

2024-2025

Homebound Services Referral Information

Durham Public Schools provides instructional support to school-aged students actively receiving medical treatment for an injury or illness that prevents regular school attendance.

What is homebound instruction?

Experienced NC certified teachers support students academically using assignments/textbooks and/or online resources provided by the school's classroom teachers. Homebound teachers provide instructional assistance in the home and assist with the delivery of new assignments and the return of completed assignments for grading by classroom teachers.

Who is eligible?

- Students enrolled in a Durham Public school
- Students with medical absences exceeding four consecutive calendar weeks of school
- Students with a medical diagnosis preventing full-time school attendance

Referrals will require confirmation from the current medical provider to document reason(s) for school absence and the anticipated date of return to school.*

*Partial school attendance is encouraged to minimize the social and academic impact of extended separation from school.

What is the role of the homebound teacher?

- Provide instructional support for students by obtaining assignments/textbooks and teacher resources
- Return completed work to the school for grading
- Serve as liaison between families and schools
- Assist with transitions for students returning to school

What homebound instruction cannot provide:

- **Homebound instruction does not replicate classroom instruction.**
- Homebound teachers do not assign material or grade completed student work.
- Homebound instruction is not designed to support students with brief absences unless determined by an IEP or 504 plan.
- Students cannot complete most NC requirements for high school graduation through homebound instruction.
- High school students approved for homebound and projected to miss a semester or more of school may be limited to no more than two high school course credits per semester unless the student is using Apex/NCVPS courses.

Role of the classroom teacher in the homebound process:

- Classroom teachers remain the teachers of record and the primary contact for assignments/textbooks and instructional materials. Technology access for students shall be determined by the school, prior to making a referral.
- Secondary level teachers and students are encouraged to remain in contact during the time of absence as a way to offer continued academic assistance for students.
- Students are encouraged to contact teachers for individual help sessions whenever medically possible.

Homebound service does NOT roll over and packets cannot be reused for returning students:

- New, complete homebound referral paperwork is required for each school year to update signatures and contact information on record. For every homebound student, physician's documentation must be renewed prior to its expiration (without a lapse) to continue to receive homebound services.
- If a student is discharged from homebound and the decision is made to return the student to homebound services, a new referral packet must be completed and submitted. Expired referrals, or referrals previously submitted for accepted students, will not be reused, even in the current school year.

General Education Students

Each student's base school is encouraged to explore all lesser restrictive options before considering a referral for homebound services. Continued school attendance on a modified basis is encouraged. Students at home miss valuable instruction and in-class discussion and questions and re-teaching.

Assignments and grading for homebound students remain the responsibility of the base school of enrollment. The instruction delivered to students at home is determined by factors that include: the student's age and grade, the nature of the identified health issues, the student's instructional needs by courses, and the number of homebound students served at any given time. Some students require more in-home instructional support than others. The length of time out of school is also a factor influencing the support the student required by students.

Computer-based instruction is an option for some high school students if supported by the school. This alternative can be an effective option for students whose absences exceed at least one grading period. Computer-based courses and online courses may be effective as an alternative to remaining enrolled in classroom course(s). Assignment of any online courses is determined at the time of referral.

Special Education Students

Special education students with temporary medical conditions (distinguished from the student's disability) that limit/prevent their school attendance generally have access to the same programs and options for homebound as general education students.

In cases when special education students are determined to require homebound instruction by the IEP team, the IEP team must determine the amount and nature (frequency, content, etc.) of instruction and special education and related services needed to allow the student to make progress on his or her IEP goals and to provide the student with a free appropriate public education. This decision may be influenced by factors that include: the student's IEP goals, the student's age, and other disability-based needs. The actual determination of the amount of weekly instructional hours is determined by the IEP team after due consideration of the above factors. Special education students may not experience any change in their IEP goals and objectives, when deliverable in the home setting. However, some IEP goals may not be deliverable in the home and will be addressed upon the student's return to the regular school environment.

Similarly, in cases when 504 students are determined to require homebound instruction by the 504 team, the 504 team also determines the amount and nature of instruction needed to provide the student with a free appropriate public education.

The IEP/504 team also should establish a schedule for reconvening to review the homebound placement no less than once every thirty (30) days.

Consideration by the IEP team to remove a student should only occur when the nature and severity of the medical condition is such that education in the school setting cannot be safely achieved with the use of accommodations, modifications, and/or supplementary aids and services. **Homebound instruction is the most restrictive educational environment provided by the school district.** Every effort must be made to maintain instruction in the school setting before selecting a homebound placement.

Referral Procedure

For General Education Students:

1. If a parent/guardian anticipates that their child will be absent more than 4 weeks due to a significant medical condition they may initiate a homebound services referral.
2. Homebound referral forms may be obtained from the DPS website on the Hospital School web page.

The referral packet consists of 6 sections: Overview, Parental Statement, Consent for Release of Confidential Information, Physician's Documentation, School Information, and Additional Information. Required signatures are **highlighted**.

Counselors must submit complete referral packets to the Hospital School. Incomplete forms will delay the process. Occasionally, additional information regarding the student's courses and assignments/testing will be required before the homebound teacher is assigned.

Students Receiving Special Education Services:

Consideration by the IEP team to remove a student from school for a homebound placement should only occur when the nature and severity of the medical condition is such that education in the school setting cannot be safely achieved with the use of accommodations, modifications, and/or supplementary aids and services. **Homebound instruction is the most restrictive educational environment provided by the school district. Every effort must be made to maintain instruction in the school setting before selecting a homebound placement.**

Steps:*

1. IEP team determines if homebound services are appropriate.
 - ***The Hospital School must be contacted to ensure a homebound representative can be present at the IEP meeting if it is anticipated that there may be a change to homebound instruction. If an IEP team determines that homebound instruction is the appropriate placement for a child and there is no homebound representative at that meeting, then the team should reconvene with a homebound representative present to discuss the details of the instructional services to be provided.***
 - The IEP team should determine the amount, frequency, and content of educational services that should be provided, and should establish a schedule for reconvening to review the homebound placement no less than once every thirty days. If related services are to be provided on homebound, the base school is responsible for coordinating the provision of those services.
2. If services are deemed appropriate:
 - The IEP must be amended in an IEP meeting to appropriately reflect changes made to the setting and delivery of special education services.
 - **A homebound referral packet must be completed and submitted by the case manager or school counselor.**

* This procedure does not apply to EC students placed on homebound during a period of suspension or expulsion.

2024-2025 Referral: Homebound Services - Overview for Parent(s) & Student

Requirements for the delivery of homebound services

1. **An adult, 18 years of age or older, must be present in the home for the duration of the homebound teacher's visitation.** This individual will be required to sign the Instructional Delivery log documenting the date and time of the visit.
2. **Durham Public Schools teachers are guaranteed a safe, healthy and harassment-free instructional environment. A smoke-, liquor-, and drug-free environment is expected in order to establish a positive instructional atmosphere for both the teacher and student.** When the teacher is present these conditions must be met or arrangements will be made for instruction to occur at a neutral location, such as the public library.
3. **The homebound teacher will not enter the home when the student or family member has a contagious disease.** It is the responsibility of the parent to notify the teacher of any contagious conditions.
4. **Teachers may refuse to enter homes when pets are loose.** Pets are to be constrained to prevent distractions to the instructional environment.
5. **Visitors, phone calls, television, radio** and other distractions that draw the attention of the student and teacher away from instruction will not be allowed in the area intended for instruction during the homebound teachers' visits. Instructional time provided by the homebound teacher qualifies for attendance credit.
6. **If the parent/guardian or student is not home when the homebound teacher arrives for the scheduled visit, the student will be reported to the school as unexcused for that day.** Ten hours of unexcused instructional visits is cause for discontinuation of the services. Parents are asked to contact the homebound teacher, in advance of the scheduled visit to excuse the student. Cancellations should be made 24 hours prior to the scheduled visit.
7. **The homebound teacher will, to the extent possible, follow the student's course of study and or IEP.** Teachers at the base school remain responsible for providing students unit study guides, assignments/materials and tests that enable the student to keep up with homebound support, as is possible from the home. In some cases, course changes may be required when students are expected to miss extended periods of instruction. Computer-based instruction may be considered by the school as an alternative to existing courses for secondary level students. Grades for all work completed by the student are assigned by the highly qualified teachers leading each course.
8. The student may not be employed or otherwise engaged outside the home, or participate in organized activities outside the home, while receiving homebound instruction.

I understand and accept these non-negotiable rules for the delivery of homebound instruction. I understand that failure to honor these rules is cause for discontinuation of the services.

Parent Signature

_____/_____/_____
Date



2024-2025 Referral: Parental Statement (Complete and return to Counselor or Case Manager)

Student Name: _____ **DOB** _____
_____ **Male** _____ **Female**

Student receives special education services: _____ Yes _____ No

Reason for Requesting Homebound Instruction: _____

Home Address: _____

Email address: _____

Address where services will be delivered:

(If different from Home Address)

Phone Number for contacting the Parent/Guardian to schedule Homebound Instruction

Home: _____ **Cell:** _____

Work: _____ **Student Cell:** _____

Alternate contact: Name _____ **Phone:** _____

I certify the information above is correct and authorize the release of any medical or psychological information necessary to process this referral including current treatment plans and the projected length of time out of school due to the medical condition. Please complete the **Consent for Release of Confidential Information** on the following page and return this form with the parent’s information page with the referral to the school.

Parent/Guardian Print Name: _____ **Date:** _____

Parent/Guardian Signature: _____

Relationship to Student: _____

The instruction available to eligible students is dependent upon several factors: the age of the student, the grade of the student, anticipated duration of the absence from school, the nature of the identified health issues, and the instructional needs and courses in which the student is enrolled. It should be noted that some students require more in-home instructional support than others. The homebound teacher works with the student to determine what assistance is required and the amount of time needed to help maintain academic progress.

Computer-based instruction is an available option for some students and can be effective for students expected to miss extended days of school that exceed at least a grading period. While out of school students miss the classroom instruction as well as in-class discussion and opportunities for questions and re-teaching. Computer-based courses and online courses may be effective as an alternative to remaining enrolled in the traditional classroom course.



Consent for Release of Confidential Information

Information to be released by:

Agency/School _____

Address _____

Telephone _____ Fax _____

Name/Position _____

Information to be released to:

Agency/School Durham Public Schools Hospital School/Homebound Services

Address Duke South Box 3039, Durham, NC 27710

Telephone 919-668-5740 Fax 919-684-5319

Name/Position Michael Somers - Principal/Andrew Damon – Hospital School Data Manager

Specific information to be released:

- Unlimited disclosure
- Hearing / Audiological
- Educational assessments
- Psychological evaluations
- Vision testing / reports
- Social / developmental history
- Exceptional Children’s records
- Psychiatric evaluations
- Health / medical evaluations
- ADHD / ADD screening reports
- Speech/Language testing
- Other _____

I give my permission for the information listed above to be released, regarding:

Student Name: _____ Date of Birth: _____

*I understand that the agency/school receiving this information will be responsible for its continued confidentiality.

I also give my permission for the exchange of information (oral and/or written) between the above named individuals/agencies.

Signed by: _____ Date: ____/____/____
(Circle) Parent / Legal Guardian / Surrogate Parent / Student over age 18

Witnessed by: _____

Position _____

This release is valid for one calendar year and can be revoked, in writing, at any time.

Return the completed referral packet to Andrew Damon via DPS courier, Fax 919-684-5319, or Email at andrew_damon@dpsnc.net.

2024-2025 Referral Physician's Documentation

Homebound is the most restrictive option available to DPS and **does not replicate classroom instruction**. It is designed to deliver temporary instructional support to students unable to continue attending school. The services are designed to offer instructional support for students actively participating in medical treatment.

Services are available to students when a medical necessity prohibits school attendance for extended periods of time (4+ calendar weeks). Partial school attendance is encouraged, when possible, to reduce the impact of extended absences on classroom performance.

Note to physician: Please be as specific as possible about the student's current health, their ability to attend school, the appropriate amount of time they should be out of school in a restrictive environment, and any applicable treatment plan that will help them return to school.

Patient

DOB _____

Diagnosis: _____

Due Date _____

(Pregnancy)

Is the condition contagious? Yes _____ No _____

What medical necessity prohibits total school attendance?

Is partial school attendance possible? Yes _____ No _____

What treatment is the student currently receiving that will facilitate a return to school?

Estimated duration of school absence (calendar days): 20-30 days _____, 30-45 days _____, 45-60 days _____

Physician's Signature _____

Date _____

Physician's Name (Printed) _____

Address: _____

Phone: _____

Fax: _____

Return the completed form to the DPS Hospital School Hospital: Fax (919) 684-5319 or to the Parent.

2024-2025 Referral School Counselor/Case Manager

Student: _____

Grade: _____

School: _____

Current GPA: _____

Attendance: Days Present: _____ Days Absent: _____

Last Date Student Attended: _____

Section 504 Plan: Yes _____ No _____

Current IEP: Yes _____ No _____

Power School # _____

EC Facilitator Contacted: Yes ___ No ___

Please attach PowerSchool schedule and current grades.

Instructional Plan for Homebound Services

*****If the student is at serious risk of failing particular courses - please indicate which other course(s) the homebound teacher should focus on to help the student capture the most credit(s) possible.***

1. Please indicate any online courses the student is taking and the school contact to coordinate homebound.
2. Have you contacted the Online Plato/NCVPS Online Learning Specialist for your school to enroll student?
Yes _____ No _____
3. Are assignments available for the homebound teacher to pick up in the guidance office? Yes ___ No ___
4. Describe plans discussed with the teacher(s) to support the student while out of school.

Counselor's/Case Manager's Name: _____

Office/Cell Phone# _____

EC Facilitator Name (if applicable): _____

Office/Cell Phone# _____

2024-2025 Referral: Additional Information/Approval

Please attach any additional information you feel is warranted to support the referral.

**IEPs/504 plans must be included with referral.*

Counselor's/Case Manager's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

Date Complete Packet Received By Hospital School: _____

Referral approved: Yes _____

Referral Returned for Questions: Date _____

Hospital School Principal's Signature: _____

Homebound Teacher Assigned _____ **Date:** _____

