



PORTSMOUTH
PUBLIC SCHOOLS

SHINING BRIGHTER TOGETHER

Homebound Instruction Guidance Document

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OVERVIEW OF HOMEBOUND INSTRUCTION

Homebound is a service that is provided by Portsmouth Public Schools (PPS) that may be provided to **enrolled** PPS students when a documented medical condition prohibits a student from daily attendance in school. Homebound instruction is **not** a special education placement to be confused with *Homebased* instruction. “Homebound instruction” means academic instruction provided 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.

Homebound instructional services are available to eligible students whose documented medical needs (physical or mental) prevents regular school attendance for 15 consecutive days or more if it is anticipated that he/she will be absent for a specific period of time exceeding fifteen or more consecutive days (or three weeks) of school.

Homebound instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades/credits for promotion. Homebound instruction is intended to provide continuity of educational services between the classroom and the home setting for students whose medical needs, both physical and mental, do not allow for regular school attendance during the regular calendar school year. Homebound instruction is temporary in nature and has the goal of facilitating the student's return to school within a specific period of time. Homebound instruction is **not** intended to replace regular school services, to be used as an intervention tool or be a substitute for students who simply do not want to attend school.

Medical Homebound instruction is provided to eligible students whose documented medical needs (physical or mental) prevent regular school attendance for three weeks or 15 consecutive days); this provision includes students who are pregnant.

All homebound applications expire at the end of the academic school year, regardless of the application date or IEP end date. If the need for homebound continues, a new application can be submitted no earlier than 30 days prior to the start of the academic school year.

HOMEBOUND PROGRAM ELIGIBILITY & PROCEDURES

To be considered for homebound instructional services, the student **must** be actively (not withdrawn) enrolled in a Portsmouth Public school. The parent/legal guardian (referred as parent for the remainder of this document) may/can request homebound instruction or obtain a copy from the

PPS webpage. The school staff shall provide the parent a *'Homebound Request Form'*, when requested or is seen as a need by school personnel. The parent is responsible for completing the application packet with the appropriate and necessary signatures. The initial application is one-page front and back (*the second page is for extension purposes only):

- **Section I- Parent Consent**-to exchange information, parent signature needed
- **Section II- Medical Certification of Need**-signed by the treating licensed physician or licensed psychologist/psychiatrist
- **Section III- School Recommendation for Homebound Instructional Services**- signed by an administrator, as deemed appropriate
- ***Part III- Medical Certification of Need, Physician Extension Request**- This is required if more time is needed after the nine weeks. This must be completed and submitted no more than 30 days prior to the current expiration date or no later than 7 school days after the previous expiration date. If neither of the required deadlines are not met, a new homebound application will be required.

Partial and incomplete forms will be returned to the student's parent for completion.

The doctor's statement on the *Medical Certification of Need (initial or extension)* is a necessary, but not a sufficient reason to approve homebound instruction. Final determination of eligibility for homebound instruction is the responsibility of the Office of Student Services. Alternate methods/strategies of delivering instruction may be considered as an option. The determination of eligibility is based on evidence in the *Parent Request for Homebound Instructional Services*, other medical records when necessary and appropriate, school attendance records, and other requested documentation. The Program Coordinator may call upon other professionals to consult regarding issues of eligibility, if deemed necessary.

If homebound services are requested for students receiving special education services, the homebound application **must first be received and approved**. The Special Education Program Specialist or Senior Supervisor will contact the school to schedule and facilitate an IEP meeting **prior** to the initiation of homebound services. Instructional services are subject to review by the students Individualized Education Program (IEP) team pursuant to the Individuals with Disabilities Act. (IDEA) and parental consent **must** be obtained to amend the IEP that will include homebound services.

The parent will submit the completed and entire original homebound application to the Office of Students Services in person (as proof or original signatures are required). Emailed copies may only be submitted by the medical professional.

STUDENTS WITH DISABILITIES & HOMEBOUND INSTRUCTION

Homebound Instruction is not the same as home-based instruction; homebound is not a special education placement. However, students with Individual Education Plans (IEP) may receive Homebound Instruction during a temporary excused medical absence from school. This option is restricted to students who, because of a severe medical condition or mobility impairment, are unable to leave home to attend school.

Once a student with a disability is approved for homebound instructional services, a representative from the Office of Student Services will contact the student's case manager and/or designee via email with notification of service eligibility. The case manager is responsible for convening an IEP team meeting to discuss the type and amount of services required as guided by the team and physician's recommendation(s), adjustment of goals as needed, and change of location where the student will receive their services. The student's IEP must be amended to reflect these changes prior to the initiation of homebound services.

Parental consent for the IEP changes must be obtained before the case manager notifies the Office of Student Services that the IEP meeting has been held & consented to by the parent. Additionally, the case manager will provide the Office of Student Services with a copy via interoffice mail or in-person delivery. Attachments of the signed IEP and Prior Written Notice are required. Upon initiation of services, the case manager will provide the homebound instructor with the IEP and/or IEP at a glance document. Throughout the implementation of homebound services, the case manager and classroom teacher(s) shall consult and collaborate with the assigned homebound instructor(s) and provide assignments as requested by the homebound instructor.

To ensure instructional continuity, the classroom teacher(s), the case manager and the homebound instructor(s) are **required** to maintain on-going communication regarding curricular content, assignments, quizzes, tests, and final exams. All students' receiving face-to-face homebound instruction are required to take district assessments, classroom assessments and SOL's as their classroom peers. It is the responsibility of the student's academic advisor and/or case manager to inform the homebound instructor of the district and SOL assessment(s) testing dates for the students receiving homebound instruction.

The case manager remains responsible for any IEP meetings that are required during the homebound services as well as communicating state assessment requirements to the assigned

homebound teacher(s) and the Department of Assessment, Research and Accountability.

Instruction is not to be confused with “Instruction Conducted in the Home”, which is included in the definition of special education located in the federal regulations (34 CFR §300.39(a)(i)) and is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR §300.1).

INITIATION AND EXTENT OF SERVICES

Once a completed application is submitted and the eligibility for services has been determined and *if* approved a homebound instructor will be assigned; typically, within five (5) school days after the homebound approval. When administrative processing delays (including finding/assigning instructors) the initiation of homebound services; the delay should be documented and explained to the parent/guardian. For students with an IEP, the IEP team must review and determine whether compensatory services are warranted. Students without an IEP will be reviewed by the Student Services Coordinator.

Per VDOE, prior to requesting homebound services, the parent/guardian should explore options for school-based instruction as much as possible. Homebound instructional services are *temporary and* should be used as a last resort (in certain situations- on a case by case basis) after all other options and /or alternative schedules (i.e. half days, work packets, etc.) have been exhausted. Schools are responsible for providing accommodations for students whose medical needs can be met by the school, so the student can remain in school. This is based upon the premise that academic instruction should take place in school as much as possible. Homebound instructional services are not a guarantee that the student will progress in the academic program or earn credits needed for graduation.

Eligible students may be approved for up to nine weeks (or 45 school days) of homebound instruction based upon the medical and/or mental health recommendations of the treating licensed doctor and other eligibility criteria.

Extension of services beyond the nine weeks requires the submission of the **Medical Certification of Need, Extension Request Form**, available from the Office of Student Services or through the assigned homebound instructor. The Students Services Coordinator will review the new information and determine if the student continues to be eligible for the services past the original termination date. Services for students who are receiving intermittent services are for the entire school year and usually do not require an extension of services. Any potential academic extensions beyond the regular school year will be at the sole discretion of the Student Services Coordinator.

PROVISION OF SERVICES

Homebound services **shall not** be rendered until the Homebound application has been received, reviewed and approved by the Student Services Coordinator or his/her designee. Should the student's medical/emotional condition preclude his/her continued attendance at school prior to the approval of services, the student's academic advisor is responsible for obtaining assignments from the teacher(s) and forwarding them to the parent until homebound services can begin. When eligibility is determined, the school's administrators (s) and/or homebound liaison, the school's homebound contact will receive a confirmation of eligibility (via email) from the Office of Student Services, to include the beginning and ending dates, courses covered, and instructional services provided.

Any entity and all schools receiving federal funds must comply with Title IX. Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex- including pregnancy and parental status-in educational programs and activities. Administrators shall make the teachers and staff aware of the implications and stipulations of the Title IX requirements.

Title IX requires a school to provide the same special services to a pregnant student that it provides (including homebound services) to a student with a temporary medical condition; this also includes complications from pregnancy. Schools must ensure that the policies and practices of individual teachers do not discriminate against pregnant students. Teachers must allow a student to submit work after a deadline that she missed because of absences due to pregnancy or childbirth. The student will be allowed to be reinstated to the status she had before the medical abstention. A student who is absent due to pregnancy and/or related conditions, including recovery from childbirth will be excused for as long as the doctor recommends medically necessary.

When a student with a documented mental health diagnosis applies for homebound services whether an initial or extension request, the application must include, in writing, an ongoing treatment plan and a suggested transition/reintegration plan for returning the student back to school. This plan should be written in collaboration with the parent, the student (to the extent as possible and if appropriate), and the doctor. The finalized transition/reintegration plan will be completed with the Students Services Coordinator, the building administrator/homebound liaison, the parent, the student (when appropriate and if possible), and other essential personnel with consideration given to the medical condition and the doctor(s) recommendation(s).

The Attendance/Enrollment Clerk will be responsible for marking the student as receiving '*Homebound*' to ensure the student's attendance is correct. Students' receiving homebound instruction are recorded as "absent" by his/her classroom teacher(s) and the Attendance/Enrollment

clerk will reconcile daily/period attendance to Homebound with an 'HMB' per the instructional services email dates.

The homebound student is maintained on the class roster for the classes in which he or she is enrolled and receiving homebound instruction. The academic advisor/school counselor and Student Services Coordinator will determine if the classes that **are not** receiving instruction can be dropped from the student's schedule.

Homebound instruction provides the same curriculum, texts, materials, and tests as in the regular classroom(s). Students receiving homebound instructional services should be provided content-rich and core-concept driven assignments and activities. Students receiving homebound instruction can (in most cases) complete one-third to the maximum of one-half of the number of assignments that their school-attending peers complete. Assignments provided to homebound students should be graded while assignments **not** provided to homebound students should be exempted.

Assignments not provided to the student receiving homebound instructional services should **not** be included in the gradebook as zeros. The classroom teacher and case manager in consultation with the homebound instructor, is responsible for assigning all grades, including the work completed during homebound instruction. This assures that all students in the class are graded with the same rigorous standards. It is the responsibility of the student's teacher-of-record to notify the homebound instructor of required testing dates/materials/student sign in information. Homebound Students are required to take test, just as all other PPS students. Homebound students' testing window will be slightly different than students attending school. Please contact the Office of Student Services for specifics. Appeals of grades are made to the building principal.

HOURS OF HOMEBOUND INSTRUCTION

The Commonwealth of Virginia (VDOE) has established recommended hours for homebound instruction; however, these hours may be increased or decreased based upon individual student needs. The student's academic programming as well as medical needs should be carefully considered when establishing a program of homebound instructional services. The number of courses that can be taken through homebound instruction must not exceed the number of courses or hours per course the student would take while attending school.

Students taking courses through the online homebound service delivery system will be required to attend each enrolled class for no less than 90 minutes, per day, per course (when enrolled

in three or less courses; four or more courses will have 60 minutes per day, per course, requirement), during each regularly scheduled school day—as outlined in the official PPS school calendar. This 60-minute and 90-minute time minimum may not be sufficient time to complete all course requirements—students should work closely with their assigned instructor to determine sufficient hours needed to complete the course during the given time allowed.

The table below shows the minimum guidelines (per VDOE) of hours for homebound instruction.

Grade level	Hours of Instruction*	Subjects
K - 5	1 hour per day	This will be individualized for each student. Core academic subject(s) time is divided between subject matter. The hours of instruction will not succeed and/or may not be equivalent to what a student would receive in a regular classroom.
6-8	8 hours per week	
9-12 & graduating seniors	2 hours per core academic subject per week;	

*Instructional hours may vary as appropriate for individual student needs and specific programming details (online vs. face-to-face). Online homebound services are conducted via “Zoom” and must be recorded for documentation and verification of services provided. The student’s camera shall be on long enough to verify that an adult is present.

COURSE OFFERINGS

Core academic courses are provided by licensed teachers, per VDOE, elective courses may not be available through Homebound Services. Upper level, Honors, and Advanced Placement (AP) courses may be offered through homebound instruction, whenever feasible.

High school science courses with a laboratory component may be taken for credit during homebound instruction. Current accreditation standards do not explicitly indicate how much laboratory work must be performed, and principals have permission under current SOA’s to grant waivers for extenuating circumstances. It may be better for the student to defer taking science until returning to school full-time. However, if illness or disability prevents school attendance, credit can be granted for successful completion of the non-laboratory sections with passing grades on required assessments.

ROLES AND RESPONSIBILITIES

All parties involved in the provision of Homebound Instructional Services for students' unable to attend school regularly play essential roles in making sure homebound instruction is successful by abiding by the responsibilities (not all-encompassing responsibilities) listed below:

School's Responsibilities

- Provide the parent with the homebound application “ *Homebound Request Form* ”.
- Review each application for completeness (all pages are filled out to its entirety) **prior** to sending the application to the Office of Student Services
- Attach all required pertinent documentation: i.e.: 504 plan, IEP at a glance, grades, attendance record (include truancy information if applicable), current classes, projects that can be done while on homebound, any extracurricular activities attendance, (this list is not all inclusive to the application for services to the Students Services Coordinator.
- Hold classroom teachers and case managers accountable for providing instructional materials, assignments and communication in a timely manner to the homebound instructor(s).
- Assist in the identification of licensed teachers.
- Ensure that assignments returned to the teacher-of-record are graded and accurately recorded in the student's gradebook prior to the close of all grading periods. Assignments not given to the homebound instructor after approval must not be in the gradebook or be counted against the student.
- Ensure that all medical and academic accommodations are discussed, planned and implemented upon the student's return to the classroom. An IEP and/or a 504 Plan meeting may be needed in some cases to address and/or modify these accommodations and/or goals if warranted when appropriate.
- Ensure that case managers are collaborating with the classroom teachers, and homebound instructor(s) for IEP goals, services, and accommodation requirements.

Parent Responsibilities

- Apply for homebound services and obtain the proper documentation and appropriate signatures needed for consideration of homebound services.
- Arrange for a responsible adult (age 21 or over) to be present in the home during the

entire period of instruction if homebound instruction is approved

- Provide an adequate environment and place in the home for instruction.
- Have the student ready for instruction
- Encourage and supervise daily assignments. Please note that all assignments may or may not be completed with the homebound instructor. Some assignments will be completed outside of the homebound instructional hours as well as require parental assistance.
- Notify the homebound teacher at least two hours prior to a scheduled visit if the student will be absent. This may and/or can count as an abstention that will not be compensated.
- Understand that **three missed** appointments may and/or can result in the student's inability to earn grades and/or credit(s) and may and/or can result in the termination of services. Abstention after the third missed appointment will require a written notification to the homebound instructor and the Student Services Coordinator of the reason why the student is unable to participate with the scheduled instructional services.
- Provide school personnel, homebound instructor, and Student Services Coordinator with written recommendations by the attending physician or clinical psychologist/psychiatrist for modifications and/or accommodations that will be needed for when the student returns to his/her educational program.
- Make sure the physician or clinical psychologist has completed the Medical Need of Certification Need for Homebound Instruction with the physicians/psychologist signatures.
- Provide the Homebound Office with updated written documentation by the attending licensed physician or licensed clinical psychologist/psychiatrist if an extension of homebound services are being requested by submitting a Medical Certification of Need, Physician Extension Request (Part III) at least 2 weeks prior to the end date of the current and/or initial homebound services.

Sign the homebound instructor's timesheet verifying the days and hours of direct instruction provided and the homebound contract.

Physician or Clinical Psychologist Providing Certification Responsibilities

- Complete the 'Medical Need of Certification of Need for Homebound Instruction'
- Confirm/certify that the student is "**confined at home or in a healthcare facility**"
- Nature and extent of the illness, including whether the condition(s) prohibit attendance for a full day or a portion of the day

- Date of examination or diagnosis (current within 30 days)
- Whether the illness is chronic or intermittent
- Accommodations the school could make that would allow the student to attend, if possible
- Any particular aspects of the illness that may impact the way in which instruction is delivered (e.g., the student will be unable to write or type, medications that impact alertness, medication side effects, etc.)
- Estimated date of return to school (the parent and health care provider should be informed that if this date is beyond nine calendar weeks, additional steps must be taken as outlined below)
- The frequency of ongoing treatment and/or therapy being provided
- Specific plans that would assist in transitioning the student back to the school setting
- Signature, date, license number, office address, phone & fax number

Classroom Teacher's and Case Manager's Responsibilities

- Respond to and contact the homebound teacher when requested and/or needed
- Collaborate with the homebound teacher, case manager and Homebound Students Services Coordinator.
- Provides specific curriculum content, textbooks, assignments, lesson plans, class projects, SOL objectives, handouts, quizzes, tests in a timely manner (within 48 hours of initial notification/contact) to the homebound instructor.
- Grading all assignments and tests given to the homebound instructor and completed by the homebound student and entering those grades in their electronic gradebook.
- Remove all assignments that were not given during the student's homebound services. Assignments and assessments completed during homebound will serve as the student's grades.
- Provides the Office of Student Services and homebound instructor with district and SOL assessment testing information and dates to ensure that the student will be scheduled to take the required test(s).
- Consult and collaborate with the case manager as well as the homebound instructor for

continuity in delivery of instruction.

- Contact the Office of Student Services should any question(s) or situation(s) arise

School Nurse's Responsibilities

- Assist the school, parent, and student with necessary, but reasonable accommodations that will allow a student to attend school after receiving homebound services.
- Monitor the student's medical needs after he or she returns to school. If concerns arise, document the concerns and contact the appropriate building personnel
- Notify the Homebound/Student Services Coordinator if there are any issues with the student returning to school that can/will affect the student's ability to perform in school and their continuous attendance

Students Services Coordinator's Responsibilities

- Coordinate with the school homebound liaison/designee to determine eligibility for homebound instruction.
- Consult with treating medical professionals when issues of student eligibility arise.
- Employ fully-licensed teachers and obtain the *Homebound Teacher Application* form and a copy of their current license from eligible teachers seeking to become homebound program instructors.
- Provide the homebound instructor(s) with appropriate forms and directions concerning homebound services.
- Provide yearly instructor orientation and ongoing professional development sessions as well as on-going feedback for current and new homebound instructors.
- Monitor homebound instructional services, and assist the student, parent, school, and teacher(s) as needed.
- Coordinate the termination of homebound services and facilitate the implementation of a reintegration/transition plan of the student's return to the school setting.

Homebound Teacher/Instructor Responsibilities

- Maintain regular contact with the case manager and classroom teacher(s) to maintain continuity with instruction and ensure alignment with classroom instruction.

- Promptly contact the classroom teacher and case manager (within 48 hours) to obtain materials and assignments from the classroom teacher(s).
- Once tangible/paper assignments are completed, **scan and email (cc' the Office of Student Services Coordinator)** the student assignment(s) back to the teacher-of-record in a timely fashion (preferably within 5 school days- maximum time; except when grading periods are closing when the student has completed work). Assignments completed for virtual sessions should be loaded and submitted using the LMS Schoology.
- Contact the parent/guardian (within 24 hours of receiving the approval of instructional services notification) to establish convenient days and hours for instruction.
- Ensure that a parent, guardian or other responsible adult (21 and over) will be present in the home during the **entire** instructional session.
- Secure appropriate adult signatures and documentation of accurate instructional time on time-sheets.
- Follow procedures for submitting timesheets to the Office of Student Services

**Timesheets shall not be accumulated for previous weeks before submission, if this happens there may be a delay in receiving previous and current pay. Follow policies, procedures and guidelines for Homebound Instruction.*

TYPES OF HOMEBOUND SERVICES

Continuous/Partial-Day

- Three consecutive weeks or 15 consecutive days (or three weeks) or more of medically valid absence. Parents'/guardians' must request the treating physician/psychiatrist/psychologist to submit a Medical Certification of Need or a Medical Certification of Need, Physician Extension Request (Part III) (if an extension is being requested) application at least 2 weeks before the expiration date or a maximum of 5 school days after the expiration date of services to the Homebound Students Services Coordinator. Instructional services may and can be denied until a medical update can be obtained and the student will be marked absent during this time.
- Medical status updates are required to ensure the child's health needs are being served by following a prescribed treatment plan, with the goal of students reentering the school setting as soon as possible.
- Partial-Day homebound is for students who meet continuous service eligibility, are not medically able to maintain full-time attendance, but are able to attend courses at school on a part-time basis. The partial-day homebound services (hours/days, blocks, etc.) will be

determined through homebound office and school staff collaboration, in conjunction with the medical information provided. Partial day homebound can be permissible for students who can tolerate less than a full day in the classroom.

Intermittent

- Services are activated when the student has been absent for two consecutive days due to the *documented* medical condition associated with the initial eligibility decision. If there are precursors to the chronic illness, parents are responsible for contacting the school and homebound instructor for services to begin outside of the two-day abstention. Services begin on day three and continue until the student returns to school. This cycle repeats itself once the student is back attending school.
- Students must be coded as excused when the parent calls in the absence during intermittent homebound services (for the documented eligible medical condition). If the student has excessive absences (15 continuous days or three weeks), the parent is required to turn in medical documentation (by the treating physician) in writing to verify that the student's abstention is in conjunction with or related to the documented medical condition to the homebound office in order to continue the eligibility of intermittent services.
- Intermittent homebound instruction is not available for undocumented health reasons (or health conditions that are different from initial eligibility health condition), missed school for doctor appointments (unless the appointment is directly related to treatment—dialysis, chemotherapy, etc.), inclement weather conditions, or vacations. Instructional hours to be served under intermittent status are required to be authorized first by the Homebound Students Services Coordinator prior to services beginning.

Here is an example student for intermittent services: A student with severe asthma may have erratic school attendance. When the student has been absent from school for two, or more, consecutive days (K-6th) due to the asthmatic condition, homebound instruction will go into effect starting on day three and continuing until the student is able to attend school—as related to asthma. If there is a change in the student's health status that would affect regular school attendance, **the parent is responsible for ensuring that the physician provides written documentation for the extended absences related to the diagnosis to the homebound office. Failure to notify the Homebound Office of any change in the student's medical status is just cause to terminate services.**

REVIEW AND TERMINATION OF HOMEBOUND SERVICES

Eligibility for homebound services is subject to review at any time at the request of the

parent or Portsmouth Public Schools staff. A letter, or email, explaining such a request should be forwarded to the Homebound Program Administrator and Office of Special Education and Related Services (as necessary). Should the medical or mental health information provided to the Office of Student Services indicate that the student is too fragile to complete the program academic requirements, the Coordinator of Student Services may make other instructional recommendations, outside of the homebound program services currently being provided.

Students who are eligible and receiving homebound services, may **not** report to a place of employment, may **not** be on school property or attend school-sponsored activities (school dances, sports games, extracurricular clubs, etc.) during the duration of approved homebound services. Such actions would and can be the basis for immediate termination of homebound services. The exception to this condition is an approved (by the Student Services Coordinator) reintegration/transition plan or during scheduled district assessments or SOL testing sessions.

APPEALS OF ELIGIBILITY DECISIONS

If a parent(s) believes their application for homebound services was inappropriately denied or terminated, the parent(s) may appeal the eligibility decision for homebound instruction by contacting, via email or written letter to the Coordinator of Student Services. The coordinator will review the parent's assertion and associated documentation pertaining to the applicant's request and render a final decision.

THE HOMEBOUND TEACHER/INSTRUCTOR: PROFESSIONAL QUALIFICATIONS

Persons qualified to be homebound instructors include: certified teachers and other appropriately licensed professionals employed by the local school board. Persons seeking employment as homebound instructors must complete the *PPS Application for Homebound Teaching* and undergo the same application process as other PPS hourly employees, including a search for criminal and child abuse records, and tuberculosis skin testing.

mental health disorder(s)?

- A. A letter signed by the attending licensed psychiatrist or licensed clinical psychologist outlining the student's diagnosis and treatment plan, including the number and duration of counseling/therapy sessions per week and a specified scheduled plan for returning the student to school must be attached to the *Application for Homebound Instruction*.

Q. What homebound services are available to pregnant students?

- A. Title IX requires a school to provide the same special services to a pregnant student that it provides (including homebound services) to a student with a temporary medical condition. Any entity (and all schools) receiving federal funds must comply with Title IX. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex- including pregnancy and parental status-in educational programs and activities. Administrators shall make the teachers and staff aware of the implications and stipulations of the Title IX requirements.

Q. Can a student's schedule be modified while on homebound?

- A. Yes, a student's schedule can be modified.

Q. Should students in schools using block scheduling receive more homebound services than other secondary school students?

- A. The number of hours of services a student receives is designed to meet the needs of the individual student, and determined by the school division representative, or IEP team for a student with a disability.

Q. How long may a student receive homebound instruction?

- A. Eligible students could be approved for a maximum of nine weeks at a time for homebound services. If an extension of services is needed beyond the nine weeks, the submission of the Medical Certification of Need, Physician Extension Request application, from the physician or licensed clinical psychologist verifying the need of continuing homebound services to determine the eligibility for the extension. The parent is responsible for submitting the required medical extension documentation prior to the expiration of the current homebound services. Medical documentation that expires or becomes out of date will not be eligible for consideration. Medical information submitted must be up-to-date (within the past 30 days).

Q. What courses are offered through the homebound instruction program?

A. Homebound instruction is available for core academic subjects. Some laboratory courses may still be taken for credit. AP and Honors courses may be offered through homebound instruction whenever available. Physical education and elective courses may be offered on a case by case basis and are not guaranteed.

Q. Who determines the grade for a subject taught in a homebound setting?

A. The classroom teacher and case manager in consultation with the homebound instructor, is responsible for assigning grades for work covered during the period of homebound instruction, except for on-line courses, which are graded via the online provider. This provides for improved accountability for work performed and for better instructional continuity.

Q. May students receiving homebound instruction continue full/part-time employment?

A. No. Students may not report to a place of employment during the time approved for homebound services. Such action would be cause for immediate termination of homebound services.

Q. May students receiving homebound instruction attend school sponsored activities?

A. No. Students may not be on school property or attend school-sponsored activities during the time approved for services without the written permission of the school principal and the Student Services Coordinator.

Q. How is attendance recorded?

A. Although the student will be counted as absent, it will be counted as an 'excused absence' and will not affect their enrollment. The student will be counted absent for the duration of their homebound instruction. The Student Data Specialist will be responsible for marking the student as *Homebound 'HMB'* to ensure the student's attendance is correct.

Q. When should the homebound instruction in the home be scheduled?

A. Homebound instruction is provided on days that school is in session and/or on days that are mutually agreed upon by the parent and the teacher. Services may be delivered in the morning prior to work or evening if mutually agreed upon by the parent and teacher. A responsible adult (age 21 or over) must be present in the home during all instruction at all times. Instruction may be held in a public facility, such as a library, if agreed on by all parties. Virtual instruction via Zoom is also an acceptable method of instruction.

5-09 VIRGINIA DEPARTMENT OF EDUCATION ADDENDUM

Provision of Homebound Services for Students with Disabilities with IEPs under IDEA

Instruction that occurs within the environs of the child's home falls in several categories:

"Home-based instruction" means services that are delivered in the home setting (or other agreed upon setting) in accordance with the child's individualized education program. (8 VAC 20-80-10)

"Homebound instruction" means academic instruction provided 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 a child with a disability, the IEP must determine the delivery of services, including the number of hours of services. (8 VAC 20-80-10, 8 VAC 20-131-180)

"Home instruction" means instruction of a child or children by a parent or parents, guardian or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the *Code of Virginia*. This instruction may also be termed home schooling. (COV § 22.1-254.1, 8 VAC 20-80-10)

Students with disabilities are eligible for "homebound instruction" based upon certified need as described above. The IEP must determine the delivery of services.

Teacher Qualifications for Teaching Homebound Instruction for Students with Disabilities

In determining the appropriate teacher to provide homebound instruction for students with disabilities, the same requirements that must be met for "in school" instruction must be provided for those students receiving instruction at home. Matching teacher credentials/qualifications to student needs will need to be done on a case-by-case basis.

Guidance may be found in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, March 2002, 8 VAC 20-80-45- Special education staffing requirements, pp. 20-22; the Standards of Accreditation, 8 VAC 20-131-240; and No Child Left Behind (NCLB) requirements. In addition, requirements to be designated as a Highly Qualified Teacher may be obtained from the licensing division at the Virginia Department of Education.

If the person delivering the service does not meet all of the qualifications, he or she must be supervised by someone who does and is actively involved in the child's case-that means direct supervision concerning the child and instruction. School division personnel should be prepared to provide documentation regarding the highly qualified teacher that provides this supervision.

Regulations Establishing Standards for Accrediting Public Schools in Virginia

8 VAC 20-131-240. Administrative and support staff; staffing requirements.

A. Each school shall have at a minimum the staff as specified in the Standards of Quality with proper licenses and endorsements for the positions they hold.

8 VAC 20-131-180. Off-site instruction.

- A. 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. Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately licensed professional employed by the local school board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the local school board in accordance with the provisions of 8 VAC 20-131-110 have been met.
- B. Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit shall be awarded for the 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, or a person eligible to hold a Virginia license, approved by the local school board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The local school board shall develop policies governing this method of instruction in accordance with the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.
- C. 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, or a person eligible to hold a Virginia teaching license and approved by the local school board. 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 prescribed by 8 VAC 20-131-30.

Reimbursement of Instruction Cost for Students with Disabilities

It is appropriate to include the cost of homebound instruction for students with disabilities in the request for reimbursement for homebound services that the school division completes each year. School divisions will be reimbursed following the process

outlined on p. 8 of the Virginia Department of Education Homebound Instructional Services Guidelines, 2007 revision.