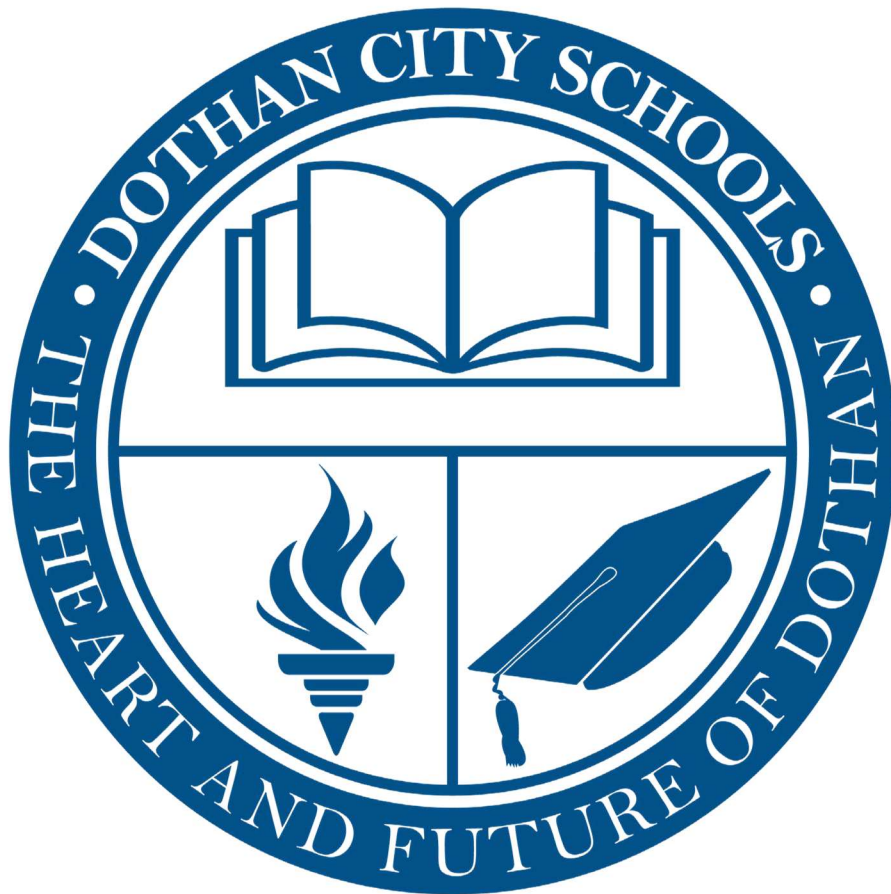


# Homebound Instructional Services Manual



**Last Revision May 2022**

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## **PREFACE**

The information in this handbook will assist Dothan City Schools in making appropriate referrals to the homebound program by defining who will be served along with qualifying information, application and withdrawal procedures, a program description, and duties and responsibilities for school and district personnel.

## **Introduction**

This section of the handbook provides information to schools and families about the temporary provision of homebound instruction. The goal of homebound instructional services is to keep the student current with classroom instruction and facilitate the student's return to the current classroom setting.

Dothan City Schools seeks to provide homebound instruction in a seamless manner for students whose needs require this service. Students are expected to attend school to the fullest extent possible, but homebound services may be provided to students who are confined to home or a health care facility and are unable to attend school-based upon certification of need by a licensed physician. A homebound or hospital student is a regular or exceptional education student who has a medically diagnosed physical or mental condition that confines the student to the home for a minimum of 30 consecutive school days (6 weeks). The student may still be involved in standardized group testing and the graduation ceremony.

Homebound is a part-time program. Therefore, the school program will be modified to address only the core courses during the homebound program. This change in programming must have signature approval by the school's principal and parent/legal guardian.

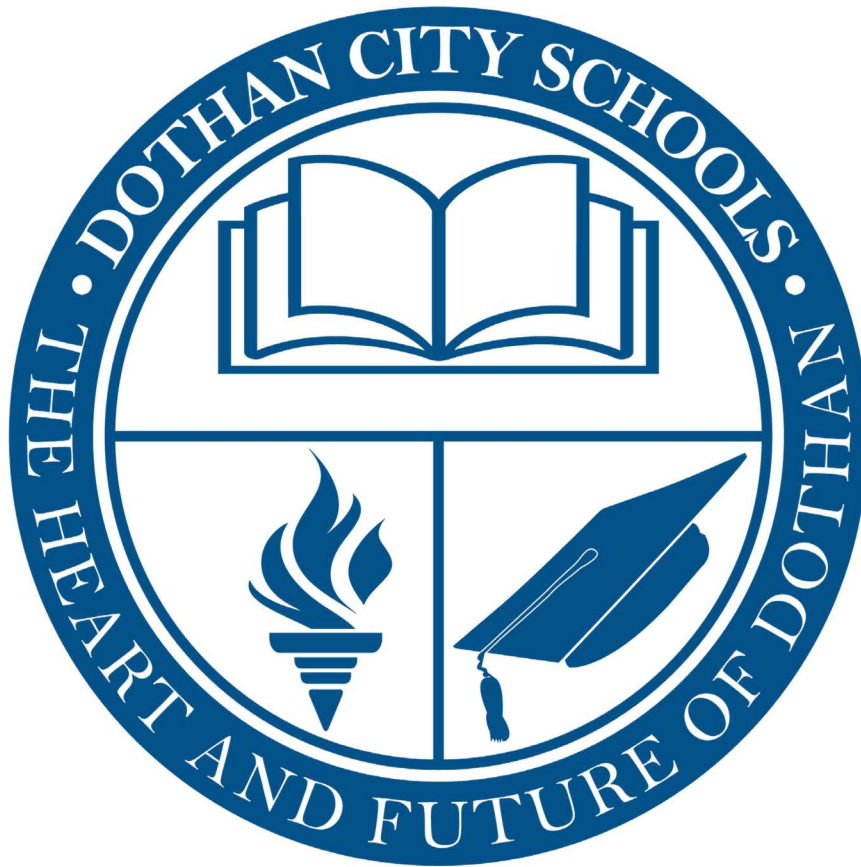
Homebound instruction is not intended to supplant school services and is, by design, temporary. It is not a remediation program and is not designed to provide students with time to make up previously missed assignments. The goal of homebound instruction is to keep the student as current as possible with classroom instruction. It is expected that the family and school will minimize academic work missed due to absences prior to the initiation of the homebound instructional services.

Communication among the school, the family, homebound teachers, and the Department of Exceptional Student Services is vital to the success of homebound instruction. This manual provides a description of responsibilities for each individual involved in the implementation of services. The homebound program serves as a liaison between the classroom and the home through the transporting of assignments, tests, and materials. When all parties work together, students are able to benefit from the provision of services and return to the school environment when services are no longer needed.

Questions about homebound instruction may be directed to the school's homebound coordinator by calling the school, or by contacting the DESS Homebound Instruction Coordinator at 334-793-1397, extension 236242.

# Section 1

## HOMEBOUND INSTRUCTIONAL SERVICES



### Referral for Homebound Instruction

When a student is identified by a parent, legal guardian, or school staff member as missing an excessive number of school days due to a medical condition, the school homebound coordinator should be notified immediately. If the student is eligible for special education services, the special education department chair or the special education case manager should also be notified. These individuals work with the family to determine if a referral requesting homebound instructional services is appropriate and, if so, help those involved complete the referral.

### Eligibility

A student must be enrolled the student must be enrolled in Dothan City Schools prior to the referral for homebound. Eligibility for homebound instruction is determined on the basis of medical certification of need submitted by a licensed physician. A diagnosis with an explanation of how symptoms affect school attendance is **required**. A specific treatment plan and a plan for returning the student to school is requested; however, this information is required if the student is expected to miss more than nine weeks of school. The certification must be fully completed, including parental permission to contact the treating physician, in order for the student to be considered for homebound services. In no case will full homebound instruction be provided when a student can participate in a less restrictive school setting.

- Physical condition: Students with physical conditions causing them to be unable to attend school may include those with serious or terminal illnesses, those undergoing treatments that compromise their immune systems, those undergoing surgery, or those in postpartum recovery (up to six weeks). The student must be free of infectious or communicable disease. To request services for physical conditions, a licensed physician/psychiatrist must certify in writing the medical condition specifying the diagnosis, treatment plan, treatment modalities, and the time frame (minimum of 30 consecutive school days/6 weeks) in which the student is expected to be absent from school.
- Pregnancy status does not qualify a student for homebound. To qualify for homebound because of pregnancy, a licensed physician must certify in writing that the student's medical condition is severe enough to justify confinement to the home or hospital as a result of being placed on bed rest for a minimum of 30 consecutive school days. Exceptions to the qualifying criteria for placement may be made for unusual circumstances (rape, inappropriate age/grade level placement). After delivery, the homebound student will be expected to return to school after 6 weeks. If additional recovery time is needed *due to medical complications of the mother*, a doctor's letter stating the specific medical reason will be required.
- A student being treated or recuperating at area hospitals within the Dothan City School zone may be assigned homebound services upon the request of the attending physician. *Hospitals with in-house schools will serve students during hospitalization.*
- Homebound services will be provided while there is a continuing medical need. *A student is not eligible for homebound or may not continue on homebound in order to get "caught up" with missed school work, regardless of the number of absences due to illness in the past.* To extend homebound services beyond the initially requested duration date, the referring physician/psychiatrist must provide an updated medical form. *It is the responsibility of student and parent/legal guardian to secure, complete, and return to the school's office any assigned/completed work that may accrue during an extension interim period.*

- **Mental health condition:** In order to consider homebound instruction for students with psychiatric disorders, a mental health professional must be treating the student, and a psychiatrist or clinical psychologist must provide the medical documentation. It should be noted that in some instances when a student is experiencing psychiatric difficulties, homebound instruction may exacerbate the student's condition and would, therefore, not be approved. Other school-based alternatives may be more appropriate. To request homebound services for psychiatric/mental health reasons, a psychiatrist must certify in writing that the nature and extent of the emotional/mental health problem is severe enough to justify confinement to the home for a minimum of 30 consecutive school days.  
*Documentation of ongoing therapy and the treatment schedule must be provided for homebound services to continue.*

The DESS Homebound Instruction Coordinator determines eligibility approval for homebound instruction based on the Alabama Administrative Code and Section 504. Approval of students for homebound instruction is based on medical documentation submitted by a licensed physician and information provided by school staff members. This documentation should indicate that the student is predicted to miss more than 30 consecutive days of classroom instruction. DESS requests that the parent or legal guardian sign a release of information form allowing the medical professional to share information or clarify information provided for approval of homebound students.

### **Homebound Instructional Services**

**Full Instruction:** A student who will miss more than 30 consecutive days of classroom instruction because of a medical condition, either physical or psychiatric, may be considered for full homebound instruction.

### **Courses Supported**

Instructional support is provided for core academic classes: English, Mathematics, Science, and Social Studies. Other courses required for graduation requirement will be addressed through a virtual learning management system. These courses must be coordinated with the student's school.

Homebound teachers do not provide instruction in these subjects. The decision concerning the completion of these courses rests with the school. Parents or legal guardians may discuss this with the student, school counselor, and/or the school administrator, when appropriate. The core subjects for each level are as follows: **Elementary Level** (grades K-6) – reading, language arts (spelling will be addressed within language arts and not separate from), math, and social studies. \*Social Studies in grades K-2 will be addressed to a limited degree.

**Middle Level** (grades 7-9) – language arts, math, science, and social studies.

**Secondary Level** (grades 10-12) – language arts, math, science, and social studies.

### **Hours of Homebound Instructional Services**

The number of hours of instruction per week per student is based on a student's individual needs. Based on a five-day school week, students are generally provided with three hours of instruction per

week while being allowed to work between teacher visits on the virtual program or a special designed program.

Every effort is made to ensure academic progress. Course credit must still be earned according to class requirements.

Homebound instruction is delivered following the school calendar, usually in the late afternoon or early evening on days school is in session and may not take place before the teacher's contract hours for a regular school day ends. The teacher and parent/legal guardian may mutually agree on weekend days. Instruction will not be provided to homebound students when DCS students are not in attendance (i.e., in cases of inclement weather, teacher work days, winter break, spring break, and student holidays). Under special circumstances, exceptions may be approved by the DESS Homebound Instruction Coordinator.

When scheduling sessions, homebound teachers take into consideration parent/legal guardian requests but not all requests can be accommodated.

### **Location of Homebound Services**

Homebound services may be provided in the student's home. If services are to take place at a site other than the student's home due to extenuating or disagreeable circumstances, the District Homebound Coordinator must approve it. This site must be located within the Dothan City School zone. The student must be able to receive services without endangering the health and/or safety of the homebound teacher or other homebound students with whom the instructor may come in contact.

### **Student Rights and Responsibilities**

Homebound instruction is considered a school-sponsored activity. The *Student Rights and Responsibilities* apply to all students regardless of venue. These documents are provided to all students and parents at the start of each new school year.

### **Missed Sessions**

Make-up sessions are only allowed for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to scheduled sessions. If possible, make up for missed sessions must be completed within the same week the session is cancelled. Requests for make-up sessions, other than those stated, will require prior approval from the DESS Homebound Instruction Coordinator. The homebound teacher notifies the DESS Homebound Instruction Coordinator after each cancellation when there is no prior notification by the parent or legal guardian. An excessive number of cancellations, i.e., three or more in the course of a nine-week period, may result in termination of homebound services.

Sessions missed due to cancellation by the homebound teacher will be made up. Sessions missed due to cancellation of DCS school activities are **not** made up.



## Homebound Services Plan of Action

### For All Students

- When it is anticipated that a student will be absent in excess of thirty consecutive school days due to an illness or other temporary medical condition, the principal, school counselor, nurse, parent, special education teacher, or school homebound coordinator should contact the DESS Homebound Instruction Coordinator.
- A **Homebound Services Referral Form** should be given to the parent and/or physician to complete. A completed referral, including a parent signature and appropriate physician documentation is required prior to any homebound services beginning.
- Once the referral is completed, the Homebound Instruction/504 Committee shall meet and review the referral. The committee shall consist of the pertinent member as described in the **DCS 504 Manual**.
- If the committee approves the referral, the principal, or his/her administrative designee, or the school homebound coordinator shall complete in consultation with the parent of the student a **Homebound Services Plan** and provide a copy to the parent. This person will also provide a copy of the **Section 504 Parental Rights** to the parent. The **Homebound Services Plan** will fall under the procedural requirements of the **DCS Section 504 Policy**.
- The principal shall decide with a teacher from the school who can deliver homebound services to the student. If no teacher from the student's school is available to serve as the homebound instructor, the DESS Homebound Instruction Coordinator will assist in helping the principal locate a homebound instructor. The homebound instructor will complete a Contract for Provision of Homebound Services with the Department of Exceptional Student Services secretary prior to delivery of any instructional services. The packet should be turned in to ESS no later than 2 weeks after receiving notice from the parent.

### Students with IEP or 504 Plan (and/or those for whom a disability is suspected)

- All procedures listed in the previous section apply.
- For these students, the Homebound Committee may be those who make up the IEP/504 Team.
- All deliberations regarding students who are eligible, or anticipated to need evaluation to determine if they are eligible, under IDEA or Section 504 will follow district policies and procedures as well as all state and federal statutes.
- If a student is eligible for special education services, the special education department chair coordinates instructional accommodations, related services, or additional services with the school's homebound coordinator and the DESS Homebound Coordinator.
- The student's IEP/504 Plan delineates the number of homebound instruction hours, the special education services to be delivered while the student is homebound, the goals to be pursued while the student is homebound, the service delivery option, and the placement continuum option: "homebound."
- When the student is able to return to school, the team must amend the IEP/504 Plan to terminate homebound services in order to return the student to the school setting.
- Once homebound services have been approved for a special education student, the case manager should set up a meeting to amend the IEP or 504 Plan to reflect homebound



services. **For students who are being placed Homebound by the IEP team, the IEP needs to be AMENDED to address Least Restrictive Environment (LRE).**

- Send home a proposed meeting notice to invite parents to a meeting.
- In the PROFILE in the OTHER section, state the following and complete:
  - Date of the Amendment
  - State beside date: \_\_\_\_\_ will receive homebound services due to \_\_\_\_\_. This meeting is to amend the IEP to reflect appropriate Least Restrictive Environment (Put LRE code).
  - Change the LRE code to (08) on signature page. (The LRE code does NOT auto-populate in SETS to the student folder, so you must put 08 in the student folder manually.)
  - Justification for the change of LRE—Use the wording the doctor has provided in his/her recommendation for homebound services. Sometimes, you may not have access to this statement; you may call ESS, and we can look that up for you.
- The whole LRE section on the signature page must be amended:
  - Does the student attend the school he/she would attend if non-disabled?
    - No. Explain. “\_\_\_\_\_ is receiving homebound services.”
  - Does the student receive all special education services with nondisabled peers?
    - No. Explain. “\_\_\_\_\_’s doctor is requesting homebound services due to \_\_\_\_\_.”

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\_\_\_\_\_. Per the doctor, \_\_\_\_\_ has diagnosis/diagnoses of \_\_\_\_\_.
- New Date and New Signatures
- Give a copy of Parental Rights OR provide the date that the copy of the amended IEP provided was sent to the parent/student (age 19).
- Complete *Notice of Proposal or Refusal to Take Action*

### Technology

Online courses may be used in place of, or to supplement some homebound instruction for available classes. Online classes may be beneficial for students who are able to work well independently. For additional information, contact the student’s school counselor. The use of available technology for the student to participate in some classroom activities from home and to support instruction will be considered when appropriate.

### Grading

The student remains on the classroom teacher’s roll, and the classroom teacher remains the teacher of record. Therefore, the classroom teacher is responsible for assigning the quarter, semester, and final grades to the student. In order for the classroom teacher to be informed regarding student progress, weekly communication is required between the classroom and homebound teachers (and special education case managers, when applicable). It is the responsibility of the homebound teacher and the zone-based school and/or special education case manager involved to maintain this weekly communication.

Since not all classroom activities will be appropriate in a homebound setting, some assignments may be eliminated, altered, or replaced for the student in the homebound setting. While course requirements for the individual student may be accommodated by the classroom teacher or homebound teacher, the critical standards must be taught in order for the student to earn course credit.

### **State Testing**

The school homebound coordinator, the school testing coordinator, classroom teachers, special education case manager (if applicable), and homebound teachers will collaborate to arrange for the administration of any state testing required.

### **Extension or Early Termination of Homebound Services**

In order to continue homebound instruction beyond the specified termination date, it is the responsibility of the parent/legal guardian to submit a completed Physician's Request stating reasons why the student would best be served at home. This extension must be approved by the DESS Homebound Instruction Coordinator. This submission must be within five school days prior to the termination of services. The parent/legal guardian may contact the school homebound coordinator for this form.

If the student will not require homebound services for the initially specified period of time, it is the responsibility of the parent/legal guardian to obtain a release statement from the medical professional who requested the services so that the student may return to school. This information should be provided to the DESS Homebound Instruction Coordinator at least five days prior to the student's anticipated return to school.

For special education students, it is necessary for a parent/legal guardian to give proper notification to the school homebound coordinator, the DESS Homebound Instruction Coordinator, and the special education case manager for an IEP team to reconvene, review the student's educational needs, and amend the student's IEP.

### **Termination of Homebound Services**

In the event that the student may return to school, a letter from the physician must be sent to the school and a copy forwarded to the homebound supervisor at Central Office.

Homebound instruction for general education students terminates on the last day of school.

Homebound instruction for special education students follows the schedule delineated by the student's IEP.

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

### **District Homebound Coordinator**

- Documents the receipt of requests for homebound instruction.
- Approves requests for homebound instruction accompanied by appropriate documentation.
- Communicates status of the request to all concerned parties when homebound instruction has been approved.
- Communicates with school personnel if additional information is required in order to consider request.
- Assigns teachers appropriate to the student's educational needs to provide homebound instruction.
- Provides IEP information to homebound teachers when appropriate.
- Communicates to all parties when teachers are assigned.
- Coordinates overall provision of services in a timely manner.
- Considers the possibility of available technology to encourage the student to participate in certain classroom activities from home or to support instruction.
- Provides oversight of instruction provided.

### **School Homebound Coordinator**

- This key individual is identified by the principal of each school.
- Assists parent/legal guardian when inquiring about homebound instruction.
- Coordinates referral process with the special education department chair or case manager when appropriate.
- Ensures that the student receiving homebound instruction is maintained on the class roll.
- Provides the classroom teachers with the list of responsibilities assigned to their area during this process.
- Encourages school staff members to be actively engaged with the student receiving homebound instruction services.
- Encourages communication between classroom teachers and homebound teachers, including making appointments, facilitating the exchange of assignments and materials when necessary, and coordinating state testing with the building test coordinator.
- Determines a designated location for all homebound materials and/or assignments to be located for pick-up by the homebound teacher (if student is not using virtual means of instruction).
- Immediately contacts the District Homebound Coordinator if concerns arise.
- Monitor attendance, identify potential homebound students, and complete the application process.

- Count the student present in the student tracking system with the indication (**HB**) on the date the service begins.

### **Student's School**

#### **Homebound begins when the homebound supervisor approves the application.**

- Provide textbooks and/or Chromebooks and the student's class schedule. *The parent/legal guardian will obtain and return student's books and/or personal property.*
- Assist with decisions regarding schedule changes, course options, attendance appeals, grades, credits, graduation requirements, exams, etc.
- Accept homebound student's completed assignments and tests. The school will determine if an incomplete is justified and when the incomplete is to be terminated.
- Issue grades and credits for work completed while on homebound services and determine promotion/retention.

### **Special Education Teacher/Case Manager**

(if student is eligible for special education services)

- Coordinates referral process with the school homebound coordinator.
- May receive referral from the parent/legal guardian for homebound services.
- Assists the parent/legal guardian in gathering appropriate documentation for the homebound instruction.
- Before the visit, the homebound teacher should review of all school documents related to the student and the provision of homebound services.
- Provides the family information about homebound instruction.
- Conducts IEP meeting to delineate services after the request for homebound instruction is approved.
- Encourages communication between classroom teacher(s), homebound teacher, and special education staff, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teachers as needed, and coordinating state testing with the building test coordinator.
- Adds the homebound teacher to Persons Responsible page.
- Conducts IEP meeting to return the student to school-based services when homebound services are no longer required.
- Immediately contacts the school homebound coordinator and the District Homebound Coordinator if concerns arise.

### **Parents/Legal guardians**

- Contact school staff members when homebound services may be required.
- Provide required medical documentation to support the homebound referral. Upon request, parent/legal guardian will provide an updated written medical report from the referring physician/psychiatrist.
- Sign an *Information Release*, included with the *Physician's Request for Homebound Instructional Services Form* allowing the medical professional to share information or clarify information provided for approval of homebound instruction.
- Complete parental signature forms in order to begin homebound instruction.
- If appropriate, participate in the IEP/504 team decision to delineate homebound services.

- Obtain assignments from the classroom teachers until the homebound teachers are assigned.
- Plan the schedule of instruction with the homebound teacher. Make every effort to see that the student completes school assignments in between homebound teacher visits.
- Provide a quiet, clean, well-ventilated, non-smoking, pet-free setting where the teacher and student can work.
- Make sure the student is ready for instruction at the time designated by the homebound teacher.
- Ensure that an adult (18 years of age or older) is in the home (or agreed upon location) during the entire period of instruction. If an adult is not in the home (or agreed upon location) at time of instruction, the teacher will cancel the session. Even though a student may be 18 years old and/or married, it is required, and absolutely necessary, that there be a third person (adult) in the home (or agreed upon location) during the entire teaching time.
- Review and sign completed Homebound Teacher Timesheet (i.e., with date and number of hours of instruction given) after each instructional session. Students may not sign the timesheet. Parents should not sign for sessions in advance.
- Keep all appointments with the homebound teacher. However, if necessary, notify the homebound teacher at least 24 hours prior to the scheduled session if the student is unavailable due to illness or an emergency.
- Notify the District Homebound Coordinator of an excessive number of missed appointments or of excessive tardiness by the homebound teacher.
- Immediately contact the District Homebound Coordinator if concerns or change in student's status arise. Questions regarding grading are to be directed to the school staff members.

### **Homebound Teacher**

- Communicate in a timely manner with the student's family in order to arrange for instructional times and locations.
- Before the visit, the homebound teacher should review of all school documents related to the student and the provision of homebound services.
- Immediately contact the parent/legal guardian if an appointment must be cancelled and reschedule with the parent as quickly as possible. Document this.
- Communicate with the student's teacher(s) on a weekly basis regarding assignments, grades, and progress through a communication log provided in this manual. All areas on the log should be documented.
- Provide all student assignments to the student in a timely manner, (within one week of classroom assignment) unless student is using virtual means.
- Return all completed student work to the school or teacher of record as soon as possible, unless student is using virtual means.
- Report any concerns to the school nurse if student presents changes in his/her condition that should need further review.
- Keep a timesheet with proper documentation and parent signatures.

### Classroom Teacher

- Works collaboratively with the homebound teacher and special education teacher, if applicable, to exchange information, strategies, grades, and instructional materials, when necessary.
- Communicates weekly with homebound teacher and special education teacher, if applicable.
- Maintains gradebook for the student.

### Student

- Be prepared with materials for the instructional period at the scheduled times.
- Participate actively during instruction.
- Communicate clearly with the homebound teacher, parent, and school.
- Complete assignments during the allotted time frame.
- Seek help or clarification when needed as soon as possible. The student may email the classroom teacher and/or the homebound teacher when needing assistance.
- A student placed on homebound must comply with procedural guidelines outlined in this handbook.
- The student must be capable of participating in and benefiting from homebound services.
- The student must be able to receive homebound services without endangering the health of the instructor or other students with whom the instructor may come in contact.

### Homebound Review Team

The principal will appoint a *School Homebound Coordinator* who will be responsible for working with the homebound review team to coordinate the homebound needs for students at the local school level. **The Homebound Review Team will include, but not be limited to, the following persons: principal, counselor, and school homebound coordinator.** *The principal will ensure that the school homebound coordinator has been trained on the homebound intake/application procedures.* The team will follow the steps below:

1. The parent/legal guardian contacts the zoned school to schedule a *Homebound Intake Meeting*.
2. The Homebound Intake Process includes the following procedures:
  - *Dothan City Schools Homebound Instructional Program Referral and Intake Procedures* form - To be completed in cooperation with the parent/legal guardian.
    - Homebound *Program Information for Parents* and *Section 504 Procedural Rights* have been reviewed with the parent/legal guardian.
    - *Physician's Request for Homebound Services* - Give copy to parent. **Referring physician must make request for homebound services on this form.** Once completed, parent will return form to the School Homebound Coordinator.
    - *Dothan City Schools Application for Homebound Instructional Services* - To be completed in cooperation with the parent/legal guardian.
    - *Homebound/Parental Cooperation Agreement* - To be completed in cooperation with the parent/legal guardian.

3. Once the “Homebound Intake Process” has been completed at the local school level, a **copy** of all completed paperwork will be forwarded to the District Homebound Coordinator (Director of Exceptional Student Services) via interoffice mail. **The original application file will be kept at the local school level in the student’s cumulative folder as per state regulation.**
4. The school’s Homebound Review Team will convene and review the student’s homebound application and physician’s request and then make a recommendation for services. See *Homebound Program Information for Parents*.
5. The District Homebound Coordinator will review the application and notify the school when the application is approved or denied. The School Homebound Coordinator will contact the homebound teacher, parent/legal guardian and provide appropriate information.
6. Secretary: An Exception Form has to be done and turned into the Exceptional Student Services Department along with the timesheet. All Teachers are to be paid **\$25.00/hr**, and be sure to use the following codes students on the Exception Form:  
For special education students in Kindergarten: **12-5-1100-199-8221-3210-0-2200-0000** For special education students in Grades 1-6: **12-5-1100-199-8221-3210-0-2300-0000** For special education students in Grades 7-12: **12-5-1100-199-8221-3210-0-2400-0000** For general education students, please contact the Accounting Department for the codes.

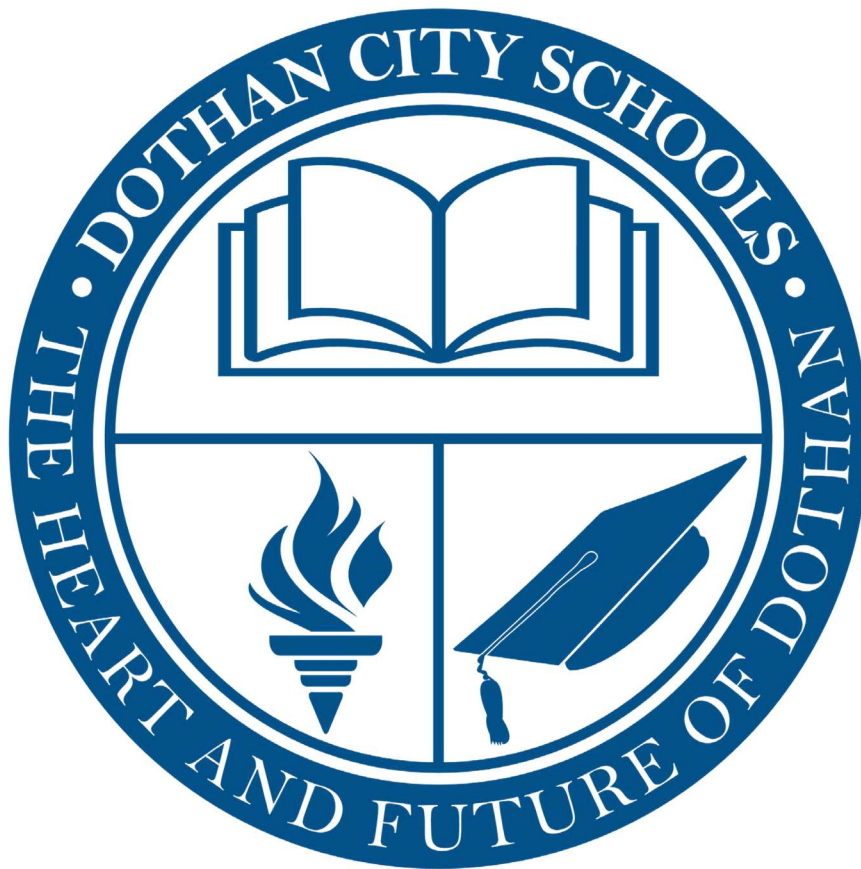
Also, on the Exception Form at the top, under *Purposes* you will need to type in “Homebound Services.” If you have any questions about this process, contact the Accounting Department, 793-1397 x 236215.

7. Homebound teachers must be approved by the Board of Education prior to services being provided.



## Section 2

# Homebound Instruction Application and Process Forms



# Dothan City Schools Homebound Instructional Program

## Referral and Intake Procedures

**\*School Homebound Chairperson needs to print pages 17-26 of this manual for the complete process. Submit completed forms as soon as possible to the ESS Office.**

**To begin the Homebound application process,** the parent/legal guardian requesting Homebound Services must complete a referral and schedule a *Homebound Intake meeting* at the student's school. The school's **Homebound Review Team** will meet with the parent/legal guardian to discuss and review the student's course selection and class schedule. If the student is a special education student, the special education teacher must be a member of the Homebound Review Team.

School	Date	Date of Birth		
Student	Grade	Age	Sex	Race
				Exceptionality <span style="float: right;">/NA</span>
Name of Parent/Legal guardian	Home Phone		Cell Phone	
Student's Home Address	City	State	Zip	
Name of Responsible Adult to be Present During Instruction	Signature		Date	

**Purpose of Homebound Services:**

**Homebound Services do not replace classroom instruction in any way.** *The primary purpose of homebound is to provide transitory support to a student while he/she is confined to the home due to a medically diagnosed physical or mental condition.* Since the Homebound program is a part-time program, qualified students in grades K-12 may receive services three hours per week.

**Directions:** The Homebound Intake questions below are to be completed in cooperation with parent/legal guardian. Once completed, send via interoffice mail, along with the other homebound application forms, to homebound supervisor at Central Office.

Homebound Intake Questions	Circle Answer:
<b>Only core subjects (English, Math, Science, Social Studies) will be covered with students receiving homebound.</b> Has the school talked with parent/legal guardian about possible arrangements to cover or change elective options?	YES or NO
<b>Homebound is a part-time program.</b> For assignments given to the student between teacher visits, does the parent/legal guardian agree to schedule a time for student study and agree to be responsible for the completion of all assigned work?	YES or NO

During the period of time prior to approval of homebound services or during an extension interim period, it is the responsibility of student and parent/legal guardian to secure, complete, and return to the school's office all assigned/completed work. Has the school discussed with parent/legal guardian a plan/process for completing and returning work missed prior to request/approval of homebound?	YES or NO
<b>Homebound Qualifying Criteria and Homebound Information for Parents (p.2-3 &amp; 7-8 in Handbook):</b> Has the school reviewed and discussed with parent/legal guardian homebound information and criteria for services?	YES or NO
<b>Middle and High Schools Only:</b> Has the school discussed, with parent/legal guardian and student, course requirements, credit requirements, requirements for Honors and/or AP courses, and diploma options, as they apply to students receiving homebound services?	YES or NO

<p><b>Standardized Test Administration</b></p> <p>The school will be responsible for administering applicable standardized tests to students receiving homebound services during the testing window.</p> <p><i>If student is not able to come to school for testing due to illness, parent/legal guardian(s) must provide doctor's note to the school stating the reason student cannot take the test(s) in the school setting.</i></p> <p>*Parents by initializing this box, you understand you are responsible for getting your child to school at specified times to take any standardized tests, unless the Homebound Review Team has determined an alternative setting.</p>	<p>"Parents Initial"</p> <p>Standardized tests will be administered in the school setting.</p>
--	--

The school's Homebound Review Team explained to the parent/legal guardian all homebound service policies/procedures/guidelines, and the parent/legal guardian was made aware of the purpose of the homebound program. \_\_\_\_\_YES \_\_\_\_\_NO

**Signatures of Homebound Review Team Members:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
<b>Signature</b>	<b>Position</b>	<b>Date</b>

\*\*\*\*\*

I have been informed of all homebound policies/guidelines. I understand that the homebound program is a part-time program and that homebound services will not replace classroom instruction. **I agree to comply with all homebound program guidelines, and I am requesting homebound services for my child.**

\_\_\_\_\_ **Parent's/legal guardian's signature** \_\_\_\_\_ **Date**

**\*\*Parent will provide a Physician's Request for Homebound Instructional Services\*\***

**Dothan City Schools Department of Exceptional Student Services**  
**1665 Honeysuckle Road, Dothan, AL 36305 Phone: (334) 793-1397 Fax: (334) 792-7213**

**AUTHORIZATION FOR RELEASE OF INFORMATION**

Student's Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Street Address: \_\_\_\_\_ City, State, Zip \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

1. THIS AUTHORIZATION APPLIES TO THE FOLLOWING INFORMATION

ALL information, **including diagnosis**, treatment, hospitalization, discharge treatment needs, and/or outpatient care for the child's condition; including psychological or psychiatric impairment, drug and/or alcohol abuse, or Acquired Immunodeficiency Syndrome (AIDS), or tests for or infection with Human Immunodeficiency Virus (HIV): intellectual test results; cumulative record information; and due process forms (all Special Education records).

Please include the following records or types of information: **Special Education Records, Most current IEP, \*Eligibility Report, Signed Placement, Psychological Evaluation, Other Diagnostic Testing**

\*Please ensure that most current IQ/Achievement/Behavior Scale test results are included in this eligibility information

2. THE INFORMATION MAY BE RELEASED BY (enter school, clinic, hospital, or other person or agency to whom this is to be submitted; indicate address, city and/or state if needed for clarity):

**PREVIOUS SCHOOL/DOCTOR:**

---

3. THE INFORMATION MAY BE RELEASED TO (check all that apply):

Director of Exceptional Student Services     I.E.P. Committee Members     School Principal of Designee  
 Special Education teacher(s) of this student     Other teachers of this student     Central Office Personnel  
Other: \_\_\_\_\_

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4. PURPOSE OF THE RELEASE OF INFORMATION:

The information regarding this student will be released for the following purpose (example: at request of parent/legal guardian):

**To provide information to assist in planning for special education services.**

The information released will be limited to information necessary to fulfill the need or purpose for the disclosure. As a result of my signing this authorization, I understand that an individual or organization that receives this information may not be covered, and therefore the information is no longer protected under the Health Insurance Portability and Accountability ACT (HIPAA), a federal privacy law.

This authorization is valid for 90 days from the date of signature, unless otherwise noted. This authorization only applies to treatment and occurrences occurring before the date of signature.

I may be charged reasonable copy fees as indicated under state law for this request.

I may decline to sign this authorization. I understand that I may revoke this authorization at any time in writing by notifying the Dothan City Schools and the agencies named in item 2. If I revoke this authorization, the Dothan City Schools and other named agencies will not take any action on it, except to the extent that action has already been taken.

I understand that if Dothan City Schools or other named agencies are authorized to release this information for marketing activities, I will be informed if any of the agencies receive direct or indirect payment for releasing this information.

I understand that the services provided by the named agencies and any payments that may be due such agencies will not be affected if I do not sign this form. I understand that I may see and copy the information described on this form if I ask for it, and I may receive a copy of this form after I sign it.

I hereby have the authority to and voluntarily grant permission for the information to be released as described above.

\_\_\_\_\_  
Parent/Legal Guardian/Patient **Printed Name**      Parent/Legal Guardian **Signature**      Date

\_\_\_\_\_  
Patient Signature (if 14 or older)      Date      Witness Signature

## Physician's Request for Homebound Instructional Services

A homebound student is a student who has a medically diagnosed physical or mental condition that confines the student to the home for a minimum of 6 weeks. A homebound student is a student whose activities are restricted because of a medical/mental condition that prohibits the student from attending school and school activities. The primary purpose of homebound is to provide transitory support to a student while he/she is confined to the home due to the medically diagnosed physical or mental condition.

**\*\*Doctor's request for homebound services must be made on this form. \*\***

### REQUEST FOR HOMEBOUND SERVICES

*(To be completed by a licensed physician/psychiatrist only.)*

Physician's Name: \_\_\_\_\_ Phone# \_\_\_\_\_ Fax# # \_\_\_\_\_  
Print legibly or type (required)

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

I request you place \_\_\_\_\_ on Homebound Services.  
Student's legal name (required)

### Illness, Injury, or Surgery (print legibly or type)

The undersigned certifies that the above named student is unable to attend school for the following reason(s): (GIVE SPECIFIC DIAGNOSIS)

---



---

### Treatment Plan Information

The following treatment approaches are being implemented:

Type of Therapy	Frequency ( Weekly, Biweekly, Monthly)

### **For Psychiatric Homebound Request:**

If a therapist other than the referring psychiatrist is serving the student, please include the following:

Therapist's Name \_\_\_\_\_

Phone # \_\_\_\_\_ Fax # \_\_\_\_\_

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

*For Homebound Services to continue for **psychiatric/mental health reasons**, documentation of on-going therapy must be provided.*

**Communicable Status Information** (Required)

Is this student contagious at this time? \_\_\_\_\_Yes \_\_\_\_\_No

Can this illness be transmitted by the homebound teacher to another homebound student? \_\_\_\_\_Yes \_\_\_\_\_No

If yes, for either question, please explain: \_\_\_\_\_

**Duration of Homebound Services**

***(To be completed by a licensed physician/psychiatrist only.)***

*In order for services to be implemented, the expected duration of the medical/mental condition that prohibits school attendance must be a minimum of 6 weeks, not to extend beyond the last day of the calendar school year.*

Specify the number of requested weeks on the line below. (Homebound services cannot be implemented unless a specific amount of time is requested.)

**The expected duration of the condition that prevents school attendance: \_\_\_\_\_ weeks.**

If the expected duration is more than 18 weeks, a new Physician's Request for homebound services

(FORM 2-A) must be submitted at that time.

\_\_\_\_\_  
Physician's/Psychiatrist's Signature (Rubber stamp signatures are not acceptable)

\_\_\_\_\_  
Date

**\*\* Parent/Legal guardian: Please return this Physician's Request to the School Homebound Coordinator at your child's school.\*\***





**HOMEBOUND PARENTAL AGREEMENT:**

The primary purpose of homebound is to provide transitory support to a student while he/she is confined to the home due to a medically diagnosed physical or mental condition. *Homebound Services do not replace classroom instruction in any way.* Every student is given assignments to complete between teacher visits. The parent/legal guardian will schedule a time for study between teacher visits and will be responsible for ensuring completion of the assigned work. During the period of time prior to approval of homebound services or during an extension interim period, it is the responsibility of student and parent/legal guardian to secure, complete, and return to the school’s office all assigned/completed work

On \_\_\_\_\_, I \_\_\_\_\_ reviewed with the Homebound Review  
Date Parent name

Team at \_\_\_\_\_ School all guidelines and responsibilities required of me and my child in order to receive homebound instructional services should it get approved by the District Homebound Coordinator. I have participated in the team to complete the following which I have initialed below.

- \_\_\_\_\_ *Dothan City Schools Homebound Instructional Program Referral and Intake*
- \_\_\_\_\_ *Procedures Physician’s Request for Homebound Instructional Services*
- \_\_\_\_\_ *Dothan City Schools Application for Homebound Instructional Services*

\_\_\_\_\_ I have been made aware of all Dothan City Schools’ guidelines for Homebound Services.

\_\_\_\_\_ I have been given a copy of the **Section 504 Procedural Rights.**

**Homebound Services may be temporarily suspended or withdrawn for the following reasons:**

- Failure to comply with any item referenced in this agreement.
- The physician/psychiatrist recommends termination of homebound services.
- Parent’s/legal guardian’s refusal to provide updated written medical information from the referring physician/psychiatrist.
- Student is unable to participate in or benefit from instruction as determined by the homebound
- teacher/supervisor. Possible reasons for dismissal will include, but not be limited to, the following reasons:
  - student consistently misses scheduled appointment times,
  - student fails to complete assignments, and/or
  - student refuses to participate during homebound service period.

The School Homebound Coordinator/designee explained the above-mentioned homebound guidelines. I understand that I must comply with all guidelines or homebound services may be temporarily suspended or withdrawn. I agree to cooperate with all homebound program guidelines.

YES \_\_\_\_\_

NO \_\_\_\_\_

\_\_\_\_\_  
Parent’s/legal guardian’s signature

\_\_\_\_\_  
Date

**HOMEBOUND APPROVAL (District Level):**

**\*\*This section to be completed by the District Homebound Coordinator at Central Office.\*\***

\_\_\_\_\_  
Date Application Received from School

**HOMEBOUND REQUEST APPROVED AT DISTRICT LEVEL**

**YES \_\_\_\_\_ NO \_\_\_\_\_**

**Comments**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
District Homebound Coordinator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Beginning Date of Services

\_\_\_\_\_  
Ending Date of Services

**Assigned Homebound Teacher:** \_\_\_\_\_

# Dothan City Schools Homebound Teacher Agreement and Contract

**\*\*This section is to be completed by Homebound Teacher.\*\***

On \_\_\_\_\_, I \_\_\_\_\_ reviewed with the Dothan City Schools  
Date Teacher name

Homebound Coordinator all guidelines and responsibilities required of me in order to provide homebound instructional services. I have reviewed the following which I have initialed below.

\_\_\_\_\_ ***Dothan City Schools Homebound Instructional Program Referral and Intake***

\_\_\_\_\_ ***Procedures Physician's Request for Homebound Instructional Services***

\_\_\_\_\_ ***Dothan City Schools Application for Homebound Instructional Services***

\_\_\_\_\_ I have been made aware of all Dothan City Schools' guidelines for Homebound Services.

\_\_\_\_\_ I have reviewed a copy of the ***Section 504 Procedural Rights***.

This contract, entered into between the **Dothan City Board of Education**, the party of the first part,  
 \_\_\_\_\_, the party of the second part **WITNESSETH:**  
teacher name

**ITEM 1.** That the party of the first part hereby contracts with the party of the second part, as a homebound teacher in and said Dothan City Board of Education at a rate of **\$35.00 per hour**.

**ITEM 2.** That the amount of time for homebound services shall be **three (3) hours and/or one hundred eighty (180) minutes** per week, as provided by the party of the second part commencing **as soon as possible** unless otherwise specified by the IEP/504 Team. Amended Time Per Week, if necessary: \_\_\_\_\_

**ITEM 3.** That a decision to discontinue homebound services may be made by the Dothan City Schools at any time, if the eligibility committee feels that the student involved can function in a school setting or homebound services would be inappropriate.

**ITEM 4.** That the party of the second part agrees to make all necessary reports, and faithfully comply with all such rules and regulations as may be required by the Dothan City Board of Education.

**ITEM 5.** That the party of the second part agrees to fulfill all responsibilities of this contract serving homebound students at a mutually agreed upon location unless excused from such fulfillment by the Superintendent of the Dothan City Board of Education.

Student Name	Student Address	Homebound Duration Dates

\_\_\_\_\_  
Homebound Teacher's Name

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

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Date

**Recommended Committee Approval:**

\_\_\_\_\_  
Chief School Financial Officer Signature

\_\_\_\_\_  
Date



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## Homebound Communication and Documentation Log

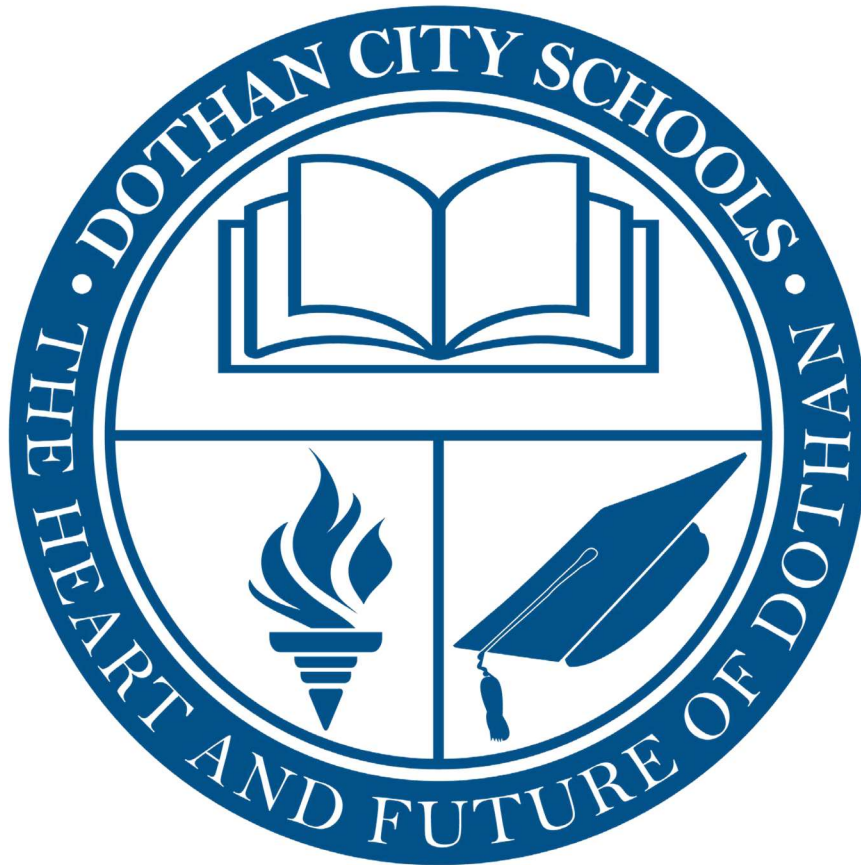
Homebound Communication and Documentation Log					
Student Name _____		Grade _____	Homebound Teacher Name _____		
Date	Communication with General Ed/Special Ed Teachers (see schedule for all core teachers)	Topic(s) or Standard(s) Taught	Total ____% progress made in the course	Contact	Type of Contact
Ex: 7/12/21	Talked with all teachers about Student's progress and his missing assignments.	Math-Edgenuity- Inequalities Language-Edgenuity- Writing an Essay	5% -Algebra 1 22% - English 10 54%- Am History 9 73%- Physical Science	<input type="checkbox"/> General Ed <input type="checkbox"/> Special Ed <input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Phone <input type="checkbox"/> Text <input checked="" type="checkbox"/> Email
				<input type="checkbox"/> General Ed <input type="checkbox"/> Special Ed <input type="checkbox"/> Parent	<input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email
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				<input type="checkbox"/> General Ed <input type="checkbox"/> Special Ed <input type="checkbox"/> Parent	<input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email

\*Make additional copies as necessary. Page \_\_\_\_ of \_\_\_\_

**(Attach progress report/report card and this communication log to the monthly timesheet for payment)**

## Section 3

# Homebound Program Information for Parents





## Homebound Instructional Services

**Full Instruction:** A student who will miss more than 30 consecutive days of classroom instruction because of a medical condition, either physical or psychiatric, may be considered for full homebound instruction.

## Courses Supported

The core subjects for each level are as follows:

**Elementary Level** (grades K-6) – reading, language arts (spelling will be addressed within language arts and not separate from), math, and social studies. \*Social Studies in grades K-2 will be addressed to a limited degree.

**Middle Level** (grades 7-9) – language arts, math, science, and social studies.

**Secondary Level** (grades 10-12) – language arts, math, science, and social studies.

## Hours of Homebound Instructional Services

The number of hours of instruction per week per student is based on a student's individual needs. Based on a five-day school week, students are generally provided with three hours of instruction per week while being allowed to work between teacher visits on the virtual program or a special designed program.

Homebound instruction is delivered following the school calendar, usually in the late afternoon or early evening on days school is in session and may not take place before the teacher's contract hours for a regular school day ends.

## Location

Mutually agreed upon and approved location within the Dothan City Schools district.

## Missed Sessions

Make-up sessions are only allowed for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to scheduled sessions. If possible, make up for missed sessions must be completed within the same week the session is cancelled. Sessions missed due to cancellation by the homebound teacher will be made up. Sessions missed due to cancellation of DCS school activities are **not** made up.

## Grading

Parents may contact the student's zone-based school to receive updates in grades.

## State Testing

The school homebound coordinator, the school testing coordinator, classroom teachers, special education case manager (if applicable), and homebound teachers will collaborate to arrange for the administration of any state testing required.

## **Extension or Early Termination of Homebound Services**

In order to continue homebound instruction beyond the specified termination date, it is the responsibility of the parent/legal guardian to submit a completed Physician's Request stating reasons why the student would best be served at home. This extension must be approved by the DESS Homebound Instruction Coordinator. This submission must be within five school days prior to the termination of services. The parent/legal guardian may contact the school homebound coordinator for this form.

If the student will not require homebound services for the initially specified period of time, it is the responsibility of the parent/legal guardian to obtain a release statement from the medical professional who requested the services so that the student may return to school. This information should be provided to the DESS Homebound Instruction Coordinator at least five days prior to the student's anticipated return to school.

For special education students, it is necessary for a parent/legal guardian to give proper notification to the school homebound coordinator, the DESS Homebound Instruction Coordinator, and the special education case manager for an IEP team to reconvene, review the student's educational needs, and amend the student's IEP.

## **Termination of Homebound Services**

In the event that the student may return to school, a letter from the physician must be sent to the school and a copy forwarded to the homebound supervisor at Central Office.

Homebound instruction for general education students terminates on the last day of school.

Homebound instruction for special education students follows the schedule delineated by the student's IEP.

## **Responsibilities**

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

### **Parents/Legal guardians**

- Contact school staff members when homebound services may be required.
- Provide required medical documentation to support the homebound referral. Upon request, parent/legal guardian will provide an updated written medical report from the referring physician/psychiatrist.
- Sign an Information Release, included in the Medical Homebound Referral Form allowing the medical professional to share information or clarify information provided for approval of homebound instruction.
- Complete parental signature forms in order to begin homebound instruction.
- If appropriate, participate in the IEP/504 team decision to delineate homebound services.
- Obtain assignments from the classroom teachers until the homebound teachers are assigned.
- Plan the schedule of instruction with the homebound teacher. Make every effort to see that the student completes school assignments in between homebound teacher visits.
- Provide a quiet, clean, well-ventilated, non-smoking, pet-free setting where the teacher and student can work.
- Make sure the student is ready for instruction at the time designated by the homebound teacher.
- Ensure that an adult (18 years of age or older) is in the home (or agreed upon location) during the entire period of instruction. If an adult is not in the home (or agreed upon location) at time of

instruction, the teacher will cancel the session. Even though a student may be 18 years old and/or married, it is required, and absolutely necessary, that there be a third person (adult) in the home (or agreed upon location) during the entire teaching time.

- Review and sign completed Homebound Teacher Timesheet (i.e., with date and number of hours of instruction given) after each instructional session. Students may not sign the timesheet. Parents should not sign for sessions in advance.
- Keep all appointments with the homebound teacher. However, if necessary, notify the homebound teacher at least 24 hours prior to the scheduled session if the student is unavailable due to illness or an emergency.
- Notify the District Homebound Coordinator of an excessive number of missed appointments or of excessive tardiness by the homebound teacher.
- Immediately contact the District Homebound Coordinator if concerns or change in student's status arise. Questions regarding grading are to be directed to the school staff members.

### **Homebound Teacher**

- Communicate in a timely manner with the student's family in order to arrange for instructional times and locations.
- Immediately contact the parent/legal guardian if an appointment must be cancelled and reschedule with the parent as quickly as possible. Document this.
- Communicate with the student's teacher(s) on a weekly basis regarding assignments, grades, and progress.
- Provide all student assignments to the student in a timely manner, (within one week of classroom assignment) unless student is using virtual means.
- Return all completed student work to the school or teacher of record as soon as possible, unless student is using virtual means.
- Report any concerns to the school nurse if student presents changes in his/her condition that should need further review.
- Keep a timesheet with proper documentation and parent signatures.

### **Classroom Teacher**

- Works collaboratively with the homebound teacher and special education teacher, if applicable, to exchange information, strategies, grades, and instructional materials, when necessary.
- Communicates weekly with homebound teacher and special education teacher, if applicable.
- Maintains gradebook for the student.

### **Student**

- Be prepared with materials for the instructional period at the scheduled times.
- Participate actively during instruction.
- Communicate clearly with the homebound teacher, parent, and school.
- Complete assignments during the allotted time frame.
- Seek help or clarification when needed as soon as possible. The student may email the classroom teacher and/or the homebound teacher when needing assistance.
- A student placed on homebound must comply with procedural guidelines outlined in this handbook.

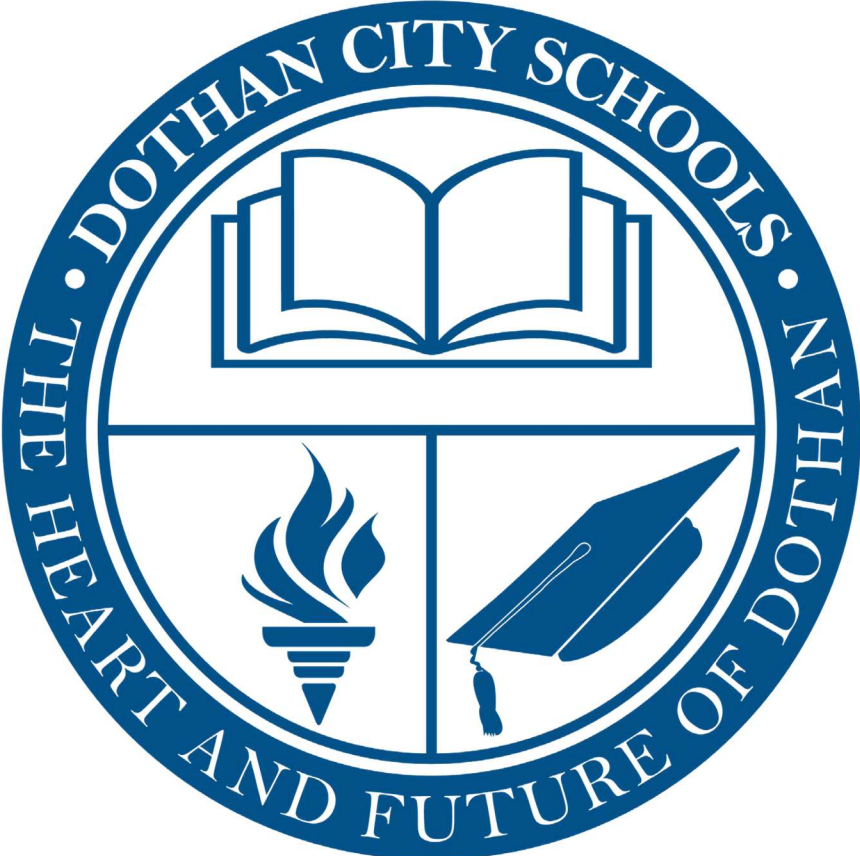
- The student must be capable of participating in and benefiting from homebound services.
- The student must be able to receive homebound services without endangering the health of the instructor or other students with whom the instructor may come in contact.

## Homebound Review Team

The principal will appoint a *School Homebound Coordinator* who will be responsible for working with the homebound review team to coordinate the homebound needs for students at the local school level. **The Homebound Review Team will include, but not be limited to, the following persons: principal, counselor, and school homebound coordinator.** *The principal will ensure that the school homebound coordinator has been trained on the homebound intake/application procedures.* The team will follow the steps below:

1. The parent/legal guardian contacts the zoned school to schedule a *Homebound Intake Meeting*.
2. The Homebound Intake Process includes the following procedures:
  - *Dothan City Schools Homebound Instructional Program Referral and Intake Procedures* form - To be completed in cooperation with the parent/legal guardian.
  - *Homebound Program Information for Parents* and *Section 504 Procedural Rights* have been reviewed with the parent/legal guardian.
  - *Physician's Request for Homebound Services* - Give copy to parent. **Referring physician must make request for homebound services on this form.** Once completed, parent will return form to the School Homebound Coordinator.
  - *Dothan City Schools Application for Homebound Instructional Services* - To be completed in cooperation with the parent/legal guardian.
  - *Homebound/Parental Cooperation Agreement* - To be completed in cooperation with the parent/legal guardian.
3. The school's Homebound Review Team will convene and review the student's homebound application and physician's request and then make a recommendation for services.
4. The District Homebound Coordinator will review the application and notify the school when the application is approved or denied. The School Homebound Coordinator will contact the homebound teacher, parent/legal guardian and provide appropriate information.

# Section 504 Procedural Safeguards





## Section 504 of the Rehabilitation Act

### Parent/Legal guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly known in the schools as “Section 504,” is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, Section 504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under Section 504, a student is considered “disabled” if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities. Section 504 also protects students with a record of impairment, or, who are regarded as having an impairment, from discrimination on the basis of disability. Students can be considered disabled, and can receive services under Section 504, including regular or special education and related aids and services, even if they do not qualify for, or receive, special education services under the IDEA.

The purpose of this Notice is to inform parents and students of the rights granted them under Section 504. The federal regulations that implement Section 504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle eligible students and their parents, to the following rights:

1. You have a right to be informed about your rights under Section 504. [34 CFR 104.32]. The School District must provide you with written notice of your rights under Section 504 (this document represents written notice of rights as required under Section 504). If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District’s Section 504 Office and they will assist you in understanding your rights.
2. Under Section 504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met. [34 CFR 104.33]. You have the right to refuse consent for services at any time.
3. Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student that becomes eligible for services under Section 504. [34 CFR 104.33].
4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR 104.34].
5. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students. [34 CFR 104.34].
6. The School District must undertake an evaluation of your child prior to determining his or appropriate educational placement or program of services under Section 504, and also before every subsequent significant change in placement. [34 CFR 104.35]. You have the right to refuse consent for initial evaluation.

7. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of Section 504 regarding test validity, proper method of administration, and appropriate test selection. [34 CFR 104.35]. The District will appropriately consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, statewide assessment scores, and mitigating measures, among others. [34 CFR 104.35].
8. Placement decision regarding your child must be made by a group of persons (a Section 504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children. [34 CFR 104.35].
9. If your child is eligible under Section 504, he or she has a right to periodic reevaluations. A reevaluation must take place at least every three years. [34 CFR 104.35].
10. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child. [34 CFR 104.36]
11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504). [34 CFR 104.36].
12. You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under Section 504. [34 CFR 104.36]. You have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one.
13. If you wish to contest an action taken by the Section 504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District's Section 504 Coordinator. You must submit the required notice or request in writing within 30 calendar days of the action or omission giving rise to your complaint. Failure to make a timely request will result in the loss of your opportunity to pursue a due process hearing on that action or omission. A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.
14. If you disagree with the decision of the hearing officer, you have a right to seek a review of the decision by making a written request to the District's Section 504 Coordinator, and/or you may seek relief in state or federal court as allowed by law.
15. You also have the right to present a grievance or complaint through the District's local grievance process. The District will investigate the situation, take into account the nature of the complaint and all necessary factors, and respond appropriately to you within a reasonable time. Parents may contact the District's Section 504 Coordinator for more information about the District's grievance process.
16. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers this school district is: **United States Department of Education, U.S. Department of Education, Region IV, 61 Forsyth Street SW, Ste. 19T10, Atlanta, GA 30303. Telephone: (800) 368-1019**

\_\_\_\_\_  
Parent/Legal guardian

\_\_\_\_\_  
Date