



Handbook for Homebound and Home-Based Instructional Services

**Carroll County Public
Schools**

ADOPTED August 13, 2013
Updated July 29, 2019

Index

Introduction	3
General Information	5
Referral for Homebound Instruction	5
Eligibility	5
Levels of Homebound Instruction	6
Length of Homebound Instruction	7
Courses Supported	8
Hours of Homebound Services	8
Location of Instructional Sessions	8
Missed Sessions	8
Special Education	9
Technology	9
Grading	9
Standards of Learning (SOL) Tests and Other Required Testing	10
Extension or Early Termination of Homebound Services	10
End-Of-Year or End-of-Semester Termination of Homebound Services	10
School Reintegration Process	10
Reporting Student Information	10
Expectations and Responsibilities	11
Appendix	13
Homebound and Home-Based Teacher Requirements	13
Professional Qualifications	13
Compensation	13

Introduction

Carroll County Public Schools (CCPS) offers homebound and home-based programs. Homebound and home-based instructional services may be available for Carroll County Public Schools students who are unable to attend school because of medical, disciplinary, or other reasons. The goal of these services is to keep the student current with classroom instruction and facilitate the student's return to the current classroom setting.

Carroll County Public Schools seeks to provide homebound instruction in a seamless manner for students who must use this service. Students are expected to attend school to the fullest extent possible, but ***homebound services may be provided to students who are confined to home or a health care facility and are unable to attend school based upon certification of need by a licensed physician, a licensed clinical psychologist, a licensed nurse practitioner, or a licensed physician's assistant. Homebound instruction is not intended to supplant school services and is, by design, temporary. It is not a remediation program and is not designed to provide students with time to make up previously missed assignments.*** The goal of homebound instruction is to keep the student as current as possible with classroom instruction. It is expected that the family and school will minimize academic work missed due to absences prior to the initiation of homebound services.

Home-based instruction, coordinated through Homebound Instructional Services, may be considered by the individualized education program (IEP) team as an alternate instructional option for special education students who have been suspended for more than ten school days for disciplinary reasons. When the IEP team determines that home-based instruction is appropriate, the IEP team will immediately notify the Homebound Coordinator, which will arrange home-based instruction based on the IEP. Following completion of the disciplinary proceedings, the IEP team will convene to consider an appropriate educational placement consistent with the decision by the CCPS School Board. Communication among the involved school parties is essential throughout this process. Students may also require interim home-based instruction for reasons other than discipline as determined by the Superintendent or Assistant Superintendent. In such a case, the student is enrolled in the home school to provide the basis for home-based instruction. A student receiving home-based instruction shall be carried on the roll of the school the student attended prior to the disciplinary action for the duration of the home-based instruction. The student shall be marked as in attendance.

Communication among the school, the family, homebound or home-based teacher(s), and the CCPS Homebound Coordinator is vital to the success of homebound/home-based instruction.

This handbook provides a description of responsibilities for each individual involved in the implementation of services. When all parties work together, students are able to benefit from the provision of services and return to the school environment when services are no longer needed.

Questions about homebound or home-based instruction may be directed to the school or by contacting the homebound coordinator, Amanda White, at 276-728-3191 or arwhite@ccpsd.k12.va.us.

General Information

Referral for Homebound Instruction

When a student is identified by a parent or guardian or a member of the school staff as missing an excessive number of school days due to a medical condition, the school homebound coordinator should be notified immediately. If the student is eligible for special education services, the special education department chair or the lead teacher should also be notified. These individuals will work with the family to determine if a referral requesting homebound instructional services is appropriate and, if so, will help those involved complete the referral.

Eligibility

A student must be enrolled in a CCPS school in order to be considered for homebound instructional services. Eligibility for homebound instruction is determined on the basis of medical evidence submitted by a licensed physician, a licensed clinical psychologist, a licensed nurse practitioner, or a licensed physician's assistant. If the student needs specialized services and is under the care of a specialist (i.e., a pregnant student would be under the care of an obstetrician, a diabetic student would be under the care of an endocrinologist, a student with a psychological condition would be under the care of a psychiatrist or licensed psychologist), then the homebound request for that particular specialized health care need must come from the specialized health care provider.

A diagnosis with an explanation of how symptoms affect school attendance is required. A specific treatment plan and a plan for returning the student to school is requested; however, this information is required if the student is expected to miss more than nine weeks of school. In no case will full homebound instruction be provided when a student can participate in a less restrictive school setting.

Physical Condition: Students with physical conditions causing them to be unable to attend school may include those with serious or terminal illnesses, undergoing treatments that compromise their immune systems, undergoing surgery, or in postpartum recovery (up to six weeks). The student must be free of infectious or communicable disease.

Emotional Condition: In order to consider homebound instruction for students with emotional disorders, a mental health professional must be treating the student, and a psychiatrist or a clinical psychologist must provide the medical documentation. It should be noted that in some instances when a student is experiencing psychiatric difficulties, homebound instruction may exacerbate the student's problems and would, therefore, not be approved. Other school-based alternatives may be appropriate.

If the student is diagnosed with a psychological condition by the primary care provider (PCP), then a referral to a psychologist, psychiatrist or counselor is expected. The PCP should provide the Homebound Office with the name of health care provider the child has been referred to and the date of the appointment. In order for homebound services to be continued (after the initial nine weeks), the counselor, licensed psychologist, PCP and/or psychiatrist must provide the Homebound Office documentation as proof of visits (appointment dates). If the counselor, licensed psychologist or psychiatrist does not provide proof of visits (within two weeks of the scheduled visit), then homebound services will be discontinued and process will have to be restarted. The student would be expected to return to school or be counted absent until the appropriate request and review has been completed.

If homebound instruction is being requested due to the student being pregnant, there **must** be health complications arising either from the pregnancy or other sources in order for the student to be considered eligible for homebound instruction. Pregnancy/morning sickness is **not** considered either an illness or a disease. Should morning sickness become a problem, we have competent nurses available at each school who can attend to the student's needs.

The Homebound Coordinator will determine eligibility for homebound instruction based on the Virginia Department of Education Guidelines. Approval of students for homebound instruction is based on medical documentation submitted by a licensed physician, a licensed clinical psychologist, a licensed nurse practitioner, or a licensed physician's assistant, and information provided by school staff members. The student's teachers, principal, guidance counselors, coaches, licensed health care provider(s), licensed psychologist, counselor, etc. may be contacted for further information prior to approval or denial of services. CCPS will request that the parent or guardian sign a release of information form allowing the medical professional to share information or clarify information provided for approval of homebound instruction. ***Approval is determined by CCPS Superintendent or Assistant Superintendent on the basis of the documented need for services, while taking into consideration less restrictive educational options.*** A student cannot meet the eligibility requirements for homebound instruction if the student is employed outside the home. If a student is involved in extracurricular activities, the student may not participate in such activities and be eligible for homebound instruction. If the student is found able to participate in extracurricular activities, the student may not be eligible for homebound instruction. *Forms that are incomplete or have areas marked as "unknown" will be returned to the practitioner for completion.*

Homebound services cannot be provided for dates **prior** to the date the homebound request was signed by the licensed treating physician or licensed psychologist or received by the Homebound Coordinator. However, the days, weeks, or hours of homebound instruction can be considered when determining how much homebound instruction the student will need in order to accommodate the student's educational needs.

If a student is denied homebound services or if the homebound service is discontinued, and the student and parent/guardian disagrees with that decision, the student and parent/guardian may request a review of the decision to deny or discontinue homebound instruction by the Superintendent of the division.

Levels of Homebound Instruction

Full Instruction: A student who will miss 20 consecutive days or more of classroom instruction because of a medical condition, either physical or psychiatric, may be considered for full homebound instruction.

Partial Instruction: A student who has a medical condition that significantly affects his or her stamina or ability to function in a full-day academic setting may be considered for partial homebound instruction, while continuing to attend school for one or more classes. A collaborative plan must be developed and other less restrictive alternatives must be considered first. Partial homebound instruction may be part of the process of reintegrating a student who has been on full homebound instruction or may be considered for a student who will miss more than 20 partial days of school due to a certified medical condition.

Intermittent Instruction: A student who undergoes medical treatment protocols that affect the student's ability to consistently function in a school setting may be considered for intermittent homebound services. For example, a student who is receiving a series of chemotherapy treatments for cancer may be able to attend school between, but not during, the treatment phases. Other students having chronic conditions, such as sickle cell anemia or severe seasonal asthma, which cause significant, yet intermittent, school absences may also qualify for homebound instruction. To qualify, the doctor must anticipate that the student will miss a significant amount of school. The school, homebound office, family, and doctor shall develop a collaborative plan to include conditions under which homebound or classroom instruction can be implemented. Whenever possible, the student's classroom teachers will be assigned as the homebound teachers.

Length of Homebound Instruction

Initial homebound instruction plans will be no more than nine weeks in duration. The Virginia Department of Education Homebound Instructional Guidelines state that "extension of services beyond nine calendar weeks is determined by additional medical or psychological information from the attending physician or licensed psychologist." Therefore, the attending physician or licensed psychologist must re-evaluate the student, request an extension of homebound instruction by completing a new request form, and resubmit this request to the Homebound Office. The new request must include the minimum of the following as additional information:

- The reason homebound instruction is required. This includes an appropriate medical or psychological diagnosis. Symptoms of illness or due to situational family stress are inappropriate reasons.
- The treatment plan must include documentation of previous kept appointments, missed appointments, any prescriptions, and any referral for other services including therapy or counseling. The counselor or therapist must be identified as well as the appointment date listed.
- The planned frequency of follow-up including the next appointment date. If the student misses more than two scheduled appointments without calling the health care provider to re-schedule, the student's homebound services will be discontinued.
- A statement that the health care provider evaluated the student at each visit to see if he or she could be transitioned by to the regular school setting

The extension of homebound services must be requested by completing a new form every nine weeks while the student is receiving homebound services. Exceptions include students with very complex health care needs such as a student undergoing treatment for cancer.

If the licensed physician or licensed psychologist does not give an expected date that the student will return to school, school personnel will determine the length of homebound services.

Courses Supported

Instructional support is provided for core academic classes, such as English, science, social studies, mathematics, and for secondary students, foreign language). Instruction for physical education (P.E.), fine arts and practical arts, and elective courses must be coordinated between the homebound instructor and fine or practical arts instructors. There may be courses which cannot be supported during homebound instruction, and other arrangements need to be made with the school.

Hours of Homebound Services

The number of hours of instruction per week per student will be based on a student's individual needs. Based on a regular five-day school week, secondary students are generally provided with a maximum of two and one-half (2.5) hours per week for each core class, plus an additional two and one-half (2.5) hours per week for foreign language, if required for the diploma being pursued. Elementary students are generally provided with five hours of instructional services per regular five-day school week. Students who do not normally attend a full day of school (early childhood and kindergarten) have a proportionally fewer number of hours.

Every effort will be made to ensure academic progress; however, course credit must still be earned according to class requirements.

Homebound instruction is typically delivered during late afternoon or early evening, and only on those days when school is in session. Instruction will not be given to homebound students when CCPS students are not in attendance (i.e., in cases of inclement weather, teacher work days, winter break, spring break, and holidays). Under special circumstances, exceptions may be authorized by the homebound coordinator upon approval by the Superintendent or Assistant Superintendent.

When scheduling sessions, homebound teachers will take into consideration parent or guardian requests, but not all requests can be accommodated.

Location of Instructional Sessions

The location of services will be decided upon by the parents and the homebound teacher, and may be the student's home, health care facility, or a public place such as a public library. If services are in the home, the parent or guardian must identify an adult who will be present at all times and agree to confine all pets prior to the arrival of the homebound teacher. The location may not be changed without prior approval of Homebound Instructional Services.

Missed Sessions

Make-up sessions will only be allowed for sessions missed due to illness or family emergencies, and when cancellations are made **24 hours prior** to the scheduled session. If possible, make-up for missed sessions must be completed within the same week the session is canceled. Requests for make-up sessions, other than those stated, will require prior approval from the homebound coordinator.

The homebound teacher will notify the homebound coordinator after each cancellation when there is no prior notification by the parent or guardian. ***An excessive number of cancellations, i.e., three or more in the course of a nine-week period, may result in termination of homebound services.***

Sessions missed due to cancellation by the homebound teacher will be made up.

Sessions missed due to cancellation of CCPS activities will not be made up.

Special Education

If a student is eligible for special education services, the special education department director or lead teacher coordinates services with the school's homebound coordinator. For eligible students, the individualized education program (IEP) must be amended to meet the student's temporary instructional needs after the referral for homebound instruction has been approved. Parental consent must be obtained to amend the IEP prior to initiation of homebound services.

The student's IEP will delineate the number of homebound instruction hours, the special education services to be delivered while the student is homebound, the goals to be pursued while the student is homebound, the service delivery option, and the placement continuum option: "homebound." The proposed school assignment would likely remain unchanged.

When the student is able to return to school, the IEP team must amend the IEP to terminate homebound services in order to return the student to the school setting.

Technology

The possible use of available technology for the student to participate in some classroom activities from home and to support instruction will be considered or recommended when appropriate.

Grading

The student remains on the classroom teacher's roll, and the classroom teacher remains the teacher of record. Therefore, the classroom teacher is responsible for assigning the quarter, semester, and final grades to the student. In order for the classroom teacher to be informed regarding student progress, frequent communication is required between the classroom and homebound teachers, and all work completed by the student must be turned in to the classroom teacher in a timely manner. *It is the joint responsibility of the classroom teacher and the homebound teacher to determine how and by whom each work product will be graded.*

Since not all classroom activities will be appropriate in a homebound setting, some assignments may be eliminated, altered, or replaced for a student in the homebound setting. While course requirements for the individual student may be modified by the classroom teacher, they must be met in order for the student to earn course credit.

Standards of Learning (SOL) Tests and Other Required Testing

The school homebound coordinator, the school testing coordinator, classroom teachers, and homebound teachers will collaborate to arrange for the administration of SOL testing if it is required. When a student is eligible for the Virginia Grade-Level Alternative Assessment (VGLA), the Virginia Substitute Evaluation Program (VSEP), or the Virginia Alternative Assessment Program (VAAP), the homebound teacher will work with the classroom teacher, the lead teacher, the special education department chair, or the testing coordinator to provide the appropriate evidence.

Extension or Early Termination of Homebound Services

In order to continue homebound instruction beyond the specified termination date, it will be the responsibility of the parent or guardian to submit a completed new request for Homebound Instruction form to the Homebound coordinator **five school days prior to the termination of services**.

If the student will not require homebound services for the initially specified period of time, it is the responsibility of the parent or guardian to obtain a release statement from the medical professional so that the student may return to school. This information should be provided to the Homebound Coordinator at least five days prior to the student's anticipated return to school.

For special education students, it will be necessary for the parent or guardian to give proper notification to Homebound coordinator and the school in order that an IEP team can reconvene, review the student's educational needs, and complete a new IEP.

End-of-Year or End-of-Semester Termination of Homebound Services

This would apply only to those students for whom homebound extends to the end of a semester or the end of the school year. Homebound instruction for general education students will terminate one week prior to the date final grades are due. Exceptions would be approved only by the Superintendent or Assistant Superintendent. Homebound instruction for special education students will follow the schedule delineated by the student's IEP.

School Reintegration Process

School and homebound staff members will work collaboratively with parents or guardians and medical and/or community resources to coordinate the appropriate reintegration of the student to school-based instruction, including any reasonable accommodations that will enhance the student's opportunities for success.

Reporting Student Information

Information regarding a homebound student is confidential and is subject to the same restrictions as all other such information.

Expectations and Responsibilities

The successful provision of homebound instructional services depends on the cooperation and collaboration of a number of individuals. The expectations for parents or guardians, students, and Homebound/Home-based teachers are outlined below.

Parents or Guardians

1. Contact school staff members when homebound services may be required.
2. Provide required medical or mental health documentation to support the homebound referral.
3. Sign a release of information form allowing the medical or mental health professional to share information or clarify information provided for approval of homebound instruction.
4. Provide any additional information being requested by the homebound coordinator in order to support the referral and/or determine needed services.
5. If appropriate, participate in the IEP team decision to delineate homebound services.
6. Obtain assignments from the classroom teachers until the homebound instruction is approved and teachers are assigned.
7. Plan the schedule of instruction with the homebound teachers. When possible, parent or guardian requests will be considered, but not all requests can be accommodated.
8. Provide an appropriate learning environment free of interruptions and with proper lighting and necessary equipment, such as a desk or table, pencils, paper, books, and other materials as needed.
9. Ensure that all pets are confined prior to the arrival of the homebound teacher.
10. Make sure the student is ready for instruction at the time designated by the homebound teacher.
11. Supervise daily homework.
12. Make every effort to see that the student completes school assignments.
13. Ensure that an adult (18 years of age or older) is in the home during the entire period of instruction. If an adult is not in the home at time of instruction, the teacher will cancel the session. Even though a student may be 18 years old and/or married, it is required, and absolutely necessary, that there be a third person (adult) in the home during the entire teaching time.
14. Review and sign completed Timesheet for Homebound/Home-based Teachers (i.e., with date, time, and number of hours of instruction given) after each instructional session. The worksheet must be reviewed for accuracy and signed by the parent, guardian, or designated adult. Students may not sign the worksheet. Parents should not sign for sessions in advance.
15. Keep all appointments with the homebound teacher.
16. Notify the homebound teacher at least 24 hours prior to the scheduled session if the student is unavailable because of a contagious disease or an emergency.
17. Request make-up instruction for sessions missed because of illness or family emergency. If possible, make-up for a missed session must be completed within the same week the session is canceled. Requests for makeup sessions, other than those stated, will require approval from the homebound office. Continued cancellations (3 or more) could result in termination of homebound services.
18. Notify homebound coordinator of an excessive number of missed appointments or of excessive tardiness by the homebound teacher.
19. Request and obtain materials or assignments for P.E., fine arts and practical arts, and elective courses from the school counselor for the student to complete assignments. Homebound teachers do not provide instruction in these subjects.

20. Contact the homebound coordinator or the school counselor to obtain a new Request for Homebound Instruction form (when necessary) and submit to the homebound coordinator no later than five school days prior to the termination of services.
21. Immediately contact the homebound coordinator specialist if concerns arise about instruction. Questions regarding grading are directed to school staff members.
22. Advise the homebound coordinator of any change in the student's status that would require a change or termination of homebound services.
23. If the student will not require homebound services for the initially specified period of time, provide the homebound educational specialist with a release statement from the medical professional at least five days prior to the student's anticipated return to school.
24. Participate in the student's school reintegration process.

Student

1. Cannot be employed and actively working a job while receiving homebound services
2. Cannot participate in any extracurricular activities including field trips, homecoming dance, prom, or any other school sponsored activities. A student receiving Homebound services may attend athletic practices to **observe only**.
3. Must be available for all scheduled instruction
4. Must be dressed appropriately
5. Must have books and materials needed for instruction
6. Must remain courteous; comply with teacher requests and use appropriate language
7. Must dedicate self to instructional time (no phone calls, no texting, no chatting, no music, no television, etc.)
8. Must take and successfully pass appropriate SOL test for courses in which the student is enrolled in order to receive academic credit

Homebound Teacher

1. Within 24 hours of accepting a student assignment, contact the parent or guardian and schedule homebound instruction. When scheduling sessions, take into consideration, when possible, the requests of the parent or guardian.
2. If contact is not made with the parent or guardian within 48 hours of assignment, document all attempts and contact the homebound coordinator.
3. Within 48 hours of accepting the student assignment, contact and obtain information and materials related to the curriculum from classroom teachers.
4. Provide instruction to student and administer tests, exams, or other assessments with the goal of keeping the student as current as possible with classroom instruction.
5. After each instructional session, assign work to be completed by the student before the next instructional session.
6. In collaboration with the classroom teacher, make modifications and accommodations regarding assignments and activities as necessary for the homebound setting without compromising educational integrity.

7. Communicate with the classroom teacher, preferably weekly, but at least biweekly, to remain informed about classroom activities and to keep the classroom teacher informed about the student's academic progress, effort, and circumstances.
8. Return all work to the classroom teacher within one week of its completion, unless other arrangements are made, keeping a record of all returned work.
9. Determine jointly with the classroom teacher how and by whom individual work products will be graded.
10. Provide data regarding progress toward meeting IEP goals and objectives, if applicable, and participate in IEP meetings if requested.
11. If the student is expected to take a final examination, coordinate with the classroom teacher to obtain a copy of the exam and all preparatory materials.
12. Administer Standards of Learning (SOL) or other state tests after consultation with the homebound coordinator, or the school testing coordinator.
13. If the student is eligible for alternative state assessments, work with the classroom teacher, the lead teacher, the special education department chair, or the testing coordinator to provide the appropriate evidence.
14. Obtain the signature of the parent or guardian documenting instructional time and subjects taught at the conclusion of each session.
15. Provide the allotted instruction for each student.
16. Homebound teachers may not shorten approved instructional time, even at the request of the parent or guardian, and then request payment for the full time allocated. The time indicated on the time sheet must be the same as that provided. Please document "no show" situations or cancellations and which party cancelled the appointment.
17. If student is unavailable or the required adult is not in the home, wait 15 minutes before leaving, mark the session as a "no show," and contact the homebound coordinator.
18. Refrain from providing private tutoring to students whom the homebound teacher is instructing through Homebound Instructional Services.
19. Immediately contact the homebound coordinator if concerns arise.
20. Provide documentation regarding instructional activities as requested by Homebound Instructional Services.

Appendix

Homebound and Home-Based Teacher Requirements

Professional Qualifications

An individual employed as a homebound/home-based teacher must hold a current Virginia teacher's license. These teachers should have a broad background of professional training and experience to be able to adapt instruction to each student's needs and to work with a variety of classroom teachers in a modified team-teaching situation. Homebound/home-based teachers need to be able to work independently in home or community settings and should be able to adjust to a variety of situations and be knowledgeable of cultural uniqueness.

Requirements established by the Department of Human Resources must be met, and teachers must be prepared to provide information regarding subjects in which they meet Highly Qualified Teacher status.

All home-based teachers must be able to access e-mail as a means of communication with staff members involved in Homebound instruction.

Compensation

Travel Reimbursement: CCPS does not reimburse for travel.

Instructional Sessions: Teachers will be compensated for no more than the number of hours per week established when the student is assigned unless additional time is authorized by the homebound coordinator. Make-up sessions during the same week as a missed session are authorized.

Reporting Time and Attendance: Homebound/Home-based teachers will receive timesheets directly from the homebound coordinator. Only correctly completed timesheets will be accepted for payment, and it needs to be signed by the parent/guardian and principal. Compensation is provided only for services delivered, and does not include travel time. Only use ink to record in the timesheet; please do not use pencil. Timesheets are due at the Homebound Coordinator's office by the 1st of the month, for timely processing. Please send it by school mail or fax (730-3210). If you send a fax, please also mail the original timesheet. Homebound/Home-based teachers may not shorten approved instructional time and request payment for the full time allocated. Please document in the timesheet any cancellations or no show.

If the Homebound/Home-based teacher reports to the instructional site at the appointed scheduled time and the student and/or designated adult are not available, the teacher is to document the incident in the timesheet as "No-show". This "no-show" is to be reported to the Homebound office within 24 hours of the scheduled session. In this event only, the teacher will be reimbursed for the travel time, and this should be appropriately documented in the timesheet.

The home-based teacher will complete a timesheet for Homebound/Home-based Teachers (with signature, dates, times, number of hours of instruction provided, subjects taught, etc.) and obtain the signature of the designated adult after each instructional session. The worksheet must only be signed by the parent, guardian, or designated adult. Home-based teachers must not request signatures on blank forms or prior to the provision of instruction.