

Williamson Central School District



Homebound Instruction Guide

Homebound Instruction Guidelines for Parents/Guardians

1. Homebound instruction is provided on a short-term basis by the Williamson Central School District when a student who resides in the District is unable to participate in their usual education setting for at least ten (10) days during a three-month period due to a temporary or chronic physical, mental, emotional illness or injury as documented by the student's treating healthcare provider.
2. When requesting homebound instruction, the parent or guardian must submit a request to the Building Principal. The request must include written medical verification from the student's treating healthcare provider demonstrating the student's anticipated inability to attend school in person for at least ten (10) days during the next three months. The request must also include written consent authorizing the director of school health services or designee to contact the treating healthcare provider. Refusal to provide such written consent will result in a denial of the request for homebound instruction. The request shall be forwarded to the Medical Director for review.
3. Once the Request for Temporary Alternative Instruction form has been received or the district receives notification of the student's medical condition, instructional services will commence within five school days. The district will notify the parents/guardians regarding the approval or denial of the request.
4. Homebound instruction will be provided for:
 - a. A minimum of ten (10) hours per week at the elementary level (K-6)
 - b. A minimum of fifteen (15) hours per week at the secondary level (7-12)
5. Students may receive less than the required amount of instruction per week if requested by their parent/guardian and supported by documentation submitted by their treating healthcare provider. Under these circumstances, the district must review the instruction delivery plan regularly, but not less than once a month, to determine when the student's instructional hours may be increased.
6. Once the Request for Temporary Alternative Instruction has been approved, the district will develop a written instruction delivery plan that will be reviewed every two weeks. This plan will include:
 - a. The number of hours per week and hours per day that the student will receive instructional services
 - b. The method by which instructional services will be delivered
 - c. The location where instructional services will be provided, such as the home, hospital, or institution

- d. An explanation of how the instructional services will enable the student to maintain academic progress.
7. Homebound instruction may occur in public settings, such as a public library, tutoring center, etc. Homebound instruction may also occur in the home if the student has a documented need to be confined to home. For instruction occurring in the home, an adult (21 years or older) must be present at all times.
8. Homebound instruction can occur in-person or remotely based on student needs.
9. If the parent/guardian or homebound instructor finds that it is necessary to cancel a session, it is expected they do so (directly with the instructor) at least 24 hours in advance. The cancelled session may be made up during the week if time allows.
10. Just as students are expected to be prepared in class, they are also expected to be prepared for their homebound instruction sessions. Staying on task, completing assignments, and maintaining appropriate behavior are expected to be the same at home, as they would be in a classroom setting.

Homebound Instruction Guidelines for Instructors/Tutors

1. Homebound instruction will be provided for core academic subjects that typically include: English, Math, Science, and Social Studies. For all other classes at the secondary level, the MTSS team will make the determination if homebound instruction is appropriate.
2. Upon approval of homebound instruction, the classroom teachers will provide assigned materials, along with any materials the instructor/tutor needs. Once this is established, it is the instructor's/tutor's responsibility to notify the classroom teachers when additional work is needed. It is expected that the student's assignments will reflect the same content and provide the student with an understanding of the main concepts being taught in school at that time.
3. The homebound instructor/tutor will teach the curriculum. Assignments and assessments will be submitted to the classroom teacher for evaluation/grading.
4. It is both the classroom teacher and homebound instructor's/tutor's responsibility to maintain regular communication regarding the student's progress. It is required that the homebound instructor/tutor complete the INSTRUCTION FORM on a weekly basis and provide it to the building representative who will share it with the MTSS team.
5. It is imperative that regular communication be established between the homebound instructor/tutor and the student's parents/guardians regarding progress, compliance with assigned work, and attendance. If attendance becomes problematic, this should immediately be reported to the building representative. The building representative will contact the parents/guardians.
6. Homebound instruction must occur within the identified schedule agreed upon by the district, homebound instructor/tutor, and parents/guardians. Any adjustment to the schedule must be pre-approved through the MTSS team.
7. If the parent/guardian or homebound instructor/tutor finds that it is absolutely necessary to cancel a session, it is expected they do so at least 24 hours in advance and documented on the INSTRUCTION FORM.
8. An adult (21 years or older) must be present at all times if instruction occurs in the home setting. When possible, homebound instruction should be provided at a neutral location such as a Public Library or other approved setting. The setting will be agreed upon prior to the start of instruction.
9. If a student is identified as receiving special education services, access to the IEP will be provided. Homebound instructors/tutors are expected to read and implement the IEP as appropriate.

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Checklist for Coordinating HBI

<i>Completed by building representative</i>	
	Request for Temporary Alternative Instruction form completed by parents and physician stating necessary reason for HBI. Referrals may also come from the CSE or Superintendent due to placement or disciplinary concerns. (Appendix A)
	<p>Building representative will commence coordination after 48 hours unless a denial of the request is received.</p> <ul style="list-style-type: none"> <input type="checkbox"/> MTSS team develops the Student Support Plan which includes the instructional delivery plan. (Appendix B) <input type="checkbox"/> Parent Agreement for Homebound Instruction completed and signed by parent/guardian. (Appendix B)
	<p>Building representative notifies the parents of HBI approval. Parents are notified that the process of assigning homebound instructor/tutor will begin. The following information is mailed to parents/guardians at this time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Homebound Instruction Guidelines for Parents/Guardians
	<p>Building representative notifies classroom teachers regarding student's placement on HBI (including timeframe) via email or written notice.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If classroom teachers do not wish to be the homebound instructor/tutor, then the building representative should refer to the district's list of approved tutors. <input type="checkbox"/> Building representative works with parents/guardians and instructor/tutor to determine instruction schedule
	<p>Classroom teachers provide all materials needed for homebound instruction to building representative.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building representative provides all materials to instructor/tutor
	Instructor/tutor receives the Homebound Instruction Guidelines for Instructors/Tutors
	Instructor/tutor completes Homebound Instruction Form weekly and submits this to the building representative to be reviewed by the MTSS team. (Appendix C)
	MTSS team and/or building representative communicates with physician to facilitate full return to school. (Appendix D)

APPENDIX