

## SUPPORTIVE INSTRUCTION (HOMEBOUND)

### Definition

Supportive instruction is an alternative educational program provided at home, in a hospital or at a related site for a student temporarily at home or hospitalized for a sudden illness, injury, episodic flare up of a chronic condition or accident considered to be of a temporary nature.

- Procedures for eligibility shall be limited to appropriate certification that the student cannot attend school.
- Services for children with disabilities as defined in the Individuals with Disabilities Education Act (IDEA) and the Department of Education's regulations on Children with Disabilities shall be provided in accordance with these laws and shall be processed under the district's special education authority. Nothing in this regulation shall prevent a district from providing supportive instruction to children with disabilities in a manner consistent with the Individuals with Disabilities Education Act (IDEA) and its regulations and the Department of Education's regulations on Children with Disabilities.
- Nothing in this regulation shall alter a district's duties under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act to students who are qualified individuals with disabilities. Nothing in this regulation shall prevent a district from providing supportive instruction to such students.

### Eligibility

A student enrolled in a school district is eligible for supportive instruction when the district receives the required certification that an accident, injury, sudden illness or episodic flare up of a chronic condition will prevent the student from attending school for at least ten (10) school days. Instruction can begin prior to the ten days if the appropriate paperwork is complete with the necessary documentation.

- A physician or an advanced practice nurse, employed by or who has a collaborative agreement with a licensed physician, or a physician assistant employed by and who has a written agreement with a supervising licensed physician must certify absences due to a medical condition. This will be done by completing the required forms and specifying the expected start and end date. If additional support is needed beyond this time, additional documentation from a physician will be required.
- Absences due to severe adjustment problems must be certified by a psychologist or psychiatrist and confirmed through a staff conference.

- The student qualifies for supportive instruction during absences because of pregnancy, childbirth, or related medical conditions, which shall be excused absences for as long as deemed medically necessary by a physician.
- A student who remains enrolled in school is eligible for supportive instruction during a postpartum period for as long as deemed medically necessary. Postpartum absences shall be certified by a physician.
- Supportive instruction can be requested as an in-school transitional program that follows a period of supportive instruction that was provided outside of the school setting. If the supportive instruction is provided as an in school transitional program, it must be approved through a staff conference.

Implementation

- Supportive instruction for a student shall begin as soon as the required documentation is received. Supportive instruction may continue upon the return to the school setting only in those exceptional cases where it is determined that a student needs a transitional program to guarantee a successful return to the school setting.
- Supportive instruction shall adhere to the extent possible to the student's school curriculum and shall make full use of the available technology in order to facilitate the instruction.
- The school shall provide a minimum of 3 hours of supportive instruction each week of eligibility for a K-5<sup>th</sup> grade student, and a minimum of 5 hours each week of eligibility for a 6 -12<sup>th</sup> grade student. There is no minimum for in-school transition.

Grades K-5	minimum 3 hours	maximum 5 hours
Grades 6-8	minimum 5 hours	maximum 7 hours
Grades 9-12	minimum 5 hours	maximum 10 hours

If more than the maximum time is needed, approval from the assistant superintendent is required.

- Nothing in this regulation shall prevent a school district from providing additional hours of supportive instruction to an eligible student from other available funding sources.
- Summer instruction is permitted for a student who is otherwise eligible for supportive instruction and, as determined by the student's teachers and principal, needs the instruction to complete course work or to maintain a level of instruction in order to continue in a school setting the following school year.

Additional Information for Homebound Students with an IEP

The district provides for the continuum of an alternative placement including regular classes, special classes, a special school, home instruction, and instruction in special settings such as

hospitals and institutions, as well as, itinerant and collaborative instruction to meet the needs of students with disabilities for special education and related services. These alternative placements are explored by the IEP team. If a student's special needs necessitate services beyond the school setting, it is the responsibility of the building principal to communicate such needs to the district personnel (Homebound Coordinator), so that an appropriate educational setting can be arranged. The decisions for placements of special needs students will be documented in the IEP.

- In some instances where the student with disabilities is in danger to him/herself or is so disruptive that his/her behavior substantially interferes with the learning of other students in the class, the IEP team may provide the student with supportive instruction at home in lieu of the student's present educational placement.
- Services provided under these conditions shall be considered a change of placement and will require the IEP team to meet with the parent to document that such placement is consistent with requirements for the provision of a free, appropriate public education.
- If a student has a possible homebound placement longer than 45 school days, the IEP team will meet with the district Homebound Coordinator 30 school days after the placement to determine the length of service and what transition services are available that include alternatives to the home setting and encourage other service sites. If necessary, any homebound extensions will be discussed with an end or review date determined at this time.

Adopted 12/19/11  
Revised 5/19/15  
Reviewed 5/10/21