

# HOSPITAL/HOMEBOUND PROGRAM



Knox County Schools  
Andrew Johnson Building, Room 507  
P. O. Box 2188  
Knoxville, TN 37902  
Phone: 594-1518; Fax: 594-1772

Dr. Karen Loy, Supervisor  
Mendy Williams, RN, Medical Case Manager  
Kelly McKnight, Administrative Assistant

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## **GOALS OF THE HOMEBOUND PROGRAM**

- Provide quality instruction that correlates as closely as possible to the curriculum prescribed by the Knox County Schools and the Tennessee Department of Education.
- Utilize a process (Individual Education Plan [IEP], Support Team [S-Team] or the Section 504 Service Plan [504]) to insure that appropriate adaptations are made to the instructional program to address the individual needs, medical/health accommodations, abilities, and interests of the students.
- Expedite the referral process and facilitate communication between all stakeholders (school staff, homebound teachers, students, parents, physicians, etc.).
- Minimize student time on homebound instruction by considering modified school attendance and school accommodations that facilitate a return to school.

# Knox County Board of Education

## Homebound Instruction (Descriptor Code: IDDA; Issued: 1/08; Revised: 2/13)

### HOMEBOUND INSTRUCTION

To be considered for Homebound- instruction, a student must have: 1) a health impairment of sufficient seriousness as certified by a licensed doctor of medicine or osteopathy; 2) the program typically consists of three (3) hours of instruction per week provided by a certified and properly endorsed teacher.

Students with disabilities previously certified as eligible under IDEA and state regulations will receive (if determined eligible by the IEP-Team) homebound services.

Children with medical conditions of a short duration or temporary nature, and **not** previously certified with a disability pursuant to IDEA and state regulations, will receive (if determined eligible by the S-Team) homebound services.

All homebound placements shall be temporary. Homebound placements shall not exceed thirty (30) school days duration unless there is a medical necessity that requires extended homebound instruction. In that case, a homebound placement shall be reviewed at intervals of thirty (30) school days to ensure the appropriateness of the provision of instruction and appropriateness of continuing the homebound placement.<sup>1</sup>

### HOMEBOUND SERVICES PROVIDED FOR STUDENTS POST-PREGNANCY

The homebound instruction program for post-pregnancy students shall consist of three (3) hours of instruction per week for a period of six (6) weeks<sup>2</sup>

The student's physician shall state, in writing, the student's condition for eligibility for homebound instruction, with an estimated date for delivery.

A homebound instruction program for longer than the six (6) week period shall be provided only to a student who is certified in writing by her physician as having health complications arising from the pregnancy that prevent her from returning to regular classes.

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Legal Reference:

1. TCA 49-10-1102
2. TRR/MS 0520-1-2-.10

## **SPECIAL EDUCATION - STATE REGULATIONS CONCERNING MEDICAL HOMEBOUND PLACEMENT**

### 0520-1-9-.07 Placements

(1) A **Homebound placement** is instruction provided at home, hospital or related site to children with disabilities who are eligible pursuant to IDEA and state regulations. Instruction provided to children with disabilities in homebound placements shall be provided by qualified personnel, pursuant to IDEA and state regulations.

### (2) Eligibility for Homebound Placements

- (a) Eligibility for instruction as a child with a disability pursuant to IDEA and state regulations shall be established prior to implementation of homebound services. Children with medical conditions of a short duration or temporary nature, and not previously certified as eligible pursuant to IDEA and state regulations, shall not be eligible for homebound placements pursuant to this regulation, and special education funds shall not be used to fund Homebound placements for such children.
- (b) The IEP team shall consider a medical Homebound placement only upon certification by a licensed doctor of medicine or osteopathy that a child with a disability needs a Homebound placement, is expected to be absent from school due to a physical or mental condition for at least ten (10) consecutive school days and that the child can receive instruction in a Homebound placement without endangering the health of personnel providing it.

### (3) Use of Homebound Placement

- (a) All Homebound placements shall be temporary. Homebound placements shall not exceed thirty (30) schooldays duration. The IEP shall contain a goal of returning the child to a less restrictive environment within the school year, unless there is a medical necessity that requires extended homebound instruction, in which case additional Homebound placements of thirty (30) school days or less may be instituted.
- (b) An IEP containing a homebound placement shall be reviewed at intervals of thirty (30) school days to ensure appropriateness of the provision of instruction and appropriateness of continuing the homebound placement.
- (c) The frequency and duration of instruction necessary to provide a free appropriate public education (FAPE) during a homebound placement will be determined by the IEP team.
- (d) Special Education funds may be expended only for instruction in homebound placements of children with disabilities who are eligible for special education pursuant to IDEA and state regulations.

## **GENERAL GUIDELINES FOR HOMEBOUND SERVICES**

### **I. General Guidelines**

- II. Notes**
- III. Roles & Responsibilities During Homebound Placement**
- IV. Classroom/Homebound Teacher Role Clarification Form**

## GENERAL GUIDELINES

A request for homebound services is initiated through the school-based Support Team (S-Team), Section 504 Service Plan Team (504 Team) or Individual Education Plan Team (IEP Team). The first point of contact for parents is generally, the school-based contact person (i.e., administrator, school counselor, special education case manager).

Note: A request for homebound services may be initiated by a physician and/or parent. However, approval of services is an educational placement decision made by KCS staff and must go through a review prior to determination of services.

### Requirements and Procedures

- Student must be enrolled in Knox County Schools
- Parent/Guardian must contact the school counseling office and sign an *Authorization to Release Medical Information*, and obtain a Parent Packet.
- School contact will forward the signed *Authorization to Release Medical Information* to the Homebound Office.
- Homebound Office will fax/mail medical release form to physician(s) (to be returned to Homebound Office).
- Medical information from the physician will be reviewed by the Medical Case Manager and forwarded with feedback to the IEP/504/S-Team Chairperson.
- An IEP/504/S-Team will convene to review all related documents/information and will determine one or more of the following:
  1. A formal referral for homebound services is warranted under medical necessity: team will recommend coursework to be covered during homebound, length of services, and plan for transition back into school setting at the end of homebound services. NOTE: Pregnant student's length of home instruction is determined by physician and date of delivery. [\*6 weeks from date of vaginal delivery; 8 weeks for cesarean unless there are complications as determined by physician.]
  2. A formal referral for an IDEA evaluation is warranted, and team will establish a plan for educational services during the evaluation period.
  3. Student is not eligible for homebound services.
- The IEP/504/S-Team chairperson will forward the *Homebound Notification* form and student's current schedule to the Homebound Office (fax: 594-1772). (NOTE: School documents such as S-Team forms and IEPs do not need to be sent to the homebound office.)
- The IEP/504/S-Team chairperson will notify the Attendance Secretary at the school of the placement (may cc: *Homebound Notification*).
- The Homebound Office Administrative Assistant will assign a homebound teacher and notify the school contact.

## GENERAL GUIDELINES (Continued)

- The homebound teacher will contact school staff for assignments, etc. and will contact the parent to schedule sessions.
- If homebound services are required beyond the original recommendation, the school-based chairperson and medical case manager will collaborate to obtain documentation from the physician and conduct a review with the school-based team then notify the homebound office with a new (or amended) *Homebound Notification* form.
- A 30-day review of placement is required by the state of Tennessee.
- If a student's medical or physical condition requires home instruction for more than one school year, a new medical statement must be submitted each school year.
- When homebound services are terminated the school-based team chairperson will notify the school attendance secretary and Homebound Office.
- See Emotional Issues Procedures section of this manual.

## NOTES

- A student is ineligible for homebound instruction during infectious stages of communicable diseases.
- A student may not be employed during homebound placement.
- Attendance during homebound will be reported to the Attendance Office.
- All requests for Home Instruction must be **signed by a physician**. We are unable to accept signatures from a nurse practitioner, medical assistant, nurse, intern, or resident.
- Homebound services do not begin until the formal referral from the school-based team. During the review process, classroom teachers should provide work for the student. Parents/students are responsible for keeping up with all work during the review process.
- Approved homebound services must be appropriately documented on the IEP for students with disabilities.
- Medical Hospital Placements outside Knox County (St. Jude, Vanderbilt, etc.)
  1. Attendance coding should reflect Hospital/Homebound. DO NOT remove student from Enrollment.
  2. Services during hospital stay are dependent on location, length of stay, onsite options, etc. and will be monitored by the homebound Medical Case Manager.
  3. Upon return to home or local facility, a homebound instructor will be assigned.
- Mental Health Placements (by parents or physician)
  1. Attendance coding for absences during mental health placements may be coded “Excused” or “Hospital” based on length of stay.
  2. Partial-day treatment programs are “Excused” and the school-based team should meet to plan for educational needs during the ½ day treatment ½ day school time period. Homebound services are not provided.
- **Compensatory Homebound:** For students suspected or diagnosed with emotional issues who are not placed on home instruction, attendance manifestation determination meetings should be conducted by the IEP/504/S-Team after 10 consecutive days of “Unexcused” absences. Please do not delay these meetings. Assigning compensatory HB services for an excessive backlog of absences may potentially be a denial of FAPE. (Notify the social worker and/or TPP prior to the 10<sup>th</sup> absence in order to intervene and work with the team.)

## **ROLES & RESPONSIBILITIES DURING HOMEBOUND PLACEMENT**

### IEP/504/S-Team Chairperson:

Provide a school-based liaison for homebound services. Serve as the primary contact for parents, school staff, and homebound staff. Assist with coordination of services and maintain documentation of meetings and other relevant information.

### School Counselor:

Attend initial 504/IEP/S-Team to oversee approval/determination of courses to be covered on homebound and monitor grades/credits received and recorded for homebound students. Monitor progress of graduation path throughout homebound and school re-entry. Place copy of final grades in student's CR.

### Regular Education Teacher(s):

Remain the teacher-of-record during homebound placements. Maintain responsibility for providing individual assignments, textbooks, etc. due to the large and varied caseloads of homebound teachers. Gain necessary approval for coursework accommodations/modifications from building or program supervisors. Update the student's grade online after averaging in the final homebound grade with classroom grades from before and after homebound instruction.

### Special Education Case Manager:

Maintain responsibility for the IEP and coordinate with the homebound teacher to complete progress reports.

### Homebound Teacher(s):

Initiate contact with school staff to arrange for pick up and return of school materials, maintain documentation of student progress (including attendance, work submitted, etc.) and align instruction with the requirements of the school. Administer all tests under supervision and follow the appropriate testing guidelines to maintain test security. Based on the student's medical condition and length of homebound placement, the teacher of record and the homebound teacher will collaborate to determine appropriate accommodations/modifications to classroom work/tests, grading procedures, and plan for student's return to school. Grading of assignments and tests will be completed by the homebound teacher; however, this may be determined on a case-by-case basis to best meet the needs of the student and the curriculum requirements. A copy of the student's final grades will be submitted to the classroom teacher and the school counselor.

### Medical Case Manager

Reports to homebound supervisor. Consults with physicians, school personnel, and parents to help determine medical needs as related to school attendance and/or homebound placement. Reviews medical statements when received from physician. Attends 504/IEP/S-Teams to provide input and updates. Attends 30-day meetings, as needed, for students whose homebound services exceed 30 school days. Collaborates with school nurses assigned to

## **ROLES & RESPONSIBILITIES DURING HOMEBOUND PLACEMENT CONTINUED**

students involved with the homebound referral process. Monitors medical status of students receiving homebound instruction through updated medical statements, contact with physicians, school, parents, and home visits, as needed. Consults with special education supervisors, specialists, and facilitators and other

support personnel on medical needs of special education students and compliance with State Health Regulations. Documents pertinent medical information on students, as needed.

Social Worker:

Investigate reason for excessive absences and prompt schools to address absences appropriately (homebound referral or alternate action) after 10 absences. For students suspected or diagnosed with ED, coordinate with TPP as appropriate to address parent issues related to attendance.

Therapeutic Professional Practitioner:

Coordinate services (students with ED or referred for ED evaluation) with the school social worker regarding reasons for attendance issues (SW will address parent issues; TPP will address student therapeutic issues.)

## **CLASSROOM/HOMEBOUND TEACHER ROLE CLARIFICATION**

### Classroom Teacher:

- Is the teacher of record
- Provides assignments
- Collaborates with assigned homebound teacher on expectations and modifications for completion of course work
- Provides student books/instructional materials
- Enters student's grades into Gradebook
- Verifies completion of course and credit earned

### Homebound Teacher:

- Contacts classroom teacher to obtain work/materials
- Collaborates with classroom teacher to modify assignments and determine student's educational needs.
- Clearly determines, in collaboration with classroom teacher, responsibility for grading work and for final grade
- Contacts parent and schedule instructional time with student
- Obtains parent signature on visitation log each visit and submits to homebound office with payroll form each month
- Provides instruction for course work to student in the home or agreed upon setting within the time parameters set by the school-based team according to homebound guidelines.
- Maintains regular communication with appropriate school personnel, parents, and homebound office
- Administers tests, following all local and state procedures and security guidelines.
- Informs parent and student of the grading and attendance policy at the first meeting.
- Maintains records to show proof of grades/averages earned
- Documents student cancellations and arranges with parent/student to make up time if it's an excused absence/cancellation
- Notifies parents as soon as possible prior to any personal cancellation and arranges with parent/student to make up time, and documents all cancellations by HB teacher
- Turns in all work/grades/tests to classroom teacher at appropriate times
- Returns materials/books to appropriate location
- Submits a copy of grades to homebound office with copy of grade book or lesson plans as proof of grades earned
- Reports any concerns immediately to the homebound office

# **HOMEBOUND PROCEDURES FOR STUDENTS WITH SOCIAL/EMOTIONAL CONCERNS**

- I. Social / Emotional Homebound Procedures**
- II. Strategies to Consider**

## **HOMEBOUND PROCEDURES FOR STUDENTS WITH SOCIAL/EMOTIONAL CONCERNS**

**All referrals made to the Homebound Office requesting services based on social/emotional concerns will be referred to the School Support Team (S-Team) at the student's zoned school.**

A packet of information will be sent from the Homebound Office to the parent which includes:

- Letter to parents explaining least restrictive environment and the process for referring their child to the S-Team
- *Parent Referral to the S-Team*
- *Authorization and Request of Protected Health Information* (Release Form)
- Letter to attending physician explaining the S-Team process
- *Medical Referral to the School Support Team* (to be completed by physician)

**Step 1.** Parent contacts the Homebound Office to request packet. (Kelly Wright will contact the SE supervisor/specialist/facilitator for the assigned school to determine which protected health information is to be requested, then forward the packet to parent.)

**Step 2.** Parent completes ***Parent Referral to S-Team*** and **Release Form** and returns these forms to the S-Team chairperson at the student's school.

**Step 3.** Parent provides student's physician with **Letter to Attending Physician** and ***Medical Referral to School Support Team***. Additional information from other specialists (e.g., psychologist, social worker, and counselor) will be considered by the S-Team as available.

**Step 4.** Parent insures that the ***Medical Referral to School Support Team*** is completed by the child's doctor and returned to the appropriate S-Team member at the student's school.

**Step 5.** The school psychologist obtains and reviews ***Parent Referral to S-Team, Release Form, Medical Referral to School Support Team***, and other psychological reports (as available) from the parent.

**Step 6.** The school psychologist calls the student's physician to further clarify specifics regarding the diagnosis and prognosis of the student.

**Step 7.** S-Team (including school psychologist and SE supervisor/specialist/facilitator) meets and processes referral according to established procedures. Parent is included in the S-Team when possible. Modifications which may enable the student to participate in the regular education setting should be considered by the S-Team before more restrictive options are explored.

**Step 8.** S-Team determines if Home/Hospital services are needed under **Suspected IDEA**, then develops a written plan to establish a) evaluation needed; school psychologist obtains informed consent as appropriate, b) home-based service needs (including TPP and instruction), and c) timelines for all components of the plan.

**Step 9a.** SE supervisor/specialist/facilitator forwards **Homebound Office Notification Form** to the Homebound Office for instructor assignment and notifies appropriate supervisor of TPP request. Temporary services are provided through regular education during the evaluation process.

**Step 9b.** Placement on Homebound through Special Education should not occur until Knox County's assessment and eligibility determination meeting have been completed. Forward a new **Homebound Office Notification Form** to the Homebound Office.

## **STRATEGIES FOR STUDENTS WITH SOCIAL/EMOTIONAL ISSUES S-TEAM CONSIDERATION PRIOR TO HOMEBOUND REFERRAL**

1. Design make-up plans on an individual basis.
2. Shorten/modify assignments.
3. Hold student harmless for missed time from school (assuming student follows through with make-up plan).
4. Designate a contact person at the school to talk with the student as needed. (Principal, Assistant Principal, Counselor, Teacher, School Psychologist, Social Worker).
5. Make changes in student's schedule and/or teachers as appropriate.
6. Assign a "peer friend".
7. Schedule regular meetings with school counselor, social worker, or school psychologist.
8. Designate a "time away" or "safe place" for the student.
9. Refer to regular education modification information that the S-Team has in place.
10. Refer, if necessary, to IEP process.
11. Allow partial day attendance for designated period of time and supplement with Home Instruction (for students made eligible under IDEA with an IEP).
12. Allow school attendance as tolerated, supplemented with Home Instruction for disability related reasons for students made eligible under IDEA with an IEP (requires close communication between school support team, physician and parent).
13. Involve the school social worker if attendance appears to be related to parent issues or non-compliance.
14. Involve the TPP for students diagnosed with emotional disturbance or referred for an evaluation related to emotional issues.

# **FORMS AND OTHER RESOURCES**

- I. **Homebound Office Notification Form**
- II. **30-Day Homebound Placement Review Form**
- III. **Homebound Attendance Form**
- IV. **Homebound Grade Reporting Instructions**

## Homebound Office Notification Form

**(Circle one: S-Team / IEP Team / 504 Team)**

Meeting Date: \_\_\_\_\_ School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Grade: \_\_\_\_\_

School Contact / Title / Phone: \_\_\_\_\_

**To Be Completed by S-Team / IEP Team / 504 Team:**

Homebound: (circle one) Approved / Denied      Reason: (circle one) Medical or Social / Emotional

HB Begin Date: \_\_\_\_\_ HB End Date: \_\_\_\_\_

Homebound Review Dates (typically every 30 days) or NA \_\_\_\_\_

\_\_\_\_\_

Homebound Hours per week: \_\_\_\_\_      Compensatory time approved: \_\_\_\_\_

**Additional Considerations, Accommodations, or Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Courses to be addressed by homebound teacher / teacher of record:**

Course	Teacher		EOC	State / County

**Pre-Check List:**

- Smoking \_\_\_\_\_
- Animals \_\_\_\_\_
- Safety Issues \_\_\_\_\_

**Policy for:**

- Attendance / Cancellations \_\_\_\_\_
- Extra-Curricular Activities \_\_\_\_\_
- Working \_\_\_\_\_

**KNOX COUNTY SCHOOLS**  
**30-DAY HOMEBOUND PLACEMENT REVIEW**

Student Name: \_\_\_\_\_

Date of Review: \_\_\_\_\_

School: \_\_\_\_\_

1. Has a certified medical professional completed the appropriate form for homebound services and is the form attached to the student's IEP?  
YES \_\_\_\_\_ NO \_\_\_\_\_
2. According to the IEP team, does the student continue to warrant homebound services?  
YES \_\_\_\_\_ NO \_\_\_\_\_
3. What is the date of return to school listed by the certified medical professional?  
\_\_\_\_\_
4. How did the parent participate in this review: (ex. Attended review, home visit, telephone, letter, email) \_\_\_\_\_  
\_\_\_\_\_

The following individuals reviewed the student's homebound placement and have agreed to continue placement as outlined in the *Homebound Notification* form: (Requires at least one school-based staff signature.)

LEA Representative \_\_\_\_\_

Parent \_\_\_\_\_

Special Education Teacher \_\_\_\_\_

Regular Education Teacher \_\_\_\_\_

Medical Case Manager \_\_\_\_\_

Homebound Teacher \_\_\_\_\_



KNOX COUNTY SCHOOLS  
ANDREW JOHNSON BUILDING

*Bob Thomas, Superintendent*

Dear \_\_\_\_\_,

It has come to our attention in the Homebound Office that your child, \_\_\_\_\_, has missed an excessive number of homebound sessions. Each session represents approximately 2 ½ days of school. Knox County School's attendance policy still applies to students who are on homebound. A doctor's note may be required for continued cancellations. The school's social worker has been notified of your child's absences. If this problem persists, homebound services may be discontinued.

If you have any questions, please call the Homebound Office at 594-1518.

Sincerely,

Dr. Gwynetta Draper, Supervisor  
Homebound Department

## **Grade Reporting Instructions For Gradebook and STAR**

- When a Homebound Student returns from Homebound **before** the end of a marking period, the Grade Report form should be provided to the teachers in order to update Gradebook.
- **N** grade should be entered by the classroom teacher for future or missing assignments for homebound student, so that the student's grade will not be impacted
- When a student returns from homebound **after** a grading period has ended, enter homebound grade/average as you would for a transfer student
- Middle school homebound student's grades should be reported at the end of each 9 week marking period by the home instructor to teachers and office staff at the zoned school to enter into STAR

## Entering a Transfer Student's Grade into Gradebook

1. Make sure that all existing/missing assignments for the transfer student are marked with a grade of 'N' so that they will not count against the student

Categories Assignments Valid Grades	Avg	Grade	Pts/Poss	Homebou	Assignme	Assignme	Assignme	Assignme
				07/01 100 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	05/13 100 TOTAL
BARKER, BOB	89.2	89.2	446/500	87	98	78	93	90
BOBBY, RICKY	89.2	89.2	446/500	89	88	96	100	73
NAMATH, JOE	0	0	0/0	N	N	N	N	N
STARR, RINGO			400/500	40	75	89	100	65
WALKER, CAS S			400/500	100	88	84	92	80
<b>Averages</b>	88			79	87	87	96	77

Transfer student's grades

2. Make note of the points possible for other students in the class. In the example above, the points possible for each student is 500 points.
3. Create a new assignment with a point value equal to the points possible. Name it something like 'transfer student assignment' because it will appear in school fusion for all students in the class.

Categories Assignments Valid Grades	Avg	Grade	Pts/Poss	Transfer	Assignme	Assignme	Assignme	Assignme	Assignme
				07/09 500 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	05/13 100 TOTAL
BARKER, BOB	89.2	89.2	446/500	N	87	98	78	93	90
BOBBY, RICKY	89.2	89.2	446/500	N	89	88	96	100	73
NAMATH, JOE			0/500		N	N	N	N	N
STARR, RINGO			369/500	N	40	75	89	100	65
WALKER, CAS S			444/500	N	100	88	84	92	80
<b>Averages</b>					79	87	87	96	77

New Assignment (Points equal points possible for other students)

4. Enter a grade equivalent to the new student's average for him or her. In this example, Joe Namath is transferring in from another school/class with an 80% average. So, his score for the transfer assignment should be  $.80 * 500 = 400$  points.

Categories Assignments Valid Grades	Avg	Grade	Pts/Poss	Transfer	Assignme	Assignme	Assignme	Assignme	Assignme
				07/09 500 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	07/01 100 TOTAL	05/13 100 TOTAL
BARKER, BOB	89.2	89.2	446/500	N	87	98	78	93	90
BOBBY, RICKY	89.2	89.2	446/500	N	89	88	96	100	73
NAMATH, JOE	80	80	400/500	400	N	N	N	N	N
STARR, RINGO	73.8	73.8	369/500	N	40	75	89	100	65
WALKER, CAS S	88.8	88.8	444/500	N	100	88	84	92	80

Note: The student's average is now correct

The transfer student is the only student that gets a numerical grade

5. Grade the student normally in the future

# **PARENT PACKET**

- I. Letter to Parent**
- II. Release Form**
- III. Parent/Student Information Sheet**



KNOX COUNTY SCHOOLS  
ANDREW JOHNSON BUILDING  
Bob Thomas, Superintendent

Dear Parent:

Please complete the attached "Authorization and Request of Protected Health Information" and return it to the homebound office by mail, or fax to 594-1772, or scan and email to [kelly.mcknight@knoxschools.org](mailto:kelly.mcknight@knoxschools.org).

We will be unable to schedule a 504/IEP/S-Team meeting to determine eligibility for homebound services until the signed release is returned to us.

**BE SURE TO ENTER THE NAME OR NAMES OF DOCTOR(S) RECOMMENDING HOME INSTRUCTION!**

If you have any questions, please contact Kelly McKnight, Administrative Assistant for the homebound office, at 594-1518.

Thank you for your cooperation in this matter.

Sincerely,

Dr. Gwynetta Draper, Supervisor  
Homebound Program

**KNOX COUNTY SCHOOLS**  
Homebound Services Department

**AUTHORIZATION AND REQUEST OF PROTECTED HEALTH INFORMATION (PHI)  
MEDICAL / MENTAL HEALTH**

Student/Patient Name:	Date of Birth:	Social Security No.
School:	School Specialist:	
Provider's Name:	Requester's Name/Address:	
Provider's Address:	<b>KNOX COUNTY SCHOOLS</b> P.O. Box 2188 912 South Gay Street, Knoxville, TN 37901-2188 attn: <input type="checkbox"/> Special Education <input type="checkbox"/> Health Services <input checked="" type="checkbox"/> Homebound Attn. Kelly McKnight	
This authorization will expire on the following: <i>(Fill in a date or event, but not both.)</i>		
Date:	Event: one year from date signed	
Purpose of Disclosure: To determine homebound instruction needs related to current medical condition		
<b>Description of Information to be Disclosed</b>		
Please describe the information to be disclosed. Then please check the items listed below which fit your request. Please note that some of these records include mental health records.		
Description: Completion of Knox County Schools' medical statement Records related to current condition	Date(s): Last 6 months	
<input checked="" type="checkbox"/> All PHI in medical record <input type="checkbox"/> Psychological report <input type="checkbox"/> Psychiatric report <input type="checkbox"/> Physician orders <input type="checkbox"/> Hearing report <input type="checkbox"/> Clinical test reports <input checked="" type="checkbox"/> Medication sheets <input type="checkbox"/> Vision report <input type="checkbox"/> Diagnostic reports <input type="checkbox"/> Speech Language report <input type="checkbox"/> OT report <input type="checkbox"/> PT report <input type="checkbox"/> Discharge summary <input type="checkbox"/> Admission notes <input type="checkbox"/> IEP/M team note/plan <input type="checkbox"/> IEP/Service Plan <input checked="" type="checkbox"/> Oral exchange of information <input checked="" type="checkbox"/> Written exchange of information <input checked="" type="checkbox"/> Other: <u>medical statement form</u> <input type="checkbox"/> Other: _____		
I acknowledge, and hereby consent to such, that the released information may contain alcohol, drug abuse, psychiatric, HIV testing, HIV results or AIDS information. _____ (initial)		
I understand that:		
1. I may refuse to sign this authorization and doing so is strictly voluntary. 2. If I do not sign this form, my health care and the payment for my health care will be not affected unless stated otherwise. 3. I may revoke this authorization at any time in writing, but if I do, it will not have any affect on any actions taken prior to receiving the revocation. 4. If the requester or receiver is not a health plan or health care provider, the released information may no longer be protected by federal privacy regulations and may be redisclosed.		
I have read the above and authorize the disclosure of the protected health information as stated.		
Signature of Student (if 18 or older)/Patient or Guardian/Parent of Student	Date:	
Print Name of Student/Patient's Representative:	Relationship to Student/Patient:	
Witness:	Date:	



KNOX COUNTY SCHOOLS  
ANDREW JOHNSON BUILDING  
*Bob Thomas, Superintendent*

## PARENT/STUDENT INFORMATION FOR STUDENTS PLACED ON HOMEBOUND

### School Responsibilities

- Certified Instructors provide instruction in the home
- Minimum of three hours instruction per week (unless the 504/IEP/S-Team decides more/less time is needed)
- Textbooks are provided by the zoned/attending school.
- Homebound grades are submitted to the zoned/attending school and copies are submitted to the parent and homebound office
- The homebound instructor maintains regular communication with the appropriate school personnel and parents

### Parent Responsibilities

- Have a responsible adult in the home during the time of instruction
- During the homebound referral process, arrange to get books and assignments from classroom teachers from the last day of school attendance until homebound services begin. Homebound teacher is not responsible for work that should have been completed during the waiting period.
- Provide a quiet comfortable place for the teacher and pupil to work and avoid any unnecessary interruptions
- Sign a home instructor's visitation sheet showing record of days and time the instructor worked with the student
- Understand that missed appointments may cause student to not earn grades/credits or result in termination of homebound services, and the student will be requested to return to school.
- Attendance will be reported to the attendance office.
- Notify the homebound teacher of any changes in doctor's medical recommendations for the student (Example: Return to school or need to extend homebound time period)
- Notify the homebound office at (865)594-1518 when a homebound pregnancy student delivers to expedited home instruction services.

### Student Responsibilities

- Be available and prepared for instruction (no music devices, video game systems, or television)
- Have all books and materials needed for instruction
- Set aside time daily to complete assignments
- Understand that participation in school activities or working while receiving homebound services is not allowed.