

1. The Section 504 team will document its decision on Form O: General Education Homebound Supplement.
2. The parent/guardian should also be provided a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents.
3. Should the parent want to appeal the Section 504 team's decision, the parent/guardian should be provided a copy of Form T: Section 504 Complaint Form.

4. The student's parent/guardian should be reminded that regular school attendance rules will apply—even while the appeal process is taking place.
5. The Section 504 team may want to also consider revising the student's Section 504 Plan in order to better accommodate the student in the school setting.
6. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents will also be shared.

### **A Regular Education Student is Not Eligible for Homebound Services and/or Section 504 Services**

(These are students who **are not** already receiving Section 504 services at the time a meeting is held to discuss homebound services. Discussion will be held during the meeting to determine if students qualify to receive Section 504 services.)

1. The homebound services team will document its decision on Form O: General Education Homebound Supplement regarding a student's ineligibility to receive homebound services.
2. The homebound services team will also use the following forms to document its decision regarding a student's ineligibility to receive Section 504 services:
  - a. Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
  - b. Form H: Notice of Section 504 Evaluation Results
3. The student's parent/guardian will be provided a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents.
4. Should the parent want to appeal the homebound services team's decision regarding the student's ineligibility to receive Section 504 services, the parent/guardian should be provided a copy of Form T: Section 504 Complaint Form.
5. The student's parent/guardian should be reminded that regular school attendance rules will apply—even while the appeal process is taking place.
6. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents will also be shared.

### **Homebound Procedures for Special Education Students**

(These are students who **are** already receiving Special Education services at the time a meeting is held to discuss homebound services. Discussion will be held during the meeting to determine if students qualify to receive Section 504 services.)

1. The homebound services team will make decisions on an individual basis according to the need of the student and the treating physician's recommendations in accordance to the guidelines provided in the *Homebound/Hospital Procedures Handbook*.

2. The homebound services team will also use the following forms to document its decision regarding a student's ineligibility to receive Section 504 services:
  - a. Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
  - b. Form H: Notice of Section 504 Evaluation Results
3. The student's parent/guardian will be provided a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents.
4. Should the parent want to appeal the homebound services team's decision regarding the student's ineligibility to receive Section 504 services, the parent/guardian should be provided a copy of Form O: Section 504 Complaint Form.
5. The student's parent/guardian should be reminded that regular school attendance rules will apply—even while the appeal process is taking place.
6. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents will also be shared.

### **A Section 504 Student Exiting Homebound Services**

1. A student is exited from homebound placement when the student's medical condition has improved, and the student is able to return to school.
2. The school's homebound services coordinator should make contact with the student's parent/guardian at least one-two weeks prior to the student's scheduled return date to school to confirm if indeed he or she is returning.
3. A medical release from the student's treating physician should be obtained indicating that the student is able to attend class, listing accommodations for the team to consider, and indicating if a health care plan is needed.
4. In preparation for the student's exit meeting for homebound services, the school's homebound services coordinator will send the following two forms to the parent/guardian:
  - Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents
  - Form F: Notice of Section 504 Meeting
5. The Section 504 team will meet to determine the status of the student's homebound placement and will exit the student, if warranted. If needed, the Section 504 team will develop a new Section 504 Plan (Form J), if needed.
6. If a health care plan is needed, or if changes need to be made to the existing health care plan, the



school nurse must attend this meeting.

7. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents will also be shared.
8. The school's homebound services coordinator will inform the student's teacher(s) of his return date to school.

### **A Regular Education Student Exiting Homebound Services**

1. A student is exited from homebound placement when the student's medical condition has improved, and the student is able to return to school.
2. The school's homebound services coordinator should make contact with the student's parent/guardian at least one-two weeks prior to the student's scheduled return date to school to confirm if indeed he is returning.
3. A medical release from the student's treating physician should be obtained indicating that the student is able to attend class, listing accommodations for the team to consider, and indicating if a health care plan is needed.
4. The homebound services team will meet to determine the status of the student's homebound placement and will exit the student, if warranted.
5. If a health care plan is needed, or if changes need to be made to the existing health care plan, the school nurse must attend this meeting.
6. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting.
7. The school's homebound services coordinator will inform the student's teacher(s) of his return date to school.

### **Review and Termination of Services**

The duration of homebound services depends on the nature and extent of the illness or disability of each student. Students should return to school when homebound services are no longer medically necessary, regardless of whether or not their assignments are complete and up to date.

If the student is medically unable to return to school at the end of the approved period of time, additional updated medical documentation will be required. The parents of every child receiving homebound services are responsible for providing to the school's homebound services coordinator updated written verification from a licensed treating physician or a licensed clinical psychiatrist. If the services need to be extended past the initially approved time frame, an updated *Treating Physician's Recommendation for Homebound/Hospital Services* form must be completed.



**Homebound instruction will terminate if requested written medical verification extending the homebound services is not submitted in a timely manner.**

School officials may wish to contact the student's treating physician to request recommendations or strategies that will facilitate the student's re-entry to school. The homebound services team may also want to consider allowing the student to slowly transition back to his/her base school from homebound services. For example, the student may initially take two classes on the school campus and be served via homebound for the remaining classes. After a period of time, two additional classes may be added for the student to take on campus, and his other classes will be taken via homebound. This process will continue until ultimately the student is taking all of his classes on the school campus.

The homebound services team may want to consider, too, if the student can possibly be served through the GOAL Program, the IMPACT Program, the Virtual School, or ACCESS classes.

Students' homebound services will terminate on the last day of school of the regular school year.

**Structure of Homebound Services**

1. The school's homebound services coordinator will notify the homebound teacher assigned to her feeder pattern that a student is eligible to receive homebound services.
2. The school's homebound services coordinator will give copies of the following signed paperwork to the respective homebound teacher:
  - Treating Physician's Recommendation for Homebound/Hospital Services
  - Treatment and School Re-Entry Plan, if completed
  - Parent Authorization for Homebound Services
  - Form J: Section 504 Plan, if completed
  - Form O: General Education Homebound Supplement
3. The school's homebound services coordinator will also notify the student's teacher(s) that the student is eligible to receive homebound services.
4. On a weekly basis, students' classroom teacher(s) will be expected to provide appropriate instructional materials, i.e., textbooks, class notes, assignments, etc. for students while they are receiving homebound services.
5. Weekly assignments for students receiving homebound services will be picked up at each school by the homebound teacher. The student's name and the teacher's name should be included with the assignments that are left in the mailbox marked for the homebound teacher.
6. Classroom teachers will need to understand that they should develop alternative assignments for the students when they are unable to actively participate in the class, i.e., *PE classes, classes with labs, selective equipment, elective courses, etc.* For Section 504 eligible students, classroom teachers must also still consider whether any accommodations need to be provided in accordance with the students' Section 504 plans.

7. Upon receipt of the students' assignments, the homebound teacher will deliver the assignments to the students' homes, review the assignments with the students, assist the students with any problem areas, and administer classroom tests.
8. On a weekly basis, homebound teachers will return the students' work to their base school. In addition, homebound teachers will submit a homebound progress report to each school's homebound services coordinator for each of the students with whom they are working.
9. The school's homebound services coordinator will share students' homebound progress reports with their teachers and/or the administrative staff, as needed.

**For attendance purposes, the students are placed on homebound the first day the homebound teacher meets with the student for instructional purposes. Homebound services cannot be retroactive for previously missed days. Therefore, whatever assignments a student needs to complete prior to him/her receiving homebound services will be the responsibility of the classroom teacher(s) at the student's respective school.**

Classroom teachers are expected to provide weekly assignments for those students receiving homebound services. It should be understood that it is not permissible for classroom teachers to hold students' work until the end of a quarter or a semester and then expect students to complete multiple assignments prior to the deadline date for grades to be submitted. In addition, because homebound services will culminate at the end of each school year, extended school year services are not an option for students.

## **Roles and Responsibilities**

The successful provision of homebound services depends on the cooperation and collaboration of a number of individuals. The responsibilities of these individuals are outlined below.

### **Responsibilities of the District's Homebound Services Coordinator**

The district's homebound services coordinator for the Butler County School System is tasked with ensuring the effective implementation of the homebound services program on each of the schools' campuses. Specifically, the district homebound services coordinator is expected to do the following:

- Provide guidance and assistance to the school-based staff in the implementation of homebound/hospital procedures.
- Verify the homebound service team's adherence to the procedures for eligibility.
- Process the mileage reports for the homebound teachers.
- Communicate with the principal (or his administrative designee) regarding problems and/or concerns related to students receiving homebound services.

### **Responsibilities of the School's Homebound Services Coordinator**

The school's homebound services coordinator is responsible for monitoring the educational services while the student is receiving homebound services. Students receiving homebound services are carried on the attendance rolls of their base schools. A staff member from the base school is designated as the school's homebound services coordinator for those students receiving homebound services. The school's homebound services coordinator, classroom teacher(s), and the homebound teacher will work cooperatively to provide services. The school's homebound services coordinator is expected to do the following:

- Assist the parent or guardian when inquiring about homebound services.
- Document receipt of request for homebound services.
- Encourage communication between classroom teachers and the homebound teacher, including making appointments, facilitating the exchange of assignments and materials between the teachers, as needed, and coordinating standardized testing.
- Notify the classroom teacher(s) of the need for homebound services and establish an effective means of communication with the homebound teacher.
- Notify the classroom teacher(s) of their responsibility to provide the homebound teacher with the necessary instructional materials and assignments in a timely manner.
- Notify the classroom teacher(s) of their responsibility for grading, to maintain records of grades, and to provide new assignments as work is completed. (Instructional progress should be monitored weekly.)
- Provide classroom teacher(s) with information from the weekly homebound progress report, as needed.
- Keep a copy of the weekly homebound progress reports in the students' file.
- Work with the homebound teacher to provide overall instruction to the student placed on homebound and monitor the progress of the student.

Homebound teachers are not responsible for creating assignments or tests. The instructional program is the direct responsibility of the classroom teacher. This includes the responsibility to collaborate on a regular basis regarding the content and appropriate materials to enable students to stay current with class expectations.

### **Responsibilities of the Homebound Teacher**

The homebound teacher is essential to the team of persons whose function is to provide the materials and instruction that will enable the student to maintain academic progress while recovering. This role requires accurate and timely communication. To ensure the success of the program, the homebound teacher must collaborate with the classroom teacher(s), as well as the school's homebound services coordinator.

Once a homebound teacher has been contacted for the student in need of services, the homebound teacher is expected to do the following:

- Contact the student's parent/guardian as soon as possible and arrange a meeting date(s) and time(s) in order to begin providing homebound services as soon as possible.
- Keep record of all times made available to provide homebound services by so documenting on the weekly homebound progress report form.
- Establish an effective means of communication with the school's homebound services coordinator and the classroom teacher(s).
- Confirm that the parent (or responsible adult approved by the parent) has made arrangements to be in the home during homebound services and to set up a mutually agreed upon schedule.
- Provide instruction, monitor the student's work for accuracy, and communicate any concerns about the student's progress to the school's homebound services coordinator and/or the classroom teacher(s). Return completed work to the base school on a regular basis for the classroom teacher(s) to grade.
- Maintain accurate records of the hours of instruction and documentation of all visits, phone calls, e-mails, and other forms of communication.
- Provide homebound services to the student by administering tests, exams, or other assessments with the goal of keeping the student as current as possible with classroom assignments.
- If the student is expected to take a final exam, coordinate with the classroom teacher(s) to obtain a copy of the exam and all preparatory materials at least one-two weeks in advance of the actual exam date.
- If the student is unavailable, or if the required adult is not in the home, wait 15 minutes before leaving. On the weekly homebound progress report, mark the session as a *cancellation/no show*, and also contact the school's homebound services coordinator.
- Submit weekly homebound progress reports to the school's homebound services coordinator.
- In the event that there is a need to be out sick or to attend to a personal matter, notify the district's homebound services coordinator, as well as the students' parents. Any instruction missed due to these types of interruptions shall be made-up within a reasonable period of time.
- Participate in professional development activities associated with homebound services.

## **Responsibilities of the Principal or Administrative Designee**

The principal (or his or her designee) of each school campus is expected to oversee the effective implementation of homebound services for those students at his school. As a result, it is expected that he or she will do the following:

- Monitor the progress of all students who are approved for homebound services.
- Serve as the point of contact in the event of problems and/or concerns related to students receiving homebound services that cannot be resolved.
- Collaboratively work with the district's homebound services coordinator, the school's homebound services coordinator, the homebound teacher, classroom teachers, etc. to ensure conflict resolution and to address any issues that need to be resolved.
- Ensure that classroom teachers are providing instructional information and materials to the homebound teacher in a timely manner.

## **Responsibilities of the Classroom Teacher(s)**

In order for a homebound student to be successful while he is receiving homebound services, it is necessary for the classroom teacher(s) to work collaboratively with the student, the student's parent/guardian, as well as the school's homebound services coordinator. Specific tasks expected of the classroom teacher(s) include the following:

- If the student is expected to take a final exam, coordinate with the homebound teacher to provide a copy of the exam and all preparatory materials at least one-two weeks in advance of the actual exam date.
- Make available—as soon after having been notified of the students' need for homebound services—information and instructional materials, which may include, but not be limited to, the following: course syllabus, textbooks, materials, on-line information, assignments, handouts, readings, quizzes, tests, etc.
- Work collaboratively with the homebound teacher to exchange information, strategies, assessment tools, and instructional materials relative to the student's instructional needs and to facilitate the use of technology for instruction, if applicable.
- In collaboration with the homebound teacher, make modifications and accommodations regarding assignments and activities as necessary for the homebound setting without compromising educational integrity, taking into consideration those accommodations, if any, that might be listed in a student's Section 504 Plan. Since not all classroom activities will be appropriate in a homebound setting, some assignments may be eliminated, altered, or replaced for a student in the homebound setting.
- Receive all completed work from the homebound teacher within one week of its completion unless other arrangements are made.
- Determine the students' quarter, semester, and/or final grades based on completed work, even if the student has not attended school during the school year. Note: Homebound students are marked as attending even if they do not come to the school campus. If the student received both classroom and homebound services during a given grading period, the quarter, semester, and/or final grades assigned by the classroom teacher reflect grades earned in both settings.

## Responsibilities of the Parent/Guardian and Student

The parent/guardian and student are expected to work cooperatively with the base school and the assigned homebound teacher. Consequently, the parent/guardian is expected to do the following:

- Contact school staff members when homebound services may be required.
- Provide required medical documentation to support the homebound referral.
- Sign a release of information form allowing the medical professional to share information or clarify information provided for approval of homebound services.
- Complete parental signature forms in order to begin homebound instruction.
- Ensure that all pets are confined prior to the arrival of the homebound teacher.
- Arrange for a parent (or responsible adult) to be in the home while homebound services are provided.
- Provide an environment in the home conducive to learning.
- Work closely with the homebound teacher to establish a mutually agreed upon schedule.
- Assure options are considered such as the local library, community center, Boys and Girls Club, etc. if the home environment is not conducive to providing instructional services.
- Sign the weekly homebound progress report to confirm that the homebound services listed were provided. Students may not sign the progress report.
- Keep all appointments with the homebound teacher as arranged. Students are not permitted to cancel homebound sessions. (Excessive cancellations of appointments may result in the inability of the student to earn credit or to be promoted. Cancellations may also result in the suspension of the service.)
- Make every effort to keep up with the school work as assigned. Parents should supervise daily homework.
- Provide updated medical documentation at the end of the approved period of time. Alert the homebound teacher and the student's school of any change in the medical status that might result in the modification or termination of homebound services.

## Extracurricular and Non-Academic Activities

Homebound students should have an *equal opportunity to participate in all extracurricular activities*, which include club, intramural, or interscholastic (e.g., freshman, junior varsity, or varsity).

Homebound students should also have an *equal opportunity to participate in any non-academic activities* that are made available for students on the school campus. These non-academic activities include, but are not limited to, the following: field trips, after school activities, recreational programs, or summer programs.

Participation in extracurricular or non-academic activities, however, is not a guarantee. During the meeting with the homebound services team, discussion should be held as to whether or not a student is able to participate in these activities. In making that determination, the team should consider any and all relevant medical or educational documentation. In addition, the team should discuss what services/supports/accommodations, if any, the student needs in order to participate in the activity. The team's decision should be duly noted on the corresponding paperwork.

Schools **may not** condition the provision of the extracurricular activity or the non-academic activity on the parent's attendance or provision of a babysitter. In addition, schools may not simply exclude disabled students or charge a higher cost than that charged to non-disabled students' parents.

All homebound students should be provided with a copy of their progress reports, as well as their report cards, in a timely manner. Counselors should also ensure that they communicate with homebound students about scholarship opportunities that are available. These students should have access to the same information that is shared and disseminated to students on the school campus. As with all other non-academic services or benefits available to non-disabled students, graduation and graduation ceremonies must allow for equal opportunity for participation by homebound students.

High school seniors who are receiving homebound services should be provided with appropriate notice of the following: senior pictures, which include individual and group pictures; senior school trips; senior prom; purchasing of class rings; purchasing of school yearbooks; scholarships; any information concerning senior graduation events, etc.

**Please understand that although a student may be receiving homebound services, he or she may not be denied the opportunity to be gainfully employed, nor may he or she be excluded from participation in any sports or extracurricular activities simply on the basis that the student is unable to attend school and is receiving homebound services.**

# *Forms*





# TREATING PHYSICIAN'S RECOMMENDATION FOR HOMEBOUND/HOSPITAL SERVICES

Dear Treating Physician:

The below named student and his/her parent, legal guardian, or surrogate parent have requested that the Butler County School System provide the student with educational services in the homebound setting. In order for the Butler County School System to assess this request, the parents are required to submit medical documentation from the student's treating physician of the student's inability to attend school and subsequent recommendation for homebound services. **This recommendation is only one part of the information reviewed at the homebound services meeting and does not result in an automatic homebound placement.** While placement of students on homebound/hospital is the most restrictive placement, it may be necessary for some students who are unable to attend school for medical reasons to receive a Free Appropriate Public Education (FAPE).

Your recommendation and the information shared below will be reviewed by the homebound services team and considered when a decision is made in regards to the student's placement. A Butler County School System representative may contact you to discuss your recommendations and/or strategies to maintain the student in the school environment or to request additional information.

**SECTION I – STUDENT INFORMATION:** (To be completed by school personnel)

Student's Name:	Date of Birth:	Age:	Grade:
Parent/Guardian Name:	School:		
Student's Medical Issue:		School's Homebound Coordinator:	

Is this recommendation:     Initial request           Recommendation for extension of homebound/hospital services

**SECTION II – RELEASE:** (To be completed by parent, legal guardian, surrogate parent, or student, if eighteen or older)

I authorize the release of written and/or verbal medical, educational, or mental health information between school officials and the treating physician listed in Section III:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_                      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Signature of Parent/Legal Guardian/Surrogate Parent (or student if eighteen or older)                      Date

**NOTE:** Please clearly, fully and legibly complete Section III as indicated.

**SECTION III – MEDICAL INFORMATION:** (To be completed by *the treating physician.*)

Diagnosis of the medical condition: (Attach additional information if needed)

Prognosis and Treatment:

**SECTION III – MEDICAL INFORMATION:** (cont.)

In compliance with federal law, Butler County Schools administers all education programs, employment activities, and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age, or disability.

Is it your opinion that the medical condition prevents the student from physically attending school? If yes, please provide an explanation in support of your opinion.

Is the condition contagious?  Yes  No

If yes, please explain precautions that can be taken by staff who may work with the student:

If the student is placed on homebound/hospital, please identify any medical barriers the student may face with completing assignments at home, if any.

What is the amount of time you estimate the student's medical condition will limit his or her ability to attend school? If more than 15 school days, please explain in greater detail.

The homebound services program is designed to be a temporary educational program to help students who are unable to attend school for medical or psychiatric reasons.

**If the dates of non-attendance will be in excess of six weeks, please provide more information about why you feel the medical condition will lead to a removal of this length. In addition, please complete the *Treatment and School Re-Entry Plan* form. (Attach additional information, if needed.)**

Beginning date of non-attendance: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_      Projected return date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

It is my recommendation that the above student cannot attend school because of illness, accident, or complications from pregnancy—even with the aid of transportation—but may profit from instruction given in the home or hospital.

Printed Name: \_\_\_\_\_ Physician's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_      Phone: \_\_\_\_\_      Fax: \_\_\_\_\_

Name of Practice/Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

**SECTION IV: To be completed by BCSS School Personnel:**

Date received request from parent: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date form given to parent: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# TREATMENT AND SCHOOL RE-ENTRY PLAN

Dear Treating Physician:

The following information is required to determine eligibility for homebound/hospital services, and it must be completed by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented.

1. What is the scheduled frequency of treatment/therapy for this student?

- Daily
- Weekly
- Monthly

2. What is the expected duration of the treatment/therapy? \_\_\_\_\_

3. Will the student take medication? Yes  No

4. List below the medications this student will take for diagnosis:

Name of Medication	Effects on Student's Ability to Comprehend	Effects on Student's Ability to Complete Independent Assignments	Effects on Student's Ability to Relate to Teachers and Other Students

5. Could this student return to school on an intermittent basis after his or her medication and condition is stabilized?  
Yes  No

6. Can this student come into contact with other students?  
Yes  No

7. The homebound/hospital services program is designed to be a temporary educational program to help students who are unable to attend school for medical or emotional or psychiatric reasons. Please describe your time frame and transitional plan for the student's re-entry to school. (You may attach additional pages, as needed.)

**Physician's Certification:** I certify that this student is under my care and treatment for the aforementioned medical condition. My recommendation has been based on the medical needs of the patient, keeping in mind that the least restrictive environment is preferred.

\_\_\_\_\_  
Physician's/Psychiatrist's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Physician's/Psychiatrist's Signature

\_\_\_\_\_  
Date

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## Butler County School System

### Parent Authorization for Homebound Services

Student's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_

Home Address \_\_\_\_\_

Home Telephone Number \_\_\_\_\_ Cell Phone Number \_\_\_\_\_

Parent's Work Number \_\_\_\_\_ Parent's Fax Number \_\_\_\_\_

Parent's E-mail Address \_\_\_\_\_ Student's E-mail Address \_\_\_\_\_

### Explanation of Services and Parental Responsibilities

- Instructional time is limited to 3-8 hours per week in the home, or at a mutually approved alternate location, such as the public library, unless the student is receiving instruction through ACCESS courses.
- Your child's homebound teacher may need to contact your child's physician to obtain information pertaining to the planning and delivery of appropriate instruction.
- It is your responsibility to provide a safe and sanitary environment conducive to learning. This includes the removal of pets from the learning area, the reduction of distractions such as visitors and television, and the provision of a smoke-free environment.
- It is your responsibility to provide supervision while the teacher is in your home. You or another mutually agreed upon adult **MUST** be present in the home during each instructional session.

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**Name of supervising adult and telephone number and relationship to student**

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- You are responsible for your child’s attendance during the scheduled lessons.
- You are responsible for supervising the completion of assigned classwork between homebound sessions.
- **Homebound instruction may be terminated if the student consistently fails to be available for instruction and/or fails to complete the required assignments.** Absences reported for these sessions will count as unexcused absences and may result in the student’s loss of credit. Services may also be terminated if the student refuses to work or demonstrates aggressive or violent behavior toward the teacher of homebound students.
- Prior notification is necessary for any cancellation or re-scheduling of services. If your child or another family member is ill, has a fever or a contagious disease, instruction will be cancelled or re-scheduled. **Students not available for instruction at the scheduled time will be considered unexcused unless advanced arrangements are made with the teacher.**

I authorize my child to participate in homebound instruction provided through the Butler County School System.

I authorize the release of any medical or psychological information necessary to process the application for homebound instruction, including treatment plans and length of disability.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

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# HOMEBOUND SERVICES MEETING NOTES AND SIGNATURE FORM

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## SECTION I – STUDENT INFORMATION

Student's Name:	Date of Birth:	Age:	Grade:
Parent/Guardian Name:	School:		
Student's Medical Issue:		School's Homebound Coordinator:	

## SECTION II—MEETING NOTES

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**SECTION III—SIGNATURES**

Signatures below indicate attendance at the homebound services meeting that was held for the student identified above.

Signature	Position	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**I provide consent for my child to receive homebound services.**

\_\_\_\_\_  
**Parent/Guardian**

\_\_\_\_\_  
**Date**

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# HOSPITAL VERIFICATION OF INSTRUCTION FORM

(This form should be returned to the Butler County School System upon the student's re-entry to his/her base school.)

## SECTION I – STUDENT INFORMATION

Student's Name:	Date of Birth:	Age:	Grade:
Parent/Guardian Name:	Student's Medical Issue:		
Address:		Phone:	

## SECTION II—BASE SCHOOL INFORMATION

School:	Address:
School's Homebound Coordinator:	Phone:

## SECTION III – HOSPITAL SERVICES INFORMATION

Hospital Name:	Hospital Services Teacher Name:
Student was hospitalized from:	
Begin date: _____ / _____ / _____	
End date: _____ / _____ / _____	

Dates student participated in school while in the hospital: \_\_\_\_\_

Date(s)	Number of Hours	Content Area(s)

Student work was provided by:

- Hospital teacher
- Student's base school

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Work was completed in the following areas:

- Reading/English
- Mathematics
- Science
- Social Studies
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

This student participated in our hospital school program during his or her recent hospitalization. Attendance credit can be granted according to the pre-established guidelines in the Butler County School System. Please accept all completed assignments and allow ample time to complete any make-up work.

Comments:

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I hereby certify that the information provided above is true and represents an accurate representation of the student's participation in the \_\_\_\_\_ school program during his/her most recent hospitalization.  
 (Name of hospital)

\_\_\_\_\_  
Teacher's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

**Section IV:** (To be completed by BCSS school personnel)

Date form received from hospital:     \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date form given to classroom teachers:     \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Notes:

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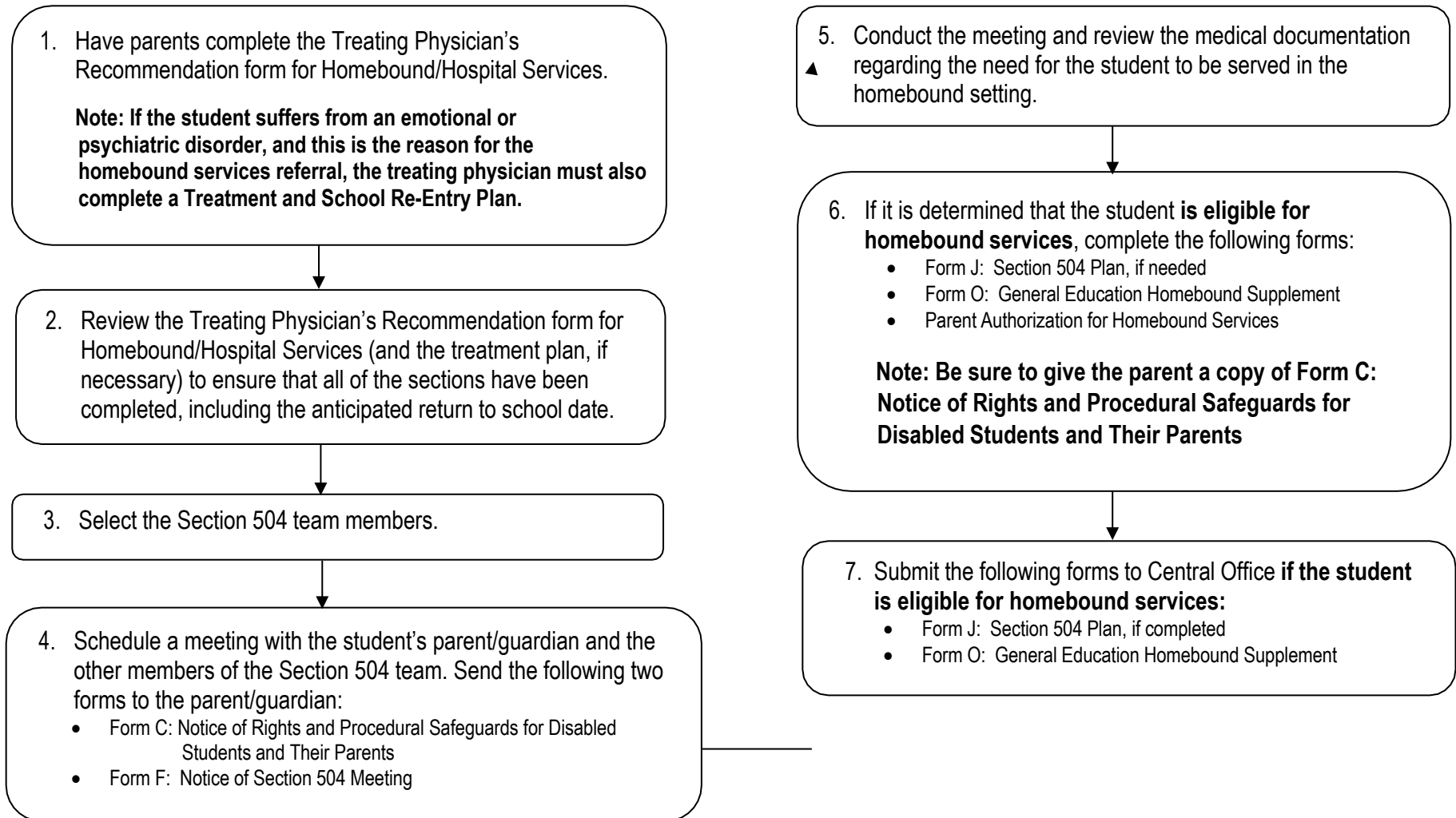
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# *Appendices*



## Homebound Procedures for Section 504 Students





## Homebound Procedures for Section 504 Students (page 2)

8. If it is determined that the student **is not eligible for homebound services**, complete the following form:
- Form O: General Education Homebound Supplement

**Note: Be sure to give the parent a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents, and remember to inform the student's parent/guardian of his right to appeal the Section 504 team's decision by completing Form T: Section 504 Complaint Form.**

**Also remind the students' parent/guardian that the regular school attendance rules will apply—even during the appeal process.**

9. Submit the following form to Central Office **if the student is not eligible for homebound services**:
- Form O: General Education Homebound Supplement

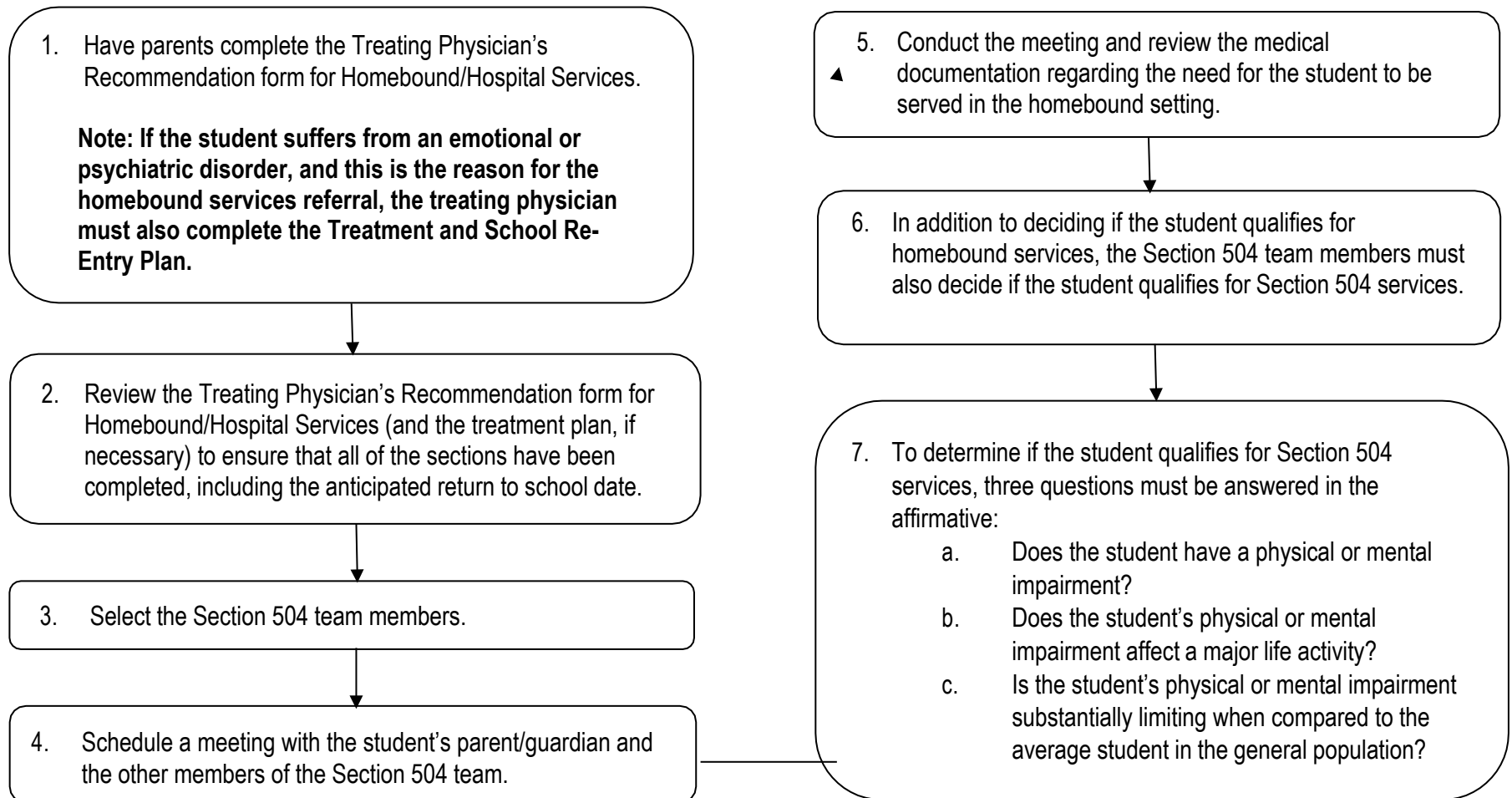
### Remember:

- Homebound services are meant to be a short-term intervention; consequently, they should not supplant students' attendance in a regular school setting for an extended period of time.
- **A recommendation for homebound services by a treating physician does not guarantee homebound placement.**
- The Section 504 team has the right to request additional information regarding the educational implications of the students' medical condition.
- Be sure to take minutes from the meeting on the Meeting Notes and Signature form and have all team members to sign.



## Homebound Procedures for Regular Education Students

(These are students who **are not** already receiving Section 504 services at the time a meeting is held to discuss homebound services. Discussion will be held during the meeting to determine if students qualify to receive Section 504 services.)





## Homebound Procedures for Regular Education Students (page 2)

8. If the Section 504 team decides that the student **is eligible for both Section 504 and homebound services**, complete the following forms:

- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
- Form H: Notice of Section 504 Evaluation Results
- Form L: Parental Consent for Section 504 Services
- Form I: Section 504 Plan, if needed
- Form P: General Education Homebound Supplement
- Parent Authorization for Homebound Services form

**Note: Be sure to give the parent a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents**

9. Submit the following forms to Central Office **if the student is eligible for both Section 504 services and homebound services**:

- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
- Form H: Notice of Section 504 Evaluation Results
- Form L: Parental Consent for Section 504 Services
- Form I: Section 504 Plan, if needed
- Form P: General Education Homebound Supplement

10. If the Section 504 team decides that the student **is not eligible for Section 504 services, but is eligible to receive homebound services**, complete the following forms:

- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
- Form N: Notice of Section 504 Evaluation Results
- Form P: General Education Homebound Supplement
- Parent Authorization for Homebound Services form

**Note: Be sure to give the parent a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents, and remember to also inform the student's parent/guardian of his right to appeal the team's decision by completing Form T: Section 504 Complaint Form.**

11. Submit the following forms to Central Office **if the student is not eligible for Section 504 services, but is eligible to receive homebound services**:

- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
- Form N: Notice of Section 504 Evaluation Results
- Form P: General Education Homebound Supplement



## Homebound Procedures for Regular Education Students (page 3)

12. If the Section 504 team decides that the student is **not eligible for homebound services or Section 504 services**, complete the following forms:
- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
  - Form N: Notice of Section 504 Evaluation Results
  - Form P: General Education Homebound Supplement

**Note: Be sure to give the parent a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents. Be sure to also remind the student's parent/guardian of his right to appeal the team's decision by completing Form T: Section 504 Complaint Form; however, regular school attendance rules will apply—even during the appeal process.**

13. Submit the following forms to Central Office **if the student is not eligible for homebound services or Section 504 services**:
- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
  - Form N: Notice of Section 504 Evaluation Results
  - Form P: General Education Homebound Supplement

14. If the Section 504 team decides that the student is **not eligible for homebound services, but is eligible for Section 504 services**, complete the following forms:
- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
  - Form N: Notice of Section 504 Evaluation Results
  - Form L: Parental Consent for Section 504 Services
  - Form I: Section 504 Plan, if needed
  - Form P: General Education Homebound Supplement

**Note: Be sure to give the student's parent/guardian a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents.**

15. Submit the following forms to Central Office **if the student is not eligible for homebound services, but is eligible for Section 504 services**:
- Form G: Section 504 Initial Evaluation and Periodic Re-Evaluation
  - Form N: Notice of Section 504 Evaluation Results
  - Form L: Parental Consent for Section 504 Services
  - Form I: Section 504 Plan, if needed
  - Form P: General Education Homebound Supplement





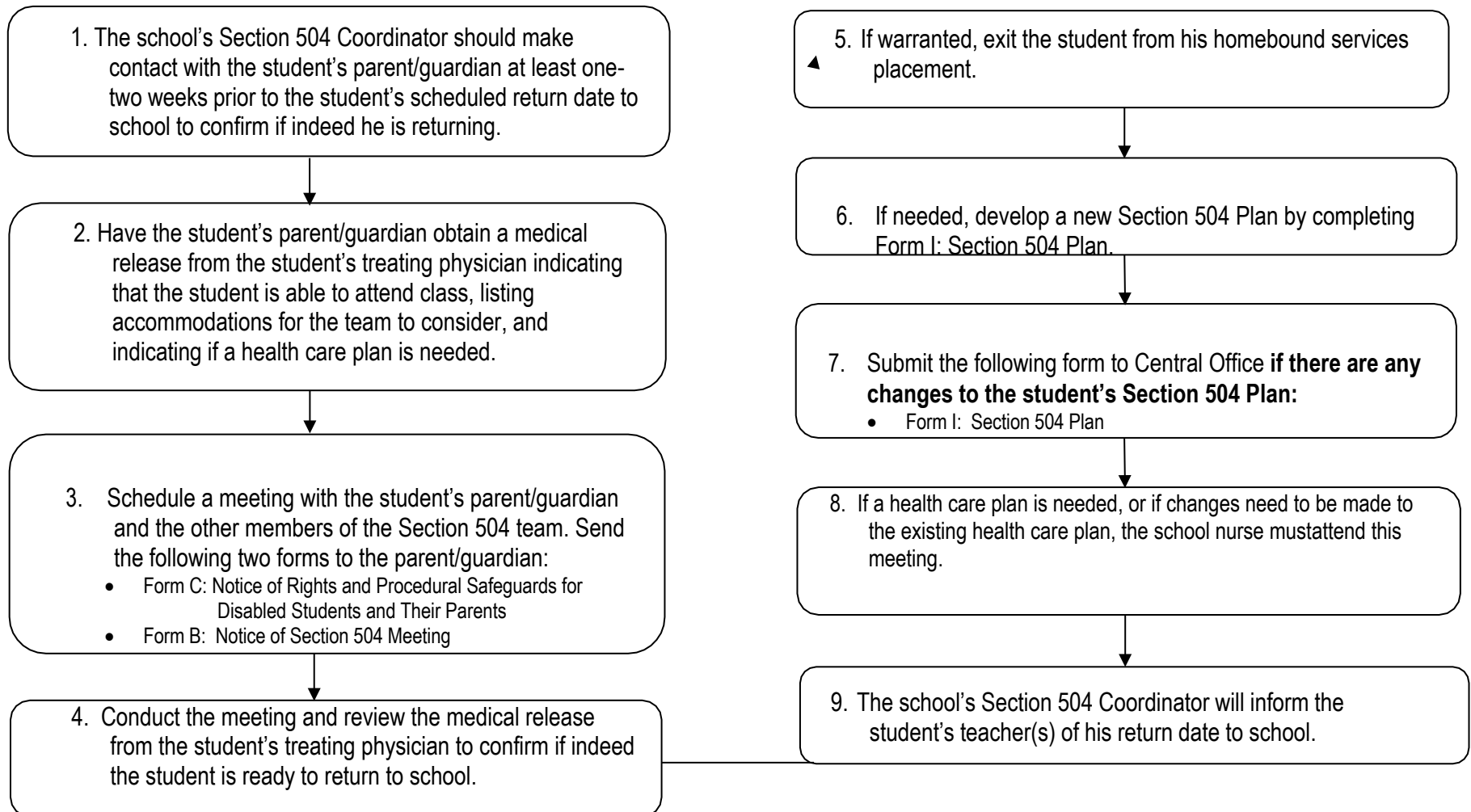
## Homebound Procedures for Regular Education Students (page 4)

### Remember:

- Homebound services are meant to be a short-term intervention; consequently, they should not supplant students' attendance in a regular school setting for an extended period of time.
- **A recommendation for homebound services by a treating physician does not guarantee homebound placement.**
- The Section 504 team has the right to request additional information regarding the educational implications of the students' medical condition.
- Be sure to take minutes from the meeting on the Meeting Notes and Signature form and have all team members to sign.



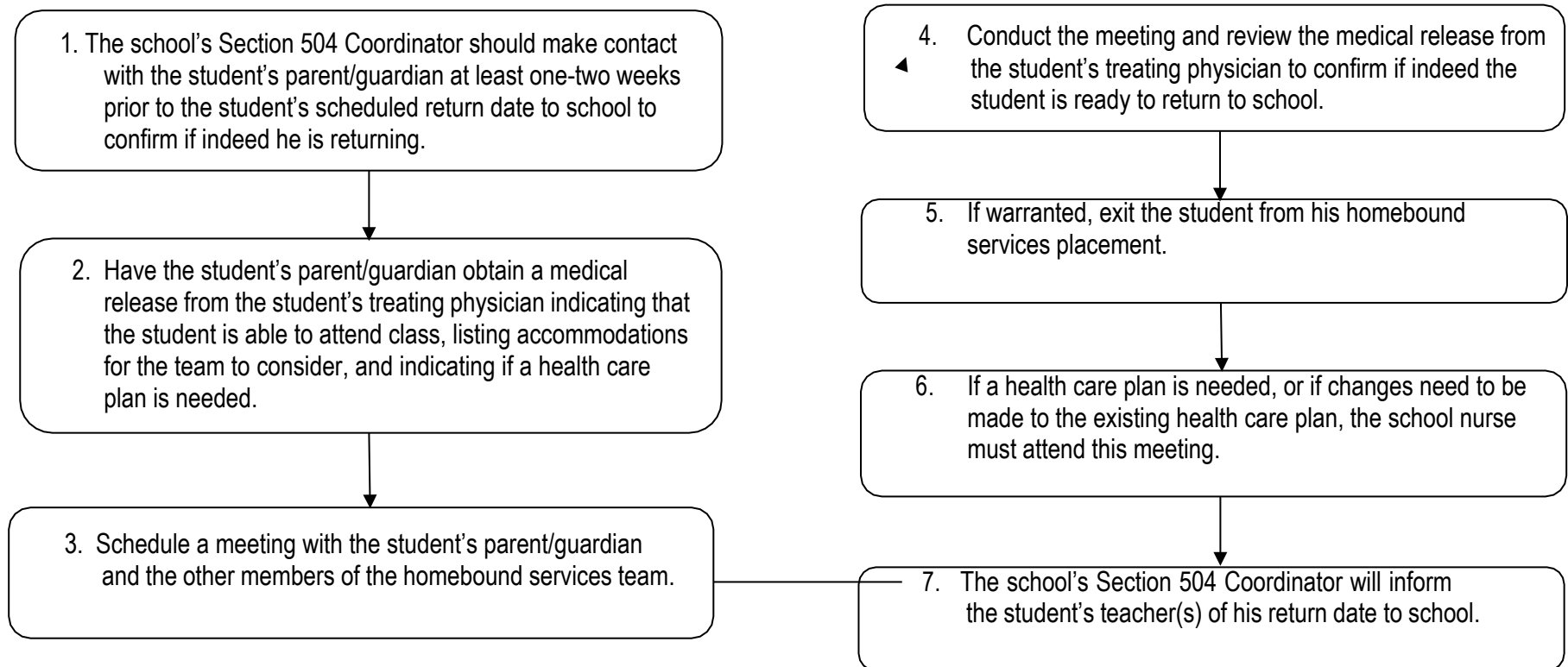
## Homebound Procedures for Section 504 Students Exiting Homebound Services





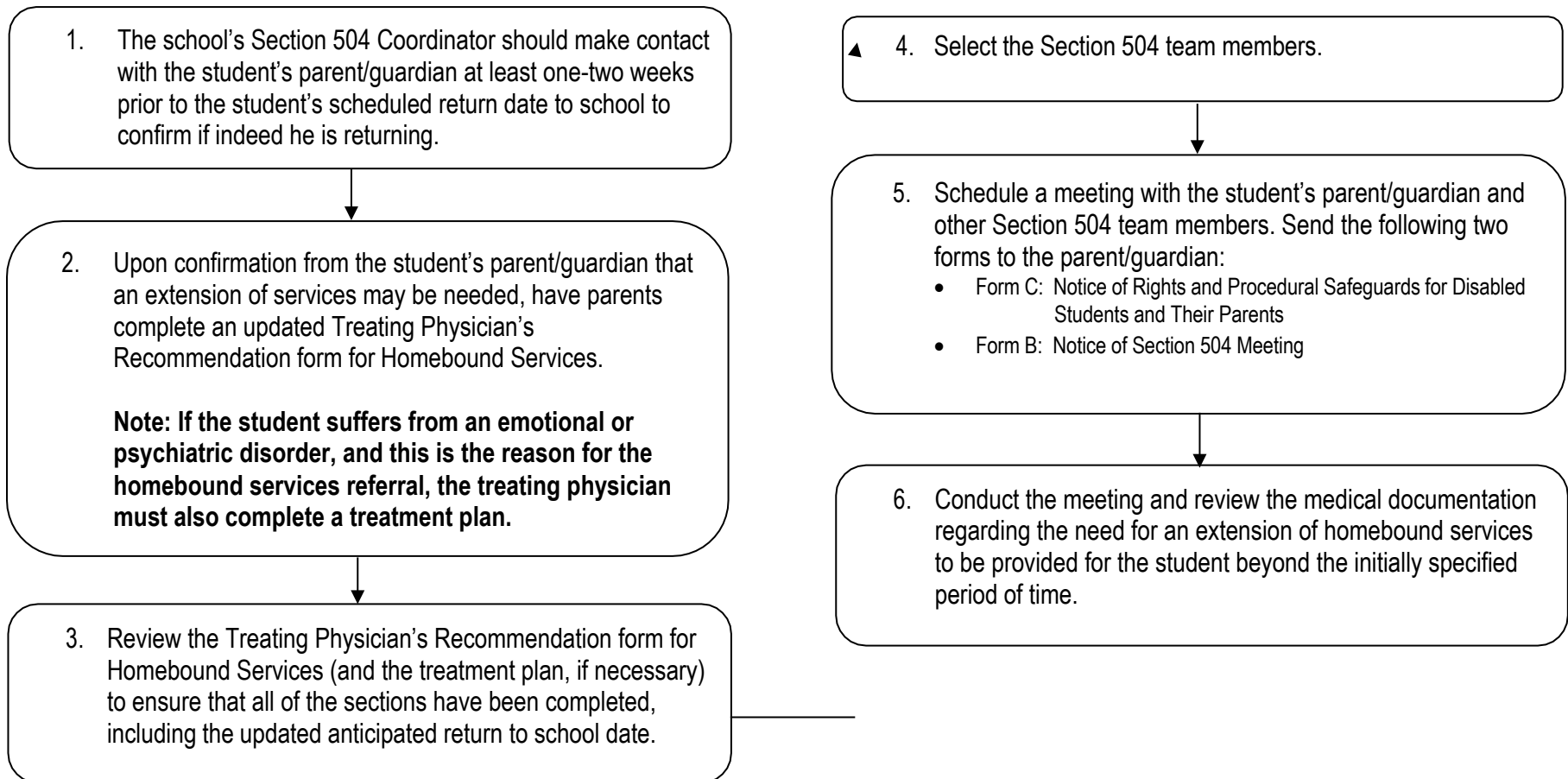
## Homebound Procedures for Regular Education Students Exiting Homebound Services

(These are students who **did not** qualify for Section 504 services at the time a meeting was initially held to discuss homebound services.)





## Homebound Procedures for Section 504 Students Needing an Extension of Homebound Services





## Homebound Procedures for Section 504 Students Needing an Extension of Homebound Services (page 2)

7. When deciding whether or not an extension of services will be provided, consider the following, too:

- Can this student slowly be transitioned back to his regular school schedule? For example, the student will initially take two classes on the school campus and be served via homebound for the remaining classes. After a period of time, two additional classes will be added for the student to take on campus, and his other classes will be taken via homebound. This process will continue until ultimately the student is taking all of his classes on the school campus.
- Also consider if the student can possibly be served through the GOAL Program, the IMPACT Program, the Virtual School, or ACCESS classes.

8. If it is decided that the student will be provided with a transition plan for returning to the school campus, this plan needs to be noted on Form P: General Education Homebound Supplement. If needed, use the Meeting Notes and Signature Form.

9. Submit the following form to Central Office **if the student will be provided with a transition plan for returning to school:**

- Form P: General Education Homebound Supplement

10. If it is determined that the student is **eligible for an extension** of homebound services, but he **will not be provided with a transition plan**, do the following:

- Update the information included on Form P: General Education Homebound Supplement. If needed, use the Meeting Notes and Signature Form.
- Confirm that all information provided on the Parent Authorization for Homebound Services form is still accurate. (If changes need to be made, please update accordingly.)
- Notify the student's classroom teacher(s) that the student is eligible to receive an extension of the homebound services.
- Notify the homebound teacher assigned to your school's feeder pattern that the student is eligible to receive an extension of the homebound services.
- Give an updated copy of the Treating Physician's Recommendation form for Homebound Services to the homebound teacher.
- If you update the Parent Authorization for Homebound Services form, give a copy of that, too, to the homebound teacher.
- Provide a copy of all completed paperwork to the parent/guardian at the conclusion of the meeting, and also include a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents.



## Homebound Procedures for Section 504 Students Needing an Extension of Homebound Services (page 3)

11. Submit the following form to Central Office if the student is eligible for an extension of homebound services:

- Form P: General Education Homebound Supplement

12. If it is determined that the student **is not eligible for an extension of homebound services**, do the following:

- Take minutes from the meeting on the Meeting Notes and Signature Form.
- Notify the homebound teacher assigned to your school's feeder pattern that the student is not eligible to receive an extension of the homebound services.
- Notify the student's classroom teacher(s) that the student is not eligible to receive an extension of the homebound services.
- Inform the student's parent/guardian of his right to appeal the Section 504 team's decision by completing Form T: Section 504 Complaint Form.
- Remind the student's parent/guardian that regular school attendance rules will apply—even during the appeal process.
- Provide a copy of all completed paperwork to the parent/guardian at the conclusion of the meeting, and also include a copy of Form C: Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents.

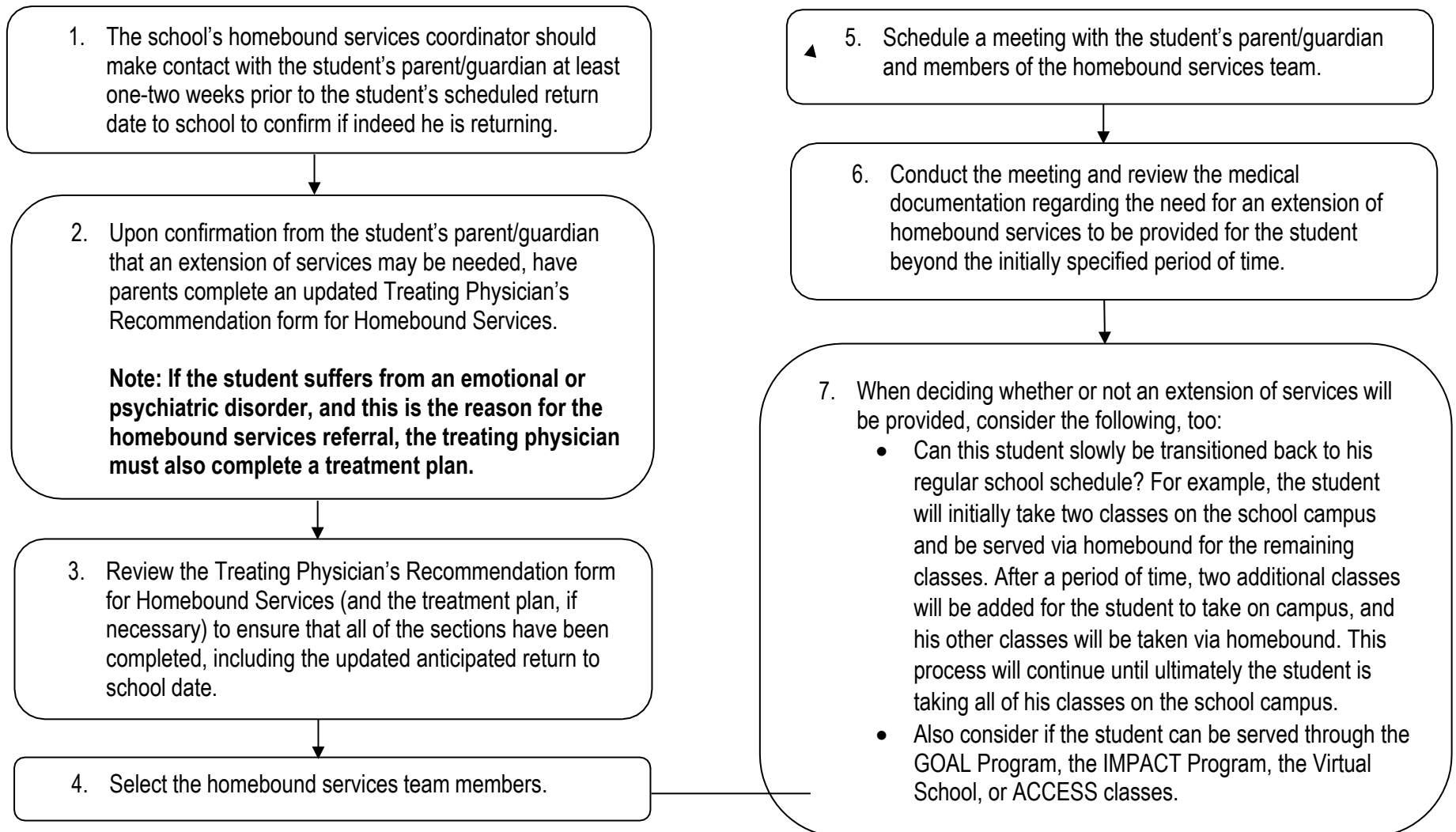
### Remember:

- Homebound services are meant to be a short-term intervention; consequently, they should not supplant students' attendance in a regular school setting for an extended period of time.
- **A recommendation for an extension of homebound services by a treating physician does not guarantee homebound placement.**
- The Section 504 team has the right to request additional information regarding the educational implications of the students' medical condition.
- Be sure to take minutes from the meeting on the Meeting Notes and Signature form and have all team members to sign.



## Homebound Procedures for Regular Education Students Needing an Extension of Homebound Services

(These are students who **did not** qualify for Section 504 services at the time a meeting was initially held to discuss homebound services.)





## Homebound Procedures for Regular Education Students Needing an Extension of Homebound Services (page 2)

8. If it is decided that the student will be provided with a transition plan for returning to the school campus, this plan needs to be noted on Form P: General Education Homebound Supplement.

9. Submit the following form to Central Office **if the student is provided with a transition plan for returning to school:**

- Form P: General Education Homebound Supplement

10. If it is determined that the student **is eligible for an extension of homebound services, but he will not be provided with a transition plan**, do the following:
- Update the information included on Form P: General Education Homebound Supplement. If needed, use the Meeting Notes and Signature Form.
  - Confirm that all information provided on the Parent Authorization for Homebound Services form is still accurate. (If changes need to be made, please update accordingly.)
  - Notify the student's classroom teacher(s) that the student is eligible to receive an extension of the homebound services.
  - Notify the homebound teacher assigned to your school's feeder pattern that the student is eligible to receive an extension of the homebound services.
  - Give an updated copy of the Treating Physician's Recommendation form for Homebound Services to the homebound teacher.
  - If you update the Parent Authorization for Homebound Services form, give a copy of that, too, to the homebound teacher.
  - Provide a copy of all completed paperwork to the parent/guardian at the conclusion of the meeting.





## Homebound Procedures for Regular Education Students Needing an Extension of Homebound Services (page 3)

11. Submit the following form to Central Office if the student is eligible for an extension of homebound services:
- Form P: General Education Homebound Supplement

12. If it is determined that the student is **not eligible for an extension of homebound services**, do the following:
- Take minutes from the meeting on the Meeting Notes and Signature Form.
  - Notify the homebound teacher assigned to your school's feeder pattern that the student is not eligible to receive an extension of the homebound services.
  - Notify the student's classroom teacher(s) that the student is not eligible to receive an extension of the homebound services.
  - Provide a copy of all completed paperwork to the parent at the conclusion of the meeting.






### Remember:

- Homebound services are meant to be a short-term intervention; consequently, they should not supplant students' attendance in a regular school setting for an extended period of time.
- **A recommendation for an extension of homebound services by a treating physician does not guarantee homebound placement.**
- The homebound services team has the right to request additional information regarding the educational implications of the students' medical condition.
- Be sure to take minutes from the meeting on the Meeting Notes and Signature Form and have all team members to sign.








## Overview of Homebound Services

### General Information

-  Homebound services are provided for those students who are not able to attend school for medical and/or mental health reasons that are acute, catastrophic, or chronic.
-  If the student's anticipated duration of absence from school exceeds 15 consecutive school days, the student will be eligible for homebound services.
-  The goal of homebound services is to facilitate the student's return to the current classroom setting as soon as medically indicated.
-  Homebound services are meant to be a short-term intervention and do not in any way supplant attendance in a regular school setting for an extended period of time.
-  It should not be expected for students to receive homebound services for an entire school year—unless there is a dire, medically documented need.




### Homebound Services Application Process







-  When a parent requests homebound services, the *Treating Physician's Recommendation* form must be submitted.
-  Once completed, the form should be returned to the school's Homebound Services Coordinator.
-  The school's Homebound Services Coordinator will review the form to verify that all sections have been completed, including the anticipated return to school date. **(A specific date must be given. The doctor cannot write indefinitely on the form.)**
-  If the student requesting homebound services suffers from an emotional or psychiatric disorder, the *Treatment and School Re-Entry Plan* form must also be submitted.
-  Once all sections on the *Treating Physician's Recommendation* form have been verified for completion, the school's Homebound Services Coordinator will schedule a meeting with the parent and other members of the



homebound services team.

-  The homebound services team will make the determination as to whether or not the student qualifies to receive homebound services.

### The school will....

-  Notify the homebound teacher assigned to the school that a student is eligible to receive homebound services.
-  Share necessary paperwork and information with the homebound teacher regarding the student who is scheduled to receive homebound services.
-  Provide weekly assignments for the student.
-  Work collaboratively with the homebound teacher.
-  Make modifications and/or accommodations, as needed, with students' assignments.
-  Determine the students' quarter, semester, and/or final grades based upon completed coursework.



- Consider Section 504 services for those students whose physical or mental impairment substantially limits one or more major life activities.
- Share the students' homebound progress reports with their teachers and/or the administrative staff, as needed.
- Continue to provide students' assignments until homebound services begin.

### The homebound teacher will...

- Deliver the assignments to the students' home.
- Review the assignments with the students.
- Assist the students with any problem area.
- Administer classroom tests.
- Submit a weekly progress report to each school's Homebound Services Coordinator for each of the students with whom she is working.



### Responsibilities of the Student's Parent/Guardian



- Ensure that all pets are confined prior to the arrival of the homebound teacher.
- Arrange for a parent (or responsible adult) to be in the home while homebound services are provided.
- Work closely with the homebound teacher to establish a mutually agreed upon schedule.
- Sign the weekly homebound progress report to confirm that the homebound services listed were provided.
- Keep all appointments with the homebound teacher as arranged. (Excessive cancellations of appointments may result in the inability of the student to earn credit or to be promoted. Cancellations may also result in the suspension of homebound services.)
- Provide updated medical documentation at the end of the approved period of time. Alert the homebound teacher and the student's school of any change in

the medical status that might result in the termination or extension of homebound services.

### Take Note...



- Homebound services will culminate at the end of each school year.
- Homebound students should receive notice of all extracurricular activities, after school activities, and non-academic activities.
- Homebound students should have an equal opportunity to participate in any non-academic activities that are made available for students on the school campus. These include: field trips, after school activities, recreational programs, or summer programs.
- During the homebound services team meeting, discussion should be held as to whether or not a student is able to participate in these extracurricular activities.