

# Henrico County Public Schools



## Homebound/Home-based Instruction Handbook

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## Introduction

This handbook provides information to schools and families about the temporary provision of homebound and home-based instruction. Henrico County Public Schools seeks to provide these services in a seamless manner for all students.

There are several circumstances where instruction may be provided to students who are unable to attend school.

**Homebound** services may be provided to students who are confined to home or to a health care facility and are unable to attend school based upon certification of need by a licensed physician, licensed clinical psychologist, or psychiatrist.

**Home-based** services are determined by the student's Individualized Education Plan (IEP) team. Home-based services are also requested by the Disciplinary Hearing Officer for discipline related reasons.

**Home school** Instruction services are also handled by the office of Home Instruction but are unrelated to the circumstances covered in this manual.

In HCPS, homebound/home-based instruction is based upon Virginia Department of Education (VDOE) Guidelines. Homebound/Home-based facilitators are Virginia state-licensed teachers. Communication among the school, family, homebound facilitator and the HCPS Home Instruction Coordinator is vital to the success of homebound 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 or required.

Questions about homebound instruction may be directed to the HCPS Home Instruction Coordinator at (804) 652-3471 or via [homebound@henrico.k12.va.us](mailto:homebound@henrico.k12.va.us).

## **General Overview**

In HCPS, the eligibility determination for homebound instruction is a collaborative process between the parent/guardian, health care provider, and/or IEP team. The HCPS Home Instruction Office supports the continuity of educational services between the classroom and home/hospital for students who must be confined due to medical needs, either physical or psychological, that contraindicate school attendance for a limited period of time. Homebound services are for a student's illness/injury only; services are not to compensate for absences related to family care or illness.

Applications for homebound instruction shall be reviewed and are subject to an approval process. In order for a student to be considered for homebound placement, a Medical Certification of Need form must be fully completed and submitted to the HCPS Home Instruction Office. The completeness of the Medical Certification of Need form includes a parent/ guardian signature on the medical release for exchange of information between the treating physician, psychiatrist, licensed clinical psychologist, parent/guardian, and HCPS Home Instruction Coordinator. The Home Instruction Coordinator will determine eligibility for homebound instruction based on VDOE Guidelines. Approval of students for homebound instruction is based upon review of the medical documentation submitted by the attending physician, psychiatrist, licensed clinical psychologist and the receipt of required documentation submitted by the parent/guardian. The HCPS Home Instruction Coordinator will conduct follow-up with the treating physician, psychiatrist, and licensed clinical psychologist to determine to appropriateness of the request and to clarify the need for homebound instruction versus school-based instruction with appropriate accommodations.

## **Instruction Goal**

The goals of the homebound service are to provide quality instructional assistance for a short period of time in order to keep the student as current as possible with core academic classroom instruction, sustain the continuity of instruction, and facilitate the student's return to the school setting.

## Homebound Services

In HCPS, a student is recommended for temporary homebound instruction in one of the following ways:

1. A *medical* doctor requests homebound services due to a student's physical condition and his/her inability to attend school. The parent or guardian must provide the fully completed Medical Certification of Need form to the HCPS Home Instruction Coordinator.
2. A *licensed clinical psychologist* or a *psychiatrist* requests homebound services due to a student's emotional disorder and his/her inability to attend school. The Medical Certification of Need form must be signed by the licensed clinical psychologist or psychiatrist and must be accompanied by a treatment plan. The parent or guardian must provide this information to the HCPS Home Instruction Coordinator.
3. The Medical Certification of Need Form may be found here:  
<http://henricoschools.us/pdf/SupportServices/HomeboundRequest.pdf>

## Home-based Services

In HCPS, a student is recommended for temporary home-based instruction in one of the following ways:

1. An *Individualized Education Plan (IEP)* team determines that home-based services are appropriate on a temporary basis. Subsequent to any determination that home-based services are necessary, the school must provide this information to the HCPS Home Instruction Coordinator.
2. The *Disciplinary Hearing Officer (DHO)* for HCPS requests home-based for a student for discipline reasons. The DHO must provide this information to the HCPS Home Instruction Coordinator.

## Provision of Homebound/Home based Services

Homebound/Home-based instruction is not intended to supplant school services and is, by design, temporary. Homebound/Home-based instruction is **not** a remediation program. Homebound/Home based services are **not** designed to provide a student time to “catch-up” or “make-up” previously missed school assignments and course work. The homebound program facilitator is responsible for assisting with work from the date that the completed, required forms are received through the end of the approved homebound period. Once homebound is approved, students will no longer be marked as absent. However, absences prior to receipt of the completed required forms will not be covered. As stated in the Compulsory Attendance Law, students are expected to attend school to the fullest extent possible.

**Full-Time:** Homebound services are provided on a full-time basis when short-term confinement of a student at home or in a healthcare facility prevents school attendance. The student does not attend school for a designated period of time and receives all instructional assistance at home. Once a student has been approved for full-time homebound, he/she may not participate in extra-curricular activities, non-academic activities (such as field trips), or be on school property. Unless specifically outlined in the student’s medical plan of care, students should not work or participate in community activities.

Home-based services are provided on a full-time basis when the student cannot attend school based upon the determination of the IEP team or DHO. The student does not attend school for a designated period of time and receives all instructional assistance at home.

**Partial:** Homebound services can be provided on a part-time basis for a student that can tolerate less than a full day in the classroom setting. If the student is placed on partial homebound, the student would attend school each day for a set number of hours or for specific classes. The Medical Certification of Need must provide detailed supporting evidence of the student’s medical condition as it affects full-day school attendance. These arrangements would be discussed further with the school counselor based upon the student’s daily course schedule. A homebound facilitator will provide instructional assistance for the core academic courses missed due to partial attendance.

Home-based services can be provided on a part-time basis for students that can tolerate less than full day in the classroom setting. If the student is placed on partial home-based services, the student would attend school each day for a set number of hours or for specific classes. For instructionally placed students with an IEP, the IEP team must state the time of day of the student is unable to attend and provide supporting evidence. These arrangements would be discussed further with the school counselor based upon the student’s daily course schedule. A homebound facilitator will provide instructional assistance for the core academic courses missed due to partial attendance.

**Intermittent:** (Sometimes referred to as Stand-By.) Homebound services can be provided on an intermittent basis when approved by the Home Instruction Coordinator. VDOE policy states that children receiving homebound services must be confined in the home or a healthcare facility. Therefore, to receive intermittent homebound services, the student must be

diagnosed with a chronic illness. The Medical Certification of Need and a treatment plan must clearly define the student's illness and pre-defined triggers that would necessitate short and frequent periods away from school.

Intermittent homebound services can be provided after three (3) consecutive days of student absences related to the medical condition necessitating homebound services. The parent must contact the school each day the student is absent. On the third day, the parent/guardian and designated school staff must contact the HCPS Home Instruction Coordinator to initiate intermittent services.

The process for initiating homebound services (securing a facilitator, contacting the school, etc.) will begin on the fourth consecutive day of the student's absence. The Home Instruction Office does not guarantee that homebound services will begin immediately on the fourth day of student absence, due to the process required in initiating homebound services. Intermittent homebound services will cease on the day that the student returns to school for a full day. Any subsequent intermittent homebound service will be initiated again after the three-day absence period.

## **Timeline of Services**

### **Homebound**

Applications for homebound instruction shall be reviewed and are subject to an approval process. In order for a student to be considered for homebound placement, a Medical Certification of Need form must be fully completed and submitted to the HCPS Home Instruction Office. The completeness of the Medical Certification of Need form includes a parent/ guardian signature on the medical release for exchange of information between the treating physician, psychiatrist, licensed clinical psychologist, parent/ guardian, and HCPS Homebound Coordinator.

The Homebound Coordinator will determine eligibility for homebound instruction based on VDOE Guidelines. Approval of students for homebound instruction is based upon review of the medical documentation submitted by the attending physician, psychiatrist, licensed clinical psychologist and the receipt of required documentation submitted by the parent/guardian. The HCPS Home Instruction Coordinator will conduct a follow-up with the treating physician, psychiatrist, or licensed clinical psychologist to determine to appropriateness of the request and to clarify the need for homebound services versus school-based instruction with appropriate accommodations.

Incomplete applications – including required documentation – may cause delays. Processing of a complete application should be done within five (5) business days. The parent/guardian will be notified of any incomplete requests and asked to provide any missing information. When administrative processing delays the initiation of homebound services, the parent/guardian will be notified.

Initiation of the homebound application process begins once a **complete** application for services is received by the Home Instruction Office.

Medical Certification of Need requests may be approved for a maximum of nine weeks. Should an illness preventing school attendance extend past nine weeks, a new Medical Certification of Need must be supplied, providing updated information regarding the student's condition.

The service start date of homebound services will be the date the Homebound Department assigns a facilitator and sends out official notifications. The start date and end date of services will be listed in a letter sent to the parent/guardian.

Students eligible for homebound services due to pregnancy will receive six weeks of homebound services upon vaginal delivery and eight weeks of homebound services upon C-section delivery. Homebound services will not begin until the date of delivery. The attending physician may request additional services by submitting a Medical Certification of Need.

Homebound services are not retroactive in nature and will not cover any time missed from school prior to the implementation of homebound services. Homebound facilitators are not responsible for the student's completion of school assignments for previous time missed. Homebound services will not be utilized for a student to 'catch-up' in his/her curriculum.

Students receiving homebound services are expected to work independently outside of the time they meet with a homebound facilitator. The expectation is that work will be completed and returned to the school for grading no more than two-weeks after the deadline set for their peers in the classroom. Not returning completed work within the designated timeframe may result in receiving a grade of zero (0). Deadlines are ultimately determined by the school-based team, and only the school-based team may grant extensions.

Homebound services are aligned with the HCPS academic school calendar and do not extend beyond the last day of the school year. Students remain on the attendance roll of their school for the duration of the homebound placement. Their attendance is marked in accordance with compliance to the instructional requirements of the program.

### **Home-based**

A student may be placed on home-based services dependent on determination by either an Individual Education Plan (IEP) or the Disciplinary Hearing Office (DHO).

When a student with an IEP receives Home-based placement, the dates of services are determined by the student's IEP team. When there is a Medical Certification of Need for a student with an IEP, the final decision for homebound placement is determined by the student's IEP team. After receiving notification from the Home Instruction Office, the IEP team must meet to determine and finalize the placement of the student. Once the IEP team has



finalized the placement decision and updated the student's IEP, the Home Instruction Office will be notified (\8VAC20-31 and CFR300.16). This process may take up to five business days.

When a student receives Home-based placement at the request of the DHO, the services start-date is the day a Facilitator is assigned, and the end-date is based upon the reason for the request (expulsion, long-term suspension, risk assessment, evaluation).

Students undergoing assessments and evaluations by an HCPS Child Study team will receive Home-based placement for a maximum of 65 business days.

Students receiving home-based services are expected to work independently outside of the time they meet with a homebound facilitator. The expectation is that work will be completed and returned to the school for grading no more than two-weeks after the deadline set for their peers in the classroom. Not returning completed work within the designated timeframe may result in receiving a grade of zero (0). Deadlines are ultimately determined by the school-based team, and only the school-based team may grant extensions.

### **Continuation/Extension of Services**

If a student should need to continue homebound instruction beyond nine weeks, a new Medical Certification of Need and an updated Treatment Plan representing a student's progress towards goals and plans to transition back to school must be submitted by the parent/guardian no later than five business days prior to the original nine-week end date.

When a Medical Certification of Need is received for the continuation of services for a student with an IEP, the Homebound Department will notify the IEP team, and the team will update the student's IEP accordingly and submit a signed, IEP addendum to the Home Instruction Office.

Parents/guardians are responsible for keeping track of the end date for homebound services. The Home Instruction Office will not cover any absences if there is a gap in the continuation of homebound services because an extension request was not received in a timely manner.

### **Suspension of Services**

The homebound department may institute a suspension of services if the student exhibits excessively missed appointments or repeated cancellations with their assigned facilitator. If the student misses five consecutive scheduled homebound sessions, services will be suspended until alternate arrangements are secured.

Homebound/Home-based services may also be suspended if the home environment is not conducive to learning or represents a threat to the safety of the student or facilitator. The suspension of services is temporary until alternate arrangements can be setup.

HCPS Homebound and Home-based students are subject to the compulsory school attendance regulations, as are all students. The Home Instruction Office will notify school staff, including the designated school social worker, of non-compliance with the attendance policy.

## Termination of Services

If a student is able to return to school before the scheduled end date of homebound services, the Home Instruction Office must receive a medical release notice from the referring physician allowing that student to attend school.

When the student is able to return to school, the homebound facilitator will return all complete and incomplete school assignments to the designated school homebound coordinator.

## Instruction Guidelines

In HCPS, the goal of homebound and home-based instruction is provide quality instructional assistance for core academic courses for a short period of time, while facilitating the student's return to the classroom setting.

1. Homebound instruction must be conducted between the hours of 8:00am and 9:00pm Monday through Saturday.
2. Homebound instruction should be conducted in the student's home. A responsible adult, 18 years or older, must be present at all times when the homebound teacher is in the home providing instruction. The HCPS Home Instruction Coordinator may approve alternative locations for special circumstances. Alternative locations must be within the boundaries of Henrico County and may include public buildings such as libraries. Permission for an alternate location must be secured in writing from the Home Instruction Coordinator.
3. No homebound instruction may be conducted on HCPS student holidays or on other days when students are out of school (i.e. Inclement Weather Closing Days).
4. The number of hours of instruction per week will be based on a student's schedule and the decision of school personnel. Up to 10 hours per week for high school students, 8 hours per week for middle school students, and 5 hours per week for elementary students may be designated with flexibility for special circumstances. The Home Instruction Coordinator may allow for exceptions when specified in a current IEP or when requested in writing by the Disciplinary Hearing Review Officer.
5. Homebound services will supplement core classes required for graduation purposes. The work completed with the assistance of the homebound facilitator will generally not include electives, labs, physical education classes, and driver's education. Students enrolled in 9<sup>th</sup> or 10<sup>th</sup> grades will not receive Health and PE through Homebound instruction. Students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades are eligible to take Health and PE through Homebound instruction, if it is a graduation requirement.
6. If a student's homebound/home-based placement extends beyond a nine-week timeframe, the Home Instruction Office cannot guarantee the continued provision of AP or honors-level courses. At the initial extension request, HCPS school staff, including the student's assigned school counselor and case manager, will review the student's course schedule and determine the student's course placement.
7. HCPS students who are enrolled in online courses are allowed to continue to participate in their online courses during homebound/home-based placement. The student must possess

his/her assigned HCPS laptop computer and have the ability to access the internet. Students will receive one hour of homebound/home-based support per week for every online course.

8. The student's participation in school related extracurricular activities and non-academic activities will not be allowed when the student receives homebound or home-based placement. Students are not to be on school property while receiving homebound services. Unless specifically outlined in the student's medical plan of care, students should not work or participate in community activities.
9. Students receiving services are expected to work independently outside of the time they meet with a homebound facilitator. The expectation is that work will be completed and returned to the school for grading no more than two-weeks after the deadline set for their peers in the classroom. Not returning completed work within the designated timeframe may result in receiving a grade of zero (0). Deadlines are ultimately determined by the school-based team, and only the school-based team may grant extensions.

## Responsibilities and Expectations

Effective delivery of homebound and home-based services requires effective communication among all individuals involved. The direct responsibilities for individuals associated with homebound/home-based are described below.

### Students and Parents

Students receiving homebound/home-based instruction will:

1. Be available for homebound instruction at the agreed upon time. Excessive missed appointments will be reported to the student's home school and will be counted on the student's attendance record.
2. Work independently and complete assignments outside of the time spent with the homebound facilitator.
3. Complete all work from each assigned core class in a timely manner. Complete all homework assignments instructed by the homebound facilitator.
4. Cooperate with the homebound facilitator in order to obtain the skills and knowledge necessary to be successful when returning to school.

The Parents/Guardians of students will:

1. Request a *Medical Certification of Need for Homebound Instruction* from the School Homebound Coordinator, the HCPS Home Instruction Coordinator, or secure an electronic form at <http://henricoschools.us/pdf/SupportServices/HomeboundRequest.pdf> when the request for homebound services is not initiated by the school staff.
2. Ensure that a complete *Medical Certification of Need* form is obtained from their medical doctor and given to the HCPS Home Instruction Coordinator when the request is due to a student's inability to attend school due to a physical condition. If homebound services are being requested due to an emotional disorder, the form must be accompanied by a *Treatment Plan* that is signed by a Virginia licensed clinical psychologist or psychiatrist.
3. Monitor the end date of homebound services. If the student needs an extension of services, the parent must ensure that the Home Instruction Office receives all required documentation five days prior to the original end date.
4. Contact the school and request work for the student while homebound services are being finalized.

Once a student has been determined eligible to receive homebound/home-based services, the parents/guardians will:

1. Ensure that an adult is present at all times when the homebound facilitator is in the home providing instruction – even if the student is aged 18 or older.

2. Provide adequate facilities for teaching (such as a quiet space with a table, chairs, and appropriate supplies).
3. Have the student ready for instruction at the time agreed upon with the homebound facilitator.
4. Supervise daily homework and completion of all assigned work. Encourage the student to work independently. The expectation is that work will be completed and returned to the school for grading no more than two-weeks after the deadline set for their peers in the classroom. Not returning completed work within the designated timeframe may result in receiving a grade of zero (0). Deadlines are ultimately determined by the school-based team, and only the school-based team may grant extensions.
5. Notify the homebound facilitator, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency requiring cancellation.
6. Keep all appointments with the homebound facilitator. Excessive missed appointments may result in suspension of services.
7. Advise the HCPS Home Instruction Coordinator of any changes in the student's status that would necessitate modification or termination of homebound services.
8. Promptly notify the HCPS Home Instruction Coordinator of excessive missed appointments or tardiness by the homebound facilitator, or if there are other concerns.
9. Sign and return the **Agreement for Homebound Services** within one week of receipt.
10. Verify that services have been provided by signing the Student Record Form provided by the homebound facilitator at each visit.

### IEP Team

The IEP Team will notify the Home Instruction Office when a student is being placed on home-based services based on their IEP. The team will provide the Home Instruction Office with a signed copy of the IEP. Team members are determined according to the needs of the student and the school zone staff assigned to support the IEP. Please refer to the Exceptional Education Website for more information.

The IEP Team will notify the Home Instruction Office via the homebound mailbox ([homebound@henrico.k12.va.us](mailto:homebound@henrico.k12.va.us)) of any changes to active IEPs and include signed addendums as attachments.

The HCPS Home Instruction Coordinator will notify the student's IEP team of any Medical Certifications of Need received for students with IEPs. The IEP team must meet within 5 days to determine the final placement decision and update the student's IEP. Once the IEP team has completed the process, they will notify the homebound department via the homebound mailbox ([homebound@henrico.k12.va.us](mailto:homebound@henrico.k12.va.us)) and include the signed, amended IEP as an attachment.

### School Homebound Coordinator (SHC)

1. Each school shall appoint a School Homebound Coordinator.
2. Forward school-initiated homebound requests to the HCPS Home Instruction Office at [homebound@henrico.k12.va.us](mailto:homebound@henrico.k12.va.us) within one business day of receipt.
3. These SHC must:
  - a. Email student's classroom teacher(s) contact information to student's assigned homebound facilitator and student's assigned homebound facilitator contact information to student's classroom teacher(s).
  - b. Utilize a log for tracking student work. The log can be provided by the Home Instruction Office.
  - c. Collect all school work and assignments from the classroom teacher(s) and ensure that work is distributed to the homebound facilitator.
    - i. In order to reduce travel time and expense for the facilitator, please utilize HCPS school space or e-mail to distribute school assignments.
    - ii. The "pony express" is NOT to be used to distribute or receive work.
    - iii. The facilitator will pick-up and drop-off school assignments at least once per week.
  - d. Ensure that completed school work and assignments provided by the facilitator are logged back in and returned to the teachers for grading. The expectation is that work will be completed and returned to the school for grading no more than two-weeks after the deadline set for their peers in the classroom. Not returning completed work within the designated timeframe may result in receiving a grade of zero (0). Deadlines are ultimately determined by the school-based team, and only the school-based team may grant extensions.
  - e. Provide parents with a current Medical Certification of Need for Homebound Instruction form when necessary. Current forms can be found at <http://henricoschools.us/pdf/SupportServices/HomeboundRequest.pdf>
  - f. Work with the HCPS Home Instruction Coordinator to resolve any homebound related issues.

## Classroom Teacher

1. Communicate with the school homebound coordinator and the facilitator about the needs of and expectations for the student.
  - a. Include curricula, instructional notes and appropriate instructional strategies.
2. Provide all work and materials, to include handouts, readings, quizzes, and tests, to the school homebound coordinator within 2 business days of receiving notice of the need for homebound services.
  - i. In order to reduce travel time and expense for the facilitator, please utilize HCPS school space or e-mail to distribute school assignments.
  - ii. The “pony express” is NOT to be used to distribute or receive work.
  - iii. The facilitator will pick-up and drop-off school assignments at least once per week.
3. Maintain regular communication with the facilitator.
4. Grade all work upon its return to the school. The expectation is that work will be completed and returned to the school for grading no more than two-weeks after the deadline set for their peers in the classroom. Not returning completed work within the designated timeframe may result in receiving a grade of zero (0). Deadlines are ultimately determined by the school-based team, and only the school-based team may grant extensions.
5. Supply a final grade for the period of time the student receives homebound instruction.
6. Communicate any concerns promptly to the HCPS Home Instruction Coordinator.

### HCPS Home Instruction Coordinator

1. Review the Homebound Program and offer process improvements where appropriate.
2. Review the Handbook and update as necessary.
3. Identify returning Homebound Facilitators and people interested in becoming homebound facilitators – verifying current Virginia licensure status.
4. Create a Facilitator Orientation Package.
5. Develop and coordinate Existing and New Facilitator Orientation sessions prior to the start of each school year.
6. Review and validate Medical, Discipline or IEP requests for homebound/home-based services. Requests may come from a parent, a doctor, a school, an IEP team, a case manager or the DHRO.
7. Contact Parent/Guardian to discuss any considerations such as availability, student limitations, and access to internet etc. and notate the information in student file for sharing with the assigned homebound facilitator.
8. Calculate and approve compensatory hours as appropriate and coordinate a schedule of completion with the homebound facilitator.
  - a. Compensatory hours are hours that a facilitator has not been able to provide to the student due to facilitator illness or scheduled time off.
  - b. Hours missed due to student unavailability do not qualify for compensatory hour status.
  - c. If the assigned homebound facilitator is not available to complete approved compensatory hours, the HCPS Home Instruction Coordinator will work to secure another homebound facilitator to complete the approved compensatory hours.
  - d. The calculation of compensatory hours is based upon the individual situation which prevented/precluded receipt of homebound/home-based services on the original Agreement for Homebound Services.
9. Oversee the creation and maintenance of all Homebound Program data.
10. Approve HCPS Homebound Payroll.
11. Address all questions, concerns, and issues involving Homebound/ Home-based services. Delegating or escalating as appropriate for resolution.



## Homebound Facilitator

1. Serve as the liaison between the student and the student's school.
  - a. Wait 24 hours after being assigned before contacting the school for the first time.
  - b. Set a regular schedule with the school for the pick-up and delivery of student work.
  - c. Determine, with the school homebound coordinator the most desired way of documenting work that is picked up and returned.
  - d. Do NOT utilize the "pony express" as a method of receiving and delivering student work.
  - e. The classroom teacher may make work available online via school space.
  - f. If there is difficulty getting work from the school, notify the homebound team immediately.
  - g. Defer requests to attend IEP or eligibility meetings to the homebound team.
2. Deliver services in the student's home.
  - a. If the home environment is not conducive to learning, the facilitator may request to meet the student in a public location – preferably a public library. The request must be made in writing to [homebound@henrico.k12.va.us](mailto:homebound@henrico.k12.va.us).
  - b. Be tolerant, flexible and respectful.
  - c. The facilitator will NOT transport the student to/from any location.
  - d. Ensure that an adult is present for the entire homebound session – even if the student is aged 18 or older.
3. Assist the student with completing assignments and assessments.
  - a. Set and help the student maintain a schedule of when work is to be completed.
  - b. Express the importance of the student working independently outside of the homebound sessions.
  - c. Assist the student in understanding concepts. Initiate communication with the classroom teachers to help with this goal when necessary.
  - d. Proctor tests, exams and required SOLs.
  - e. Completed work must be returned to the school no later than 48 hours after the assignment end date. The expectation is that work will be completed and returned to the school for grading no more than two-weeks after the deadline set for their peers in the classroom. Not returning completed work within the designated timeframe may result in receiving a grade of zero (0). Deadlines are ultimately determined by the school-based team, and only the school-based team may grant extensions.
  - f. For assignments ending on the last day of school, student work is due to the school the Friday before the last day of school.
4. Be prompt, professional, and proficient.
  - a. The facilitator should not eat, smoke, talk on the cell phone, browse the internet, grade papers, read a book or leave the student unattended at any time during the session.

- b. The facilitator should not bring anyone else to the session with them.
5. Communicate regularly with the student's classroom teachers about the needs of the student.
  - a. Be sure to define specific due dates for work with classroom teachers. Homebound Facilitators must get written approval from classroom teachers regarding any changes to established due dates.
  - b. Remember that homebound facilitators do NOT create lesson plans or grade assignments or assessments.
  - c. For some students, it will be necessary to fill out data collection sheets to help teachers and IEP teams know how to best transition the student back to the comprehensive school setting.
  - d. Copy [homebound@henrico.k12.va.us](mailto:homebound@henrico.k12.va.us) on communications with the school.
6. Initiate and maintain contact with the student's family during the assignment.
  - a. Initial contact is to be made within 24 hours of being assigned.
  - b. If there is initial difficulty in reaching the family, notify the homebound team within 48 hours.
  - c. Best practice suggests confirming each appointment.
  - d. Express the importance of the student working independently outside of the homebound sessions.
7. Document student progress, participation, missed/cancelled sessions and any noteworthy occurrences using the HCPS Homebound Student Weekly Report Blog.
  - a. Failure to complete reports on a regular basis will adversely affect the potential to receive additional cases.
  - b. Refer requests for formal reports on a student to the homebound team.
  - c. Providing feedback to student's classroom teacher related to student cooperation and effort is fine.
8. Be familiar with a student's Individual Education Plan, when appropriate.
9. Sign and return each student's Agreement for Homebound Services within one week of receipt.
10. Have the parent/guardian sign the Parent Agreement at the first session.
  - a. Return the agreement to the homebound team within one week of receipt.
11. Promptly contact the Home Instruction Coordinator if there are concerns with
  - a. Receiving student work
  - b. Student behavior or cooperation
  - c. Maintaining a regular schedule with the student
    - i. If a student misses or cancels three consecutive sessions, notify the homebound team so that an "absence" may be recorded for the student
    - ii. If a student misses or cancels five consecutive sessions, notify the homebound team so that the assignment may be reviewed for potential suspension of services.

- iii. If a student cancels a session, those hours do not qualify for compensatory hours.
12. Have the parent/guardian sign the Student Record Form at the end of every session.
- a. Full signatures are required; initials are not acceptable.
  - b. If meeting with a student in the public library, a librarian may sign – though the parent/guardian signature is preferred.
  - c. If a student is aged 18 or older, he/she may sign the Student Record Form.
13. Complete and submit Time Sheet and Student Record by the specified date.
- a. Be sure to sign both the Time Sheet and Student Record form before submitting.
  - b. Do NOT fax, email or send copies of these documents as the originals are required by the Finance Office.
  - c. Late submittals not only delay compensation, but they require the completion of additional paperwork by the homebound team and require an additional approval signature from the Director of Exceptional Education.

### **Additional Information from VDOE**

Additional Information regarding homebound services may be found at the Virginia Department of Education website at:

[http://www.doe.virginia.gov/instruction/homebound/homebound\\_instructional\\_services.pdf](http://www.doe.virginia.gov/instruction/homebound/homebound_instructional_services.pdf)