

**CRAVEN COUNTY SCHOOLS**  
**Basic Information Regarding Homebound Referrals and Instruction**

**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 Craven County School
  - Students with medical absences exceeding four consecutive weeks of school
  - Students with a medical diagnoses 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

**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 via email/Face time or phone 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.

**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 of less than 20 consecutive days 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 Odysseyware/NCVPS courses.

## **Regular Education Students**

Each student's base school is encouraged to explore all lesser restrictive options before considering a referral for Homebound Services. Encouraging students the opportunity to continue 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 by the school counselor.

## **ECP Students**

ECP 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 regular education students.

In cases when ECP 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. ECP 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. The IEP 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.

## **Regular Education Students With 504s**

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.