

ALTERNATIVE AND HOMEBOUND INSTRUCTION

The Board of Education emphasizes the importance of students attending school every day for learning and to realize academic progress and success. Absenteeism jeopardizes a student's ability to build upon previous lessons, integrate course material, and attain crucial educational milestones, such as reading on grade level by third grade and graduating on time.

At the same time, the Board of Education recognizes that certain circumstances may impede a student from attending school, such as medical, emotional, or disciplinary problems. Providing alternative instruction to students under these circumstances is imperative to prevent problems from jeopardizing their education. Numerous research studies have shown that disruptions in the educational process lead to an increased risk of students falling behind academically, becoming disengaged, and ultimately dropping out of school.

The Board believes that a child's educational opportunities should not be compromised because of their medical condition or the problems they have experienced. Continuity of instruction is essential to prevent and mitigate the impact of medical, emotional, or disciplinary problems on a student's education and future opportunities. To this end, the District will provide alternative means of instruction to students who have been removed from class, suspended from school, or who are homebound due to medical, emotional, or behavioral problems.

School principals and program administrators will make every effort to arrange alternative instruction for students at the earliest possible time and within 24 hours of referral for homebound instruction, removal of a student from the classroom, or referral for suspension. Alternative instruction will be provided regardless of the length of time that the student is anticipated to be absent from school. The method of alternative instruction will be based on the student's circumstances (e.g., homebound, removal from classroom, in-school suspension, short-term or long-term suspension). School staff are required to ensure that the student has the course assignments for the period of removal, suspension, homebound instruction, or alternative instruction. In addition, school staff shall ensure that students receive timely credit for assignments completed satisfactorily.

The Board expects students, administrators, teachers and parents to make every effort to maintain student academic progress while receiving alternative instruction, and to support the student's re-entry into the school and classroom upon their return.

The Superintendent shall promulgate regulations to establish procedures for placing a student on homebound instruction for medical, emotional, or behavioral reasons and for provision of alternative instruction to students who are homebound, removed from class, or suspended from school (for in-school and out of school suspension).

To monitor the provision of alternate instruction to students, the Superintendent will provide a quarterly report to the Board that includes the following data:

- Number of students referred for alternative instruction;

- Disaggregated data of the reasons for alternative instruction referrals;
- Disaggregated data of the number of students placed in each alternative instruction program;
- Length of time between referral and placement in alternative instruction; and
- Student outcomes from alternative instruction.

References: NYS Education Law §3214
NYS Education Law §§1709(24); 4401 et seq.
8 NYCRR §175.21
Turner v. Kowalski, 49 A.D.2d 943 (1975)
Appeal of *Bridges*, 34 EDR 232 (1994)
Child Suspected of Having a Handicapping Condition, 31 EDR 42 (1991)
Appeal of *Ackert*, 30 EDR 31 (1990)
Matter of *Malpica*, 20 EDR 365 (1981)

Cross-Reference: *Instructional Goals Policy* (4000)
Student Attendance and Withdrawal Policy (5100)
Code of Conduct (1400)

Adopted December 20, 2018