(X) Required
( ) Local
( ) Notice

HOMEBOUND INSTRUCTION

The Board of Education is committed to providing a positive, safe, and supportive educational experiences for students requiring homebound instruction. Homebound instruction is provided on a temporary basis by the public school district when a resident student attending a public or non-public school is unable to attend school because of short-term disability (physical, mental, or emotional), illness, or displinary infraction. Homebound instruction may take place in a student's home, in a District building, at a local hospital, or rehabilitation facility, or at an alternative site within the District, such as the public library.

Under 8 NYCRR §100.22, Homebound Instruction is intended to maintain a student's academic progress and ensure continuity of instruction while the student is unable to attend school. The goal is to maintain a high level of instruction so the student can make a smooth transition back to their regular classroom regardless of the length of time they are out. Communication and coordination with the Alternative Education Specialist necessary to support the student's progress shall be considered part of the teacher's regular professional responsibility.

Eligibility for Homebound Instruction:

1. The student has a physical, mental or emotional condition/illness, certified by a licensed medical specialist and/or psychologist, which will likely require the student to remain home for at least two weeks during the next three (3) months. The decision may be subject to verification by the District's physician or District administration.
2. The Committee on Special Education, in communication with the parent/guardian with parental consent, has placed the student on Homebound Instruction on an interim basis.
3. The student has been suspended from school for disciplinary action.

Homebound Instruction shall not be provided in cases where it would be detrimental to the student's health. If the condition of the student might endanger the health and/or safety of the homebound instruction teacher (such as a communicable disease), remote instruction may be considered.

The provisions of this policy shall apply equally to children attending public or non-public schools who are District residents.

The Superintendent of Schools will establish regulations for determining eligibility, providing appropriate home instruction and maintaining adequate records in accordance with the regulations of the Commissioner and the provisions of the State Education Law.

Expectation for School Assignments/Assessments for Students

Short-Term Suspension (*up to 5 days*): The principal or his/her designee will contact the teacher of record for each subject to secure daily assignments and assessments. All assignments and assessments are returned to the teacher of record for grading purposes. Continual correspondence between the Alternative Education Specialist and teacher of record ensures the student's transition back to their designated school is seamless.

Long-Term Suspension or Homebound Instruction (*6 days or more*): When a student is on long-term suspension or homebound instruction, the principal or his/her designee will notify the teacher(s) of record regarding the duration of the suspension or approved homebound instruction. The teacher(s) of record will work with the Alternative Education Specialist to ascertain the curriculum being covered, secure all assignments, assessments, and provide any general guidance. If a teacher is using electronic student learning platforms, be sure the Alternative Education Specialist is provided with access.

The homebound instructor will administer the work and will confer with the teacher-of-record regarding the grading of assignments/assessments and retain that work until the end of the progress or quarterly reporting period. In addition, all graded work will be returned to the classroom teacher no later than the end of each marking period.

Every homebound case is unique, however; the goal is to maintain a high level of instruction so the student can make a smooth transition back to their regular classroom regardless of the length of time they are out.

Legal Reference:
Education Law §§ 3202, 3204, 3205;
8 NYCRR 100.22
Adopted
May 13, 1965
Amended November 14, 2007, March 20, 2024, Sept. 16, 2026, October 14, 2026

Under 8 NYCRR §100.22, Homebound Instruction is intended to maintain a student's academic progress and ensure continuity of instruction while the student is unable to attend school. The goal is to maintain a high level of instruction so the student can make a smooth transition back to their regular classroom regardless of the length of time they are out. Communication and coordination with the Alternative Education Specialist necessary to support the student's progress shall be considered part of the teacher's regular professional responsibility.

1. Eligibility

a. Temporary absence

i. If a student is absent due to short-term disability (physical, mental, or emotional), illness, or injury and, certified by a licensed medical professional will be at home or in a local hospital for at least two (2) weeks during the next three (3) months then the parent should submit an application requesting homebound instruction. Homebound instruction will commence as soon as practicable. After two days of absence, and prior to
- the beginning of homebound instruction, assignments will be provided to the student by the teacher of record, upon request. Students who return to school from an excused absence without having had homebound instruction will receive assistance from the classroom teacher to make up any work missed.

ii. The student's licensed medical professional must certify in writing as to the cause of absence and estimate the total time of absence. The physician should also testify to the child's readiness to receive homebound instruction.

iii. The parent/guardian of the student must provide a written consent authorizing the school District to contact the student's licensed medical professional. Refusal to provide such written consent will result in a denial of the request for home, hospital, or institutional instruction.

iv. The Committee on Special Education may, in communication with the parent/guardian with parental consent, recommend a student for homebound instruction on an interim basis.

b. Suspension from school

A student suspended from school by a building principal or as a result of a Superintendent's Hearing is entitled to homebound instruction in accordance with the compulsory education requirements of the Education Law (section 3205) and Individuals with Disabilities Education Act (IDEA).

2. Application

a. Role of parents and physicians

One copy of the form entitled "Request for Homebound Instruction" will be obtained from the building principal or school counselor. This form will be completed by both the parent and the student's licensed medical professional and returned to the building principal or school counselor. (In the case of a mental health diagnosis the licensed medical professional's portion of the application form should be completed.)

b. Application Review

The application will be reviewed at the building level, using members of their staff as consultants. A treatment plan must be included as part of the request for homebound instruction. After the principal has approved the application it will be forwarded to the Superintendent of Schools or designee.

c. Central Office Review

The Superintendent's Office or his/her designee shall review the application provided by the principal. The Superintendent or designee will outreach the student's licensed medical professional if additional information is required for approval and/or the creation of an individual homebound instruction plan. Upon approval, the form shall be signed and forwarded back to the principal's office. Building personnel will then update student records to reflect that the student has been placed on homebound instruction.

d. Approval and Appeal

The school District shall reach a decision within five (5) school days of an application form being submitted and received approving or denying such request for home instruction. The student's parent or guardian may appeal the District's decision to the Board of Education within five (5) school days of receiving the decision.

3. Time Allotted for Homebound Instruction

a. Beginning homebound instruction

1) Homebound instruction as alternative instruction for a student suspended from school must begin immediately upon the commencement of the suspension if the student is of compulsory school age or is a student with disabilities. "Immediate" does not mean instantaneously, but should not be later than one or two days into the student's suspension.

b. Duration of homebound instruction

Homebound instruction is temporary and therefore, will initially be recommended for a maximum of up to six weeks. Updated homebound instruction requests will need to be resubmitted to extend homebound instruction. Resubmission is not required for students placed on long-term suspension, however, the individual homebound instruction plan must be reviewed during the suspension time frame and updated as appropriate.

c. Instruction time will be provided in accordance with law and the home instruction plan as follows:
Instruction at the elementary level will be provided for ten (10) hours each week, and to the extent possible, two hours per day only on days when the public school is in session.

Instruction at the secondary level will be provided for fifteen (15) hours each week, and to the extent possible three hours per day only on days when the public school is in session.

Alternative instruction does not have to match every aspect of the instructional program/IEP the student received in school prior to the suspension. However, it must be substantially equivalent thereto as determined on a case-by-case basis (*Appeal of J.B.W.*, Decision No. 18,205 (2022)) so that the student can complete the required courses in all of his or her academic subjects.

4. Home Instruction Plan

The District shall establish a written instruction delivery plan to continue the student's academic progress, which shall include, but not be limited to:

- the number of hours per week and hours per day that the student will receive instructional services;
- the method by which instructional services will be delivered;
- the location where instructional services will be provided; and
- an explanation of how the instructional services will enable the student to maintain academic progress.

The instruction delivery plan will be reviewed by the District on an as-needed basis, based upon changed condition (s) and/or the needs of the student.

5. Coordinating Responsibility of the Building Principal

The building principal, in consultation with the Assistant Superintendent for Special Education and Student Support Services, or designee is responsible for all aspects of homebound instruction for children in their school as authorized by the superintendent or designee. The building principal will be assisted in carrying out their responsibility by the academic chairperson/director**,** classroom teacher, school counselor, school psychologist, school nurse and attendance teacher as required. The Assistant Superintendent for Special Education

and Student Support Services, or designee will assume responsibility for supervising homebound instruction of children attending non-public schools who reside in the District.

6. Instructional Personnel

a. Qualifications of homebound instructor as required by law:
1) For instruction at the elementary level (grades 1-6), a homebound instruction teacher must hold a teaching certificate issued by the New York State Department of Education.

2) For instruction at the secondary level (grades 7-12), a homebound instruction teacher must hold a teaching certificate issued by the New York State Education Department.

b. Candidate processing procedures for the position of homebound instruction teacher
Every teacher seeking employment as a homebound instruction teacher, except those regularly employed by Hewlett-Woodmere Union Free School District will complete the candidate processing procedure required of all Hewlett-Woodmere staff members. For those regularly employed in Hewlett-Woodmere, assignments as home teacher will be made by the building principal in consultation with the Alternative Education Specialist.

c. Payment to homebound instruction teachers
The rate of pay will be in accordance with the current salary schedule for homebound instruction teaching. Payment of teachers regularly employed by the District will be added to the regular salary check for attendance reports submitted. Payment of teachers not regularly employed by the District will be made following the close of each pay period in which attendance reports are submitted.

d. District contracts with outside agencies
The District can enter into contracts for the instruction of suspended and homebound students in limited circumstances with qualified agencies whom the District has supervisory control with contracted agencies.

7. Instructional Procedures

a. Temporary absence for accident or illness
The Alternative Education Specialist or designee will confer with the classroom teacher and/or the departmental supervisor and select those aspects of the student's current classroom work which will be most beneficial to the child at home in preparing him/her for return to the classroom. Since the District is required to support the student's transition back to the school environment, the teacher of record in consultation with the Alternative Education Specialist will prioritize the assignments a student will need to complete while on homebound instruction.

b. Absence due to physical handicaps or mental health diagnosis

The principal shall arrange for the homebound instruction teacher to confer with the classroom teacher and/or departmental supervisor to confer and define an initial course of home study. After appropriate revision in the course of study has been made by the homebound instructor based upon their work with the student, a final outline of the homebound course of instruction will be determined with the approval of the principal.

c. Evaluation of student achievement

Samples of the work completed by the student during homebound instruction will be kept in a folder/District's digital student learning platform by the homebound instructor. This folder of sample work and examination papers will be periodically graded according to the grading procedures of the child's home school. The folder will be turned over to the

principal and/or the departmental supervisor of the child's school quarterly and at the termination of homebound instruction.

d. Routine examinations

Routine tests or quizzes, such as those ordinarily given by the classroom teacher, may be given by the homebound instruction teacher to the student at home. The homebound instruction teacher may choose to devise their own tests**,** projects, and performance assessments to give to the student at home. However, final examinations given to the students at school may also be given to students at home. The decision about finals will be made collaboratively between the teacher-of-record, the principal or his/her designee, and the Alternative Education Specialist. All ~~of~~ the~~se~~ tests taken by the student at home shall become part of the folder after the homebound instruction teacher and the principal, departmental supervisor, and/or classroom teacher have reviewed the test results.

e. New York State Tests

Regents and other mandated examinations usually given by appointed proctors will be given to homebound students in school. If this is not possible, the examinations will be given at home or in a local hospital by proctors appointed by the Alternative Educa~~t~~ion Specialist or designee. This will not be considered homebound instruction time and payment for proctoring will follow District protocols.

8. <u>Attendance Recording and Billing Procedures</u>

a. Billing procedures for teachers

The bill form entitled "Tutor Attendance Report" will be completed and submitted by the homebound instruction teacher to the Alternative Education Specialist at the end of each payroll period. Students listed under the same job duties/payroll code can be listed on the same tutor attendance report form.

b. Attendance recording procedures
Attendance of students on homebound instruction is recorded and coded by the students assigned school building and indicates the period that the student is placed on homebound instruction. Additionally, the Alternative Education Specialist will maintain daily attendance records for students on homebound instruction.

Legal References:
Education Law, Sections 1709 (24), 3202, 3204, 3205
8 NYCRR 100.2

Regulations Approved
May 13, 1965

Amended 11/28/78, 8/84, 11/14/07; 6/8/2011, 10/27/20, 3/20/24, November 20, 2024
September 16, 2026

HEWLETT-WOODMERE PUBLIC SCHOOLS
WOODMERE, NEW YORK 11598

Exhibit A

REQUEST FOR HOMEBOUND INSTRUCTION

Student's Name_____Date_____
Address _____ Telephone ____ Grade ___ _____
D.O.B. _____School _____

Dear Licensed Medical Professional:

The above student is applying for Home Instruction. Hewlett-Woodmere Public Schools requires the following information in order to make a determination regarding the home instruction request. No application will be considered without a treatment plan.

Diagnosis: ___ Date of Onset _____ __ Treatment Approach _____- **ATTACH TX PLAN**

Treatment Goals: _____

Physical limitations while absent from school : _____

Student will be available to begin Home Instruction on : _____

Expected Return to School : __ _____

Length of time for which Home Instruction is requested : _____

Licensed Medical Professional Signature:_____ Date:_____

Address: _____Telephone: _____

Physician's Stamp:_____ Treating Therapist Signature _____ __

An updated treatment report and medical recommendation is required every month in order to consider continuation of Home Instruction.

I consent to have School District personnel speak with the individual/agency indicated above.
I may withdraw consent for future communications at any time. Consent for communication is required to move the process forward.

_____ _____
Signature of Parent/Guardian Date

_____

Building Usage:
General Ed Student____ 504 Plan____ IEP___

School Nurse/Psychologist:_____ Building Principal:_____

Date:_____ Date:_____

Dr. Susan Farber:_____ Date:_____
Assistant Superintendent for
Special Education and Student Support Services

Approved: _____ End Date:_____ Denied: _____