



Medical Homebound Instruction

Roles and Responsibilities

Students

Parents

Homebound Teacher

Students' Classroom Teachers

School

School District

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Roles and Responsibilities

1. What are the student's responsibilities in the medical homebound instruction process?

The student must realize that medical homebound instruction is an extension of regular school and all classroom rules and regulations, as well as school district policies, apply.

In addition, the student should

- be available for all scheduled instruction;
- be dressed appropriately;
- have all books and materials needed for instruction;
- complete all homework assignments;
- remain courteous, comply with teacher requests, and use appropriate language; and
- dedicate instruction time to instruction only (no phone calls, visiting, radio, television, and so on).

2. What are the parents' responsibilities in the medical homebound instruction process?

The parents should

- realize that before instruction can begin, all necessary **paperwork must be completed**;
- ensure that the child is prepared for the arrival of the medical homebound teacher;
- provide an area in the home that is conducive to learning and suitable for instruction (e.g., is quiet and free of distractions, has good lighting and a desk or table);
- understand that during the course of medical homebound instruction, **adult supervision** in the home **is required** in order to ensure a healthy and safe environment for both the student and the teacher;
- make certain that the student is available for all scheduled instruction;
- contact the homebound teacher to cancel the scheduled period of instruction in cases of emergency;
- inform the homebound teacher of the child's future medical appointments as early as possible if such appointments will interfere with instruction time;
- understand that if the student is absent for his or her scheduled period of instruction, he or she is considered absent from school on that day;
- understand that the state's compulsory attendance laws fully apply to medically homebound students;

- communicate with the district's medical homebound instruction coordinator or the school's contact person about changes in the child's health and return-to-school plans;
- sign the homebound teacher's time sheet each time instruction is rendered, which logs the hours and days that the teacher has worked with the student;
- monitor and encourage the child to plan his or her time in order to accomplish assigned work; and
- understand that although medical homebound instruction usually takes place at home, an alternative site may be designated if circumstances warrant.

3. What are the medical homebound teacher's responsibilities in the instruction process?

The homebound teacher should

- consult with the school's homebound coordinator, to ensure all required documentation has been submitted **before** providing services;
- provide the school district with proof of a valid South Carolina teacher's certificate, undergo a SLED check, and complete a Child Abuse and Neglect Registry check;
- call the school's homebound instruction coordinator if medical homebound instruction does not begin on the anticipated date;
- keep a time sheet that logs the hours and days that he or she has worked with the student;
- notify the family or hospital if he or she is unable to attend a regularly scheduled session due to illness or an emergency;
- notify the school's homebound instruction coordinator immediately if the teacher expects to be absent from the regularly scheduled sessions for more than a few days;
- **never arrange for a substitute without prior approval;**
- maintain close contact with the student's regular teachers and counselors to ensure that the student is working on the appropriate assignments and is receiving the appropriate grades or credit that he or she has earned;
- keep documentation to ensure the student receives credit for the work that he or she accomplishes;
- notify the building principal and the school's homebound instruction coordinator if one of the student's school-based teachers is not cooperating in the homebound instruction process;
- consult periodically with the student's regular teachers regarding the long-term planning of the student's education program;
- meet on a regular basis with the student and the family or hospital staff;
- understand confidentiality requirements;
- call the school's homebound instruction coordinator immediately if the student is absent from home at the scheduled instruction time and the session has not been cancelled by the family;
- call the school's homebound instruction coordinator immediately if there are concerns about the safety of the situation in the home;

- report (or cause a report to be written) to the Department of Social Services or to local law enforcement if he or she believes that the student's physical or mental health or welfare has been or may be adversely affected by abuse or neglect;
- maintain written documentation of work assigned, student absences, and meetings with parents and school staff;
- call the school's homebound instruction coordinator if there are problems with school personnel, the family, or the student;
- remember that motivation can be a problem with a sick or injured student;
- notify the district's homebound instruction coordinator and the school contact person as soon as it is known when the student will return to school; and
- return assignments, books, and materials to the school when the student is authorized to return to classes.

4. What are the student's classroom teachers' responsibilities in the medical homebound instruction process?

The medically homebound student's teachers should

- determine the student's interim and final grades with input from the medical homebound teacher;
- understand confidentiality requirements;
- assigns grades to the medically homebound student, following the regular grade-reporting processes including interim reports and report cards;
- collaborate and consult regularly with the medical homebound teacher regarding all the student's assignments, projects, and assessments;
- provide long-term planning of instruction in collaboration with the medical homebound teacher;
- provide the student's assignments on a regular basis;
- clearly communicate with the medical homebound teacher about the student's progress;
- collaborate with the medical homebound teacher to send frequent progress reports to the student's parent(s) or guardian;
- avoid assigning busywork or excessive practice to the student; and
- be flexible and remember that the homebound student is experiencing medical or mental difficulties.

5. What is the role of the school homebound coordinator in the medical homebound instruction process?

The school homebound coordinator should

- Inform parents and students of the availability of homebound instruction;
- coordinate homebound application process for the parent and send required documentation to the district homebound coordinator for approval;
- coordinate the overall provision of services in a timely manner;

- ensure that appropriate collaboration is occurring between school staff and the medical homebound teacher;
- assign a school contact person for the parent to call if problems arise because of lack of collaboration among school personnel;
- assign a school contact person to facilitate the exchange of instructional materials;
- plan for accommodations at school when the student returns to his or her classes;
- arrange meetings as needed among the student's parents/guardians, the homebound teacher, the student's teachers, the principal, and so forth;
- involve the student intervention team (SIT) as needed;
- ensure that the homebound teacher has the appropriate textbooks and supporting materials;
- consider IEP or Section 504 plans when warranted for recurring or chronic health conditions;
- consider change of placement issues if medical homebound instruction becomes necessary for a special education student;
- review periodically the appropriateness of medical homebound instruction for individual students; and
- ensure that a periodic IEP or Section 504 team review is held for students with disabilities to consider the appropriateness of medical homebound instruction for these students; and
- ensure that potential homebound teachers follow through with the school district's human resource and homebound services application process;
- consider the possibility of available technology (distance learning) for the student to participate in specific classroom activities from home.

6. What is the role of the school district in the medical homebound instruction process?

The school district should

- develop and implement the district's homebound services program;
- ensure that the school has designated a school homebound coordinator to manage homebound services for students at the school level;
- establish a procedure to review medical homebound requests, confer with physicians as needed, and approve or deny medical homebound requests;
- provide confidentiality training to staff every year;
- establish a procedure to review instruction timesheets and mileage;
- establish a procedure to meet with the parents to discuss such issues as the educational plan for the student's medical homebound instruction and the conditions of service delivery including attendance requirements, time, and location;
- establish a procedure to recruit homebound teachers to the district, in collaboration with the district's human resources office;
- ensure that appropriate instruction is provided to the student;

- ensure that district grade-reporting policies are followed for medically homebound students;
- outline the responsibilities of the parents, the principal, the teacher, related school district personnel, and homebound teachers while a student is on medical homebound instruction;
- outline a procedure to ensure collaboration, consultation, and coordination among all the medically homebound student's professional caregivers (e.g., physician, psychiatrist, counselor);
- establish guidelines for reporting potentially unsafe conditions regarding the delivery of medical homebound instruction; and
- utilize technology and other alternative instructional delivery methods when appropriate to enhance the medical homebound instruction process;
- develop and maintain a homebound teacher referral list for school's homebound coordinator;
- plan and conduct annual information sessions for school homebound coordinators and other school administrative staff;
- provide services in a timely manner.