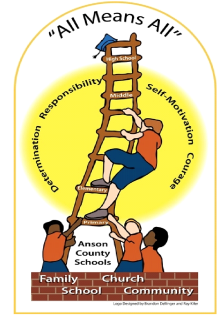

PROCEDURE FOR HOMEBOUND/HOSPITAL SERVICES CIA-P207

ANSON COUNTY SCHOOLS



1.0 SCOPE:

- 1.1 This procedure outlines Anson County Schools homebound services for students who have temporary disabilities due to medical needs, physical or psychiatric.
- 1.2 For students with an Individualized Education Plan (IEP) or 504 Plan, decisions regarding homebound placement are made by the student's IEP or 504 team.

2.0 RESPONSIBILITY

- 2.1 School Problem Solving Team
- 2.2 School Homebound Facilitator
- 2.3 Parent
- 2.4 General Education Teacher
- 2.5 Data Manager
- 2.6 Principal/Designee

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY

- 3.1 Exceptional Children Program Director/ Designee

4.0 DEFINITIONS:

- 4.1 Temporary disability – a physical or psychiatric impairment that results in the student's inability to participate in the classroom setting for a period of four weeks or more even with modifications/accommodations. (See list of possible accommodations/modifications.)
- 4.2 Medical Provider – a licensed physician, physician assistant, or mental health professional.
- 4.3 Homebound Services – instruction by a licensed teacher provided to students whose medical needs prevent regular school attendance for an extended period of time.
- 4.4 Homebound Facilitator – the person designated by the principal to handle all requests for homebound services. This person may be the chairperson of the problem solving team, guidance counselor, school nurse, or school social worker.

5.0 PROCEDURE:

- 5.1 School staff or parent notifies the School Homebound Facilitator of a student possibly needing homebound services and/or modifications/accommodations to the student's current instructional plan.
- 5.2 The Homebound Facilitator at the school will:
 - 5.2.1 Make contact with the family to establish a student's possible need for services and/or modifications/accommodations to the student's current instructional plan.
 - 5.2.2 Provide the required homebound packet to the family or the medical provider once

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parent consent is obtained.

5.2.3 Receive the returned homebound packet.

5.2.4 Meet with the school's Problem Solving Team to determine if modifications/accommodations can be made at school (see 5.5 for examples of Possible Modifications/Accommodations).

5.2.5 Contact the medical provider completing the form to verify information and ask any clarifying questions. Share any accommodations/modifications the school is able to provide in order to meet the student's needs in the school setting.

5.2.6 Meet with the school's Problem Solving Team and parent to discuss request, conversation with medical provider, and determine next steps.

5.2.7 **If the team determines homebound services are not needed**, develop an alternative plan.

5.2.8 **If the team determines homebound services are needed**, develop a plan for delivery of instruction during placement. notify the appropriate school level staff (principal, data manager, student's teacher(s), testing coordinator), parent, etc.

5.2.9 Submit proposal along with completed Homebound forms to the EC Program Director/Designee for final approval for homebound services.

5.2.10 Collaborate with the General Education Teacher(s), as needed, regarding any changes or updates, such as re-entry to school.

5.2.11 Document all contacts with the family, medical provider, Problem Solving Team, and General Education Teacher(s).

5.2.12 Maintain a homebound roster as homebound packets are received and approved.

5.2.13 Review homebound placements every 4-6 weeks to determine any additional needs/plan to return to school.

5.3 The General Education Teacher(s) will:

5.3.1 Review the homebound documentation, plan for services, and begin implementing plan immediately.

5.3.2 Discuss the expectations while the student receives homebound services with the family and the student.

5.3.3 Ensure the student has necessary materials to complete assignments.

5.3.4 Provide work that will help the student to progress in the curriculum.

5.3.5 Make the work as independent as possible.

5.3.6 Provide audio recordings, videos, computer software, internet resources and other alternative methods of instructional delivery when appropriate.

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5.3.7 Notify the Homebound Facilitator of any issues including lack of student participation.

5.4 The student and the family will:

5.4.1 Provide an instructional space that is quiet, orderly and free of any distractions as much as possible.

5.4.2 Follow school rules and the code of conduct which also apply during homebound placement.

5.4.3 Be present and engaged during any scheduled sessions (phone call, virtual meeting, etc.).

5.4.4 Be responsible for completing all assignments. Failure to fulfill these responsibilities could result in the student's inability to earn grades and credit.

5.4.5 Monitor and support instruction while the student is receiving homebound services.

5.4.6 Understand that the compulsory attendance laws apply to all students including those who receive homebound services for medical reasons.

5.4.7 Submit any additional medical information and updates throughout the duration of homebound placement, as needed.

5.4.8 Re-submit a homebound packet annually for students needing services for each subsequent school year.

5.5 Possible School Accommodations:

modified day and/or week, peer to carry bookbag, medical excuse for absences related to illness (dr. appointments, etc.) with ability to pick up work/send work by another student, participate in class through technology (Zoom, Google Classroom, etc.) for days absent due to illness, changing student schedule or location of class(es), change in transportation, etc.

6.0 ASSOCIATED DOCUMENTS

6.1 Homebound Packet (CIA-F201)

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Homebound Packet (CIA-F201)	Homebound Folder	According to State and Federal Guidelines	Shredded	Locked File Cabinet

*****End of Procedure*****