

Martinsville City Public Schools

Procedures for Homebound Instruction

Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program committee must revise the IEP, as appropriate, to direct off-site instruction. Credit for the work shall be awarded when it is done under the supervision of a teacher licensed by the Board of Education and meets the requirements of 8 VAC 20-131-110.

Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribe by 8 VA 20-131-30.

Process for Initiating Homebound Instruction

Medical Certification of need is submitted (by the parent/guardian) to the building level homebound coordinator. The homebound coordinator will then schedule a Homebound Determination meeting as soon as possible with the required personnel:

- Building Level Homebound Coordinator and/or principal
- School Division Homebound Coordinator or designee
- Teacher
- Anticipated homebound instruction provider
- Special Education case manager (for students with an IEP)
- Parent

Eligibility for homebound instructional services is a collaborative decision between the treating health care provider, parent/guardian, and school personnel. If it is determined that the student is eligible for homebound instruction, this instruction must begin as soon as possible, and no later than 5 instructional days after the team approves homebound services.

Requested homebound instruction for students receiving special education services is subject to review by the student's Individualized Education Program (IEP) team pursuant to the *Individuals with Disabilities Education Act*. As part of its review and determination of a change in

placement, the IEP Team must review the approved medical certification of need for homebound instruction and determine the appropriate placement for the student based on the student's educational needs. Parental consent must be obtained to amend the IEP, prior to initiation of homebound services.

If the IEP Team determines that homebound services are appropriate, the team must include language in the IEP that clearly defines the time period for the frequency and duration of the homebound services. The IEP may also include a statement that the IEP Team will reconsider the need for continuation of services by a specified date. The IEP Team should add a statement that addresses the fact that these services are temporary and thus do not constitute a permanent change in placement and are not the "stay put" placement should the IEP Team and parents later disagree over the continuation of homebound services.

Types of Homebound Service/Setting for Services:

Homebound services may be provided on a daily basis for students with acute or chronic illness who are unable to attend school for any length of time. Other students with chronic illnesses may be able to attend school for a portion of the day or week and may only require intermittent homebound services during periods of exacerbation of symptoms. These services would start and stop, based on pre-defined triggers. Examples of students who may require intermittent homebound services are those with cancer, while they are receiving chemotherapy or are immune suppressed; or, children with sickle cell disease who are in "crisis." The homebound instructional services for these students should be individualized to minimize the interruption of instruction. Medical certification will be required to delineate the individual needs of the student.

Based on the premise that instruction should take place in the school setting to the fullest extent possible, part-time homebound instruction will be available for students who can tolerate less than a full day in the classroom setting.

Instruction utilizing technology may also be appropriate, but must be supervised by the homebound teacher.

If the home setting is not deemed appropriate for instruction and the student's condition allows, homebound instruction may take place at the school, public library, or other agreed upon location.

Hours of Homebound Instruction:

In all cases the following minimums must be observed. Additional services may be approved based on the individualized needs of the student.

1. Elementary school students –one hour per day
2. Middle school students - eight hours per week
3. High school students –two hours per core academic subject per week

Process for Implementing Homebound Instruction:

The building level homebound coordinator is responsible for locating and securing an individual who is willing to provide homebound instruction. Every attempt should be made to secure a teacher who is certified in the appropriate areas. It may be necessary to utilize more than one teacher if the student is enrolled in multiple advanced academic or specialized courses.

The homebound teacher will:

1. Maintain close contact with the student's teachers and/or counselor to receive and implement appropriate educational programs
2. Use assignments and materials provided by the classroom teacher
3. Maintain an accurate record of the hours of instruction provided for each assigned student and file such information with the designated school division representative
4. Submit the student's completed work to the designated school representative prior to the end of the grading period and maintain written documentation of work completed with the homebound records, or in cases where online instruction is used, provide a written record
5. Document any instructional time that is interrupted because of the child not being available for the instruction period
6. Submit monthly timesheets to the Division Coordinator on the last instructional day of each month.

Even though the student is on homebound instruction, he/she still remains the responsibility of the teacher of record and also remains on that teacher's class roster. The classroom or core teachers are responsible for grading and recording the grades for all assignments submitted by the homebound teacher.

The teacher of record will:

1. Provide the homebound teacher with appropriate instructional materials and information
2. Determine grading procedures in collaboration with the homebound teacher
3. Maintain close contact with the homebound teacher or the program coordinator supervising online instruction to monitor the instructional progress of the student
4. Collaborate with the homebound teacher about the curriculum and appropriate instructional strategies

The student and parent/guardian are expected to work cooperatively with the assigned homebound teacher.

The student and parent/guardian will:

1. Notify the school division that homebound services may be needed, and sign a release of information form so the school can share information with the physician about homebound services.
2. Obtain the medical certification of need from the physician or licensed clinical psychologist requesting homebound services and completing any required forms.
3. Have a responsible adult in the home during the entire period of instruction (depending on the age and needs of the student)
4. Provide adequate facilities for teaching (quiet room without interruptions, with a table, chairs and appropriate supplies) or provide transportation to another agreed upon facility
5. Have the student ready for instruction at the time designated by the homebound teacher and supervise assignments and homework left by the homebound teacher
6. Notify the teacher, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency that will require a rescheduling of the homebound instruction
7. Keep all appointments with the homebound teacher (excessively missed appointments may result in suspension of services for general education students and may relieve the school division from providing make-up services to students with disabilities)
8. Advise the homebound teacher of any change in the student's status that would necessitate modification or termination of homebound services
9. Notify the school division coordinator of missed appointments or tardiness by the homebound teacher
10. Follow the health care provider's treatment plan.

Process for Terminating Homebound Instruction:

Students receiving homebound instruction should return to school-based instruction as soon as possible. Homebound instruction is approved for a maximum of nine calendar weeks. Students requiring homebound instruction beyond nine weeks will require an extension and reauthorization by the Homebound Determination team.

Once homebound instruction has been extended beyond nine calendar weeks, a treatment plan must be developed, as part of the reauthorization, including specific treatment goals and a plan to transition the student back into school.

The homebound teacher will assist the student, family, and school personnel with the student's transition back to the classroom setting, and may work with other support staff, such as the school nurse, school counselor, IEP case manager, or school psychologist depending on the nature of the student's needs.

If a student has an IEP, the IEP team must amend the IEP upon the ending period of homebound services in order to either return the student to the school setting or continue the homebound placement.