

HOME BOUND TUTORING POLICY
FOSTER-GLOCESTER REGIONAL SCHOOL DISTRICT
GLOCESTER, RHODE ISLAND

PURPOSE:

This policy shall serve to set forth School Committee guidelines and procedures for providing instructional services to students who, due to an illness or injury, are unable, on a temporary basis, to attend regular classes at their assigned school.

PHILOSOPHY

The Foster-Glocester Regional School Committee recognizes its obligation to provide temporary homebound instruction to students enrolled in the public schools who are unable to attend school as determined by school personnel due to medical or other legitimate reasons. Temporary homebound instruction is not meant to replicate the regular school day. The purpose of temporary homebound instruction is to enable a student to keep up with classwork and prepare the student to return to the classroom setting after an extended period of a legitimate absence.

POLICY STATEMENT

For medical reasons, requests for temporary homebound instruction must be made to the student's guidance counselor and accompanied by a statement from the student's physician (or other qualified medical professional deemed appropriate by the district) identifying the diagnosis of the chronic disease or critical condition that requires sustained absence from school. The diagnosis must clearly identify the student's incapacity to attend school. In addition, the physician will provide a timeline for the estimated beginning and ending date of absence, and the treatment plan necessary for the student to return to school. The student's parent must sign a release of information allowing the physician / qualified medical professional and school personnel to consult.

Temporary homebound instruction will occur at the rate of six (6) hours per week at the secondary level and generally will involve approximately one hour of instruction per subject per week. Tutoring instruction will NOT take place during school vacations including summers and school holidays. After each twenty (20) consecutive days of absence, the student's guidance counselor or an administrator will initiate a review of the case, which must minimally include (1) consultation with the student's physician / qualified medical professional, (2) a review of student progress, (3) a report from tutors and (4) a plan to transition back to school. The review must be documented and forwarded to the Principal for continuation or discontinuation of tutoring

Unless absolutely necessary, tutoring will NOT be provided in the home; it may be provided in a public library, school library (after hours), or a similar location. Except for a student over the age of 18, a parent must be present for the entire tutoring session. Failure of a student to attend two (2) scheduled tutoring

sessions without legitimate reason and advance notice will lead to a review of the case and possible discontinuation of tutoring in that core academic area.

Preference for tutors will first be given to the student's teacher(s), then to other appropriately certified teachers employed by the Foster-Glocester Regional School District, then to non-Foster-Glocester appropriately certified teachers, and finally a tutoring agency. All private tutors not employed by the Foster-Glocester Regional School District or tutoring agency must participate in the employment process. An agency must provide written documentation that their tutors are appropriately certified as well as have up to date background check without any negative findings.

RESPONSIBILITIES OF THE CLASSROOM TEACHER

The classroom teacher's role in the delivery of academic support is very important. A student who is unable to participate in a regular school setting continues to be a student of the school and classes that he/she attended and shall remain on the teacher's class roster. The instructional program for students participating in homebound tutoring is the direct responsibility of the classroom teacher. Since the academic support is a temporary situation, student's participating in this delivery of educational instruction will require a smooth transition back to school. The classroom teacher(s) responsibilities are:

1. To consider the student requiring academic support as a member of the class.
2. To provide the homebound teacher, when necessary with worksheets, handouts, tests, content standards and/or any other instructional aids or materials. This may be in the form of hardcopies brought to the office weekly, or the online management system. Mid-term exams, final exams, and secure common assessments will not be released to home-bound tutors. Arrangements must be made for the student to take those assessments on the school grounds or at a location approved by school and/or district administrators.
3. To communicate with the homebound teacher, when applicable as needed regarding assignments, due dates, and grade reporting.
4. To communicate with parent(s)/guardian(s) on a regular or as needed basis
5. To provide assignments that enable students to stay current with class expectations.
6. To correct and grade major assignments and all assessments that were assigned to the homebound student.
7. To seek information from the homebound instruction tutor(s) regarding the progress of the student and work habits, and assignments completed.
8. To determine the student's interim and final grades following district policy and regularly employed processes that are based upon routine assignments, major assignments, and assessments that are expected for students enrolled in the course.

RESPONSIBILITIES OF THE HOMEBOUND TEACHER WHEN TUTORING IS NECESSARY

When tutoring is necessary, homebound teachers are not responsible for creating assignments or tests. The homebound teacher is responsible for delivering instruction to students unable to participate in a regular school setting. The teacher will provide the instruction in an appropriate location as established by this policy. The homebound teacher shall be responsible for keeping a student participating in academic support offered by the Foster-Glocester Regional School District connected to the curriculum presented in the general classroom by using teaching materials used in the general classroom to make the transition back to school as smooth as possible. The homebound teacher must:

1. Deliver the authorized hours of instruction per week to the student in the designated location.*
2. Make regular contact with the general classroom teacher(s) so that the instruction delivered outside the school is as close as possible to the instruction delivered in the classroom.
3. The homebound teacher must submit all tests, quizzes, worksheets, projects, and all other materials for grading to the regular classroom teacher.
4. Complete a time sheet as appropriate, have the adult present sign the form, and submit it at the end of the instructional session or every two week period.
5. Turn in the timesheet form to the Northwest Special Education or the Foster-Glocester Regional School District Business office promptly on the due date of each pay period. Failure to submitting timesheets in a timely manner may result in the delay of compensation.
6. Implement the goals and accommodations of the IEP for special education students.
7. Notify the family if unable to attend a regularly scheduled session.
8. Notify the designated homebound instruction coordinator immediately if the student is absent from home at the scheduled instructional time, and the session has not been canceled by the family.
9. Notify the guidance counselor or principal if the family or student is not meeting the responsibilities listed above in this document.
10. Report to DCYF hotline if s/he believes that the student's physical or mental health or welfare has been or may be adversely affected by abuse or neglect, and notify the principal.
11. Notify the principal immediately if there are concerns about the safety of the home situation.
12. Notify the guidance counselor or principal if any of the student's classroom teachers is not collaborating fully in the homebound instruction process.
13. Complete and submit Homebound Instruction Invoice and Homebound Instruction Progress Report as required.
14. Return all books and materials to the school upon completion of the homebound instruction assignment.

***The Homebound/Hospitalized Teacher is not authorized to deliver instruction without a parent or other responsible adult present.**

RESPONSIBILITIES OF THE PARENT(S)/GUARDIAN(S)/ADULT STUDENT

The parent(s)/guardian(s)/adult student must work with the school district to provide an uninterrupted, consistent education for the student. Since only a portion of a student's studies may be completed under the supervision of a homebound teacher, the parent/ guardian/adult student is responsible to:

1. Provide to Foster-Glocester Regional School District with a signed written statement on official physician / qualified medical professional letterhead that includes a statement about the specific reasons why the student needs academic support, the start date that the student will be out of school and the expected date of return.
2. Complete a Homebound/Hospitalized Instruction form once the student reaches twenty (20) consecutive days of absence (if applicable) from school as a result of medical reasons and documented by a medical doctor.
3. Ensure that the student is available and on-time to receive tutoring at the school, at Northwest Special Education, at a local library, or other appropriate public setting and that the tutoring location be prepared for instruction when the homebound teacher arrives.
4. Ensure that the student works on assignments in-between home-bound instruction sessions to ensure that assigned work is completed on time.
5. Supervise the independent studies that occur outside of Academic Support and/or homebound/hospitalized tutoring time that the student uses to accomplish assigned work between instructional sessions.
6. Ensure that the student submits work weekly and completes all assignments by the due dates determined by the homebound/classroom teacher(s). Assignments should be returned to the school weekly, or submitted through the online management system so that they may be graded by the student's classroom teacher.
7. Confer with the homebound tutor regarding assignment to be completed between homebound sessions, if needed.
8. Sign and verify the Homebound Tutoring Instruction Timesheet Form after each session of homebound instruction.
9. Ensure that responsible adult supervision - in addition to the instructor - is provided in the home for the duration of the instructional session if instruction MUST occur in the home. (This is required for students of all grade levels.)
10. Provide an area in the home that is conducive to learning and is suitable for instruction (e.g. is quiet and free of distractions, has good lighting, and a work surface).
11. If a session must be cancelled, in cases of emergency or unanticipated illness, contact the homebound instructor to cancel the scheduled instructional session. The homebound teacher should be notified the day before or as early as possible. Failure to keep appointments with no notice to the homebound instructor and/or frequent cancellations of appointments will lead to administrative review and may lead to the suspension of homebound services. Only the

parent/guardian/adult student can cancel the scheduled tutoring instruction; cancellation by the student will not be accepted.

12. Inform the home bound instructor of the student's medical appointments as early as possible if the appointments will conflict with scheduled instructional sessions.
13. Communicate with the district's designated homebound instruction personnel about changes in the student's health and/or return-to-school plans.
14. Provide all required medical documents necessary to initiate homebound instruction and updated medical documentation as requested by the school district to continue homebound instruction.
15. Facilitate communication between the medical professionals and the school.
16. Attend required homebound instruction planning meetings as requested by the district.

The Foster-Glocester School District reserves the right to refuse homebound/hospitalized tutoring when the instructor's presence in the student's place of instruction or home constitutes a hazard to the health or well-being of the instructor; when a parent or guardian is not present with the student during the hours of instruction; or when the conditions of the student or other circumstances are such as to preclude his/her benefit from such instruction.

RESPONSIBILITIES OF STUDENTS

Students approved for homebound/hospitalized tutoring are provided instruction in an appropriate location as arranged to accommodate a temporary disabling condition. The student must cooperate with the homebound teacher and the parent/guardian to keep his/her education at a level that makes the transition back to school successful. In order to maintain eligibility for academic support, students may not be permitted to participate in any extracurricular activities or school functions sponsored by the Foster-Glocester Regional School District during extended absences. For those students who receive homebound/hospitalized tutoring, the student must:

1. Be present and prepared for homebound tutor at the designated time.
2. Call and notify the homebound tutor and the school, in advance, if you are unable to make a designated appointment.
3. Have all books and materials needed for instruction and actively participate in the instruction session.
4. Actively work on assignments and projects in-between homebound tutoring sessions to ensure that assigned work is completed on time.
5. Complete all assignments by the due dates determined by the homebound/classroom teacher(s). Assignments should be returned to the school weekly, or submitted through the online management system.
6. Cooperate with the homebound tutor and dress appropriately for all sessions.

7. Dedicate instruction time to instruction only (for example; no visitors, phone use, texting, tweeting, television).
8. Remain courteous, comply with teacher requests, and use appropriate language.
9. Work with the homebound tutor to prepare to return to the school setting.

Revisions adapted from Chariho Regional School District, Rhode Island

Revisions adapted from Chapel Hill-Carrboro School District, South Carolina; Department of Education, NC 5.2012

Amount of tutoring services derived from Section 300.115(C) of the RI Regulations Governing the Education of Children with Disabilities

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