

Home or Hospital Instruction

These guidelines are meant for teachers, tutors, counselors, administrators, district office personnel and other caring people.

REFERRAL STEPS

1. The parent or adult student requests the service.
2. The Special Services Department determines eligibility.
3. The school counselor establishes the initial contact between the home and hospital teacher and the classroom teacher.

SPECIAL SERVICES DEPARTMENT RESPONSIBILITIES

1. To determine which students are eligible for the home and hospital program. The student must expect to be out of school for at least 20 school days and have medical documentation.
2. To explain the home and hospital program to parents/guardians.
3. To employ the home and hospital teacher for the district.

BUILDING TEACHER RESPONSIBILITIES

1. To provide general and specific assignments and support to the home and hospital teacher for the student.
2. To correct all papers and assignments after consultation with the home and hospital teachers.
3. To alert parent(s)/guardian(s) when it appears the student will fail or receive an incomplete in a subject.
4. To determine the final grade and/or credit after consultation with the home and hospital teacher.

BUILDING LEVEL RESPONSIBILITIES

1. The counselor notifies the classroom teacher of the home and hospital arrangement.
2. The counselor organizes the initial conference between the building teacher and the home and hospital teacher.
3. The counselor and teaching staff determine the subjects to be included in the tutoring plan. Credit may be withheld in subjects not included in the home and hospital plan.
4. Because home and hospital instruction will cause a student to accrue more than twelve absences, special sensitivity will need to be exercised by teacher(s)/principal on behalf of the student.

HOME AND HOSPITAL TEACHER RESPONSIBILITIES

1. To establish a schedule with the parent and student for tutoring.
2. To assist the student and implement the assignments and program developed by the teaching staff.
3. To give emotional support for the student in lieu of the support the student would normally receive at school.
4. To submit the completed student assignments to the counselor on a regular and timely basis.
5. To consult with the counselor, teaching staff, and parent/guardian about progress of the student.