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LOUDOUN COUNTY PUBLIC SCHOOLS HOMEBOUND  
INSTRUCTION SERVICES HANDBOOK: A GUIDE FOR  
PARENTS AND GUARDIANS



Homebound Instruction Services

Department of Pupil Services

21000 Education Court Ashburn, VA 20148

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# LOUDOUN COUNTY PUBLIC SCHOOLS (LCPS )

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## HOMEBOUND INSTRUCTION SERVICES

### OUR MISSION

The Homebound Instruction Services mission is to ensure that every student that qualifies for homebound services remains educationally engaged as a learner and socio-emotionally connected with Loudoun County Public Schools as they prepare to return to their school community.

### OUR VISION

The Homebound Instruction Services vision is to ensure that every student that qualifies for homebound services remains educationally engaged as a learner and socio-emotionally connected with Loudoun County Public Schools as they prepare to return to their school community.

### INTRODUCTION

Loudoun County Public Schools (LCPS) Homebound Instruction Program is designed to provide continuity of educational services between the classroom and home/hospital for students who must be **confined** due to a medical need, either physical or psychological, that contraindicates school attendance for a **limited period**. Homebound services are for student illness/injury only; services are not to compensate for absences related to family care or illness. Homebound is not to be used to make up work missed by the student prior to eligibility or compensate for previous absences, nor is it intended to replace the regular school program. The goal of Homebound services is to keep the student current with classroom instruction and to facilitate the student's return to the current classroom setting as soon as possible.

Communication among your student's school, your family, the homebound teachers, and the Loudoun County Public Schools Homebound Instruction Services is key to the success of the process.

This handbook provides information regarding the Homebound referral process, service implementation specifics, and a description of the team of individuals who may be involved with you, in the implementation of your student's services. Team collaboration can positively influence services and can contribute to ensuring that your student has a smooth transition and return to the school-based setting.

Questions about Homebound Instruction may be directed to the Homebound Contact at your student's school.

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# HOMEBOUND INSTRUCTION SERVICES

## GENERAL INFORMATION

### ELIGIBILITY FOR SERVICES

“**Homebound instruction**” means temporary 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)

To be eligible for Homebound services, the student must be actively enrolled in a Loudoun County public school. In cases where it is medically projected that a student will miss **three consecutive weeks or longer** of classroom instruction because of a medical condition or procedure, a request may be submitted for consideration if it is determined that the student cannot otherwise attend school with accommodations.

### THE HOMEBOUND INSTRUCTION SERVICES REFERRAL PROCESS

In order for your student to be considered for Homebound services, the following process should be followed:

1. Contact the Assistant Principal at your student’s school and request a meeting to discuss what previous student-specific accommodations have been attempted, and if Homebound services may be appropriate.
2. If the collaborative decision is made to proceed with a referral for services, please request the following LCPS paperwork from the Assistant Principal:
  - a. “Physician’s Certification of Need for Homebound Instruction”
  - b. “Parental Request for Homebound Instruction”
3. Submit the “Physician’s Certification of Need” to the medical professional who is actively (student must have been seen by this professional within the last two months) treating

your student for the condition that is impacting his/her school attendance, for completion.

4. Complete, sign and date, the “Parental Request for Homebound Instruction” and return these forms to the Assistant Principal at your student’s school.
5. The Assistant Principal will submit the completed “Physician’s Certification of Need” and “Parental Request for Homebound Instruction” forms to Homebound Instruction Services for approval determination.
6. The Coordinator of Homebound Instruction Services will determine eligibility for services based on the Virginia Department of Education (VDOE) Homebound Guidelines. Approval of students for homebound instruction is based upon medical documentation submitted by a licensed physician, a licensed psychiatrist, a licensed clinical psychologist or a licensed nurse practitioner, and information provided by school staff members.<sup>1</sup> The Coordinator of Homebound Instruction Services may also contact the submitting medical professional to share or clarify information provided for approval determination purposes.
7. Once the Coordinator of Homebound Instruction Services has completed the Physician’s Certification of Need verification process, an approval determination decision, along with the duration for which homebound services may have been approved, will be sent via e-mail to the Assistant Principal at your student’s school. He or she will then notify you of the decision, along with the duration for which services have been approved.
8. If your student is a student with special needs and has an Individualized Education Program (IEP), the Coordinator of Homebound Instruction Services will notify the special education supervisor and the student’s case manager of the approval determination. An IEP meeting must be held following Homebound Instruction services approval, in order for the IEP team to determine if Homebound services are appropriate for your student.
9. The assigned Homebound teacher(s) will contact you to schedule a meeting to discuss instructional logistics and weekly meeting times.
10. The location of Homebound services will be designated by the LCPS Homebound Instruction Services.

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<sup>1</sup> Please see Table 1

## INCOMPLETE APPLICATIONS

Incomplete applications, including required documentation, may cause delays. An approval determination will not be made by the Homebound Instruction Services until all required documents are completed in their entirety. You will be notified of any incomplete requests and asked to provide any missing information. When administrative processing delays the initiation of Homebound services, you will also be notified.

**TABLE 1**

Type of Medical Condition	Examples of Conditions	Physician Who Must Complete Required LCPS Homebound Paperwork	Minimum and Maximum Durations for which Homebound Services can be Approved (per approval period)
Physical Medical Conditions	Serious or terminal illnesses, medical treatments that compromise the immune system, surgeries with extensive recovery time, postpartum recovery	The medical physician who is actively treating your student for the condition which is preventing regular school attendance	3 weeks/9 weeks
Pregnant Students	Pregnancy	The medical physician who is actively providing prenatal and post-natal care to the student	6 to 8 weeks post-delivery, depending on the method of delivery
Psychiatric/Mental Health Conditions	Depression or anxiety which is significantly impacting the student's ability to attend school	A psychiatrist, clinical psychologist and/or psychiatric nurse practitioner who is actively treating your student for the psychiatric/mental health condition which is preventing regular school attendance	3 weeks/9 weeks

## LEVELS OF HOMEBOUND INSTRUCTION

### Full Instruction

- Any student who has an anticipated medical need that may prevent regular full-day school attendance due to a physical or psychiatric/emotional medical condition. Instruction is provided in the core subjects of English, Social Studies, Science and Math in the home or other community location approved by LCPS.

### Partial Instruction

- A student who has a physical or psychiatric/emotional condition that significantly affects his or her stamina or ability to attend and function for a regular full-day schedule.
- Based on the premise that instruction should take place in the school setting to the fullest extent possible, part-time homebound instruction can be provided for students who can tolerate less than a full-day in the school setting.
- Examples may include, but are not limited to, students whose anxiety is severe, temporarily preventing regular full-day school attendance.
- A Combination of Services Plan must be developed indicating for which classes the student will attend school for and for which he/she will receive Homebound instruction.

### Intermittent Instruction

- Intermittent homebound services that start and stop based upon pre-defined triggers for students with chronic illnesses that may “flare-up” necessitating shorter, more frequent periods of time away from school.
- Examples of students who may require intermittent homebound services are, including, but not limited to, those with cancer, while they are receiving chemotherapy or are immune suppressed; or, children with sickle cell disease who are in “crisis.”
- A Combination of Services Plan must be developed indicating for which classes the student will attend school for and for which he/she will receive Homebound instruction.

## PARTICIPATION IN SCHOOL SPONSORED AND EXTRA-CURRICULAR ACTIVITIES

The Virginia Department of Education (VDOE) states that for the purposes of Homebound instructional services, “**confined at home or in a health care facility**” means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and absences from home are infrequent, of relatively short duration, or to receive health care treatment.

Students participating in homebound instruction may be allowed to participate in extra-curricular activities, including sports, if recommended by the treating physician, nurse practitioner,



psychiatrist, psychiatric nurse practitioner, or licensed clinical psychologist and approved by the Homebound Coordinator.

## **COURSES PROVIDED**

Instructional priority will be provided for core academic subjects (Language Arts, Math, Science and Social Science). Advanced Placement, electives, and special courses are not guaranteed and if, due to very unique circumstances, it is determined that the course should be provided, it will not be comparable to the school-based instructional experience. Personal finance, economics, and/or foreign language courses may be considered for high school students if required for graduation.

Students receiving homebound instruction will be expected to complete homework and other assignments independently and outside of the presence of the homebound teacher. Students should be prepared to participate in the instructional process. When possible, school-based instructional options should be utilized including part-time homebound instruction, online programs or other forms of technology.

Homebound instruction is not intended to supplant school instruction nor a guarantee that the student will progress academically or meet graduation requirements on time. Credit for student work shall be awarded when it is completed under the direction of a licensed teacher and the work meets subject matter content standards and there is evidence that the instructional time requirements or alternative means of awarding credit are in accordance with 8VAC20-131-110.

TABLE 2

VIRGINIA DEPARTMENT OF EDUCATION HOMEBOUND INSTRUCTIONAL SERVICES GUIDELINES	
Homebound Instruction IS:	Homebound Instruction IS NOT:
<ul style="list-style-type: none"> <li>• <b>Designed so that the student does not fall significantly behind during the period of confinement.</b></li> <li>• <b>Interactive; the student is expected to participate in the instructional process and complete assignments</b></li> <li>• <b>Expected to include homework. Intended to make every effort to ensure academic progress.</b></li> <li>• <b>Intended to provide priority to core academic subjects.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intended to supplant school services. Expected to have all work completed in the presence of the homebound teacher.</b></li> <li>• <b>A substitute for course credit that must be earned according to class requirements.</b></li> <li>• <b>A guarantee that specialty classes (i.e., requiring labs, special facilities or equipment) will be comparable.</b></li> <li>• <b>Automatically inclusive of elective courses.</b></li> <li>• <b>A guarantee of on-time graduation; all diploma requirements must be met for graduation.</b></li> </ul>

### **HOURS OF HOMEBOUND INSTRUCTION SERVICES**

The number of hours of instruction per week will be based upon your student’s individual needs. The following represent the minimum hours of instruction to be provided. These hours may not be applicable in all instances (i.e., for students with IEPs, the IEP team determines the hours required in accordance with the student’s educational needs.)<sup>2</sup>

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<sup>2</sup> Please see Table 3 below

**TABLE 3**

<b>Student</b>	<b>Minimum Hours of Instruction to be Provided</b>
<b>Elementary School Student</b>	Five hours per week/one hour per day
<b>Middle School Student</b>	Eight hours per week
<b>High School Student</b>	Two hours per core academic subject per week
<b>Student with special needs</b>	IEP team determines the hours required in accordance with the student's educational needs

Homebound instruction is delivered during regular school hours, late afternoon, early evening and on the weekends during the school calendar year. In cases of inclement weather, teacher work days, Winter break, Spring Break and other student holidays, Homebound teachers and students can meet for sessions during those times if it is mutually agreed upon by your family and the instructor. Meeting on those days is not required.

When scheduling sessions, Homebound teachers will take into consideration parent or guardian requests, but not all requests can be accommodated. The Assistant Principal at your student's school and/or the Homebound Office will assign your student's Homebound teacher. Parent or guardian requests for specific instructors will be taken into consideration, but not all requests can be accommodated.

### **LOCATION OF INSTRUCTIONAL SERVICES**

The location of services will be designated by the Loudoun County Public Schools (LCPS) Homebound Office. Instruction may be delivered in your student's home, a designated location in the community, such as a public library or at your student's home school. The location of instruction may not be changed without prior approval from the Coordinator of Homebound Instruction Services. If services are delivered in the home, an adult, eighteen years or older must be present during instruction. Pets must also be confined prior to the arrival of the Homebound teacher.

### **ATTENDANCE, SUSPENSION AND CANCELLATION OF SESSIONS**

Cancellations may only be made by a parent or guardian. Students may not cancel sessions unless they are eighteen years of age or older. If the Homebound teacher cancels a session, that session must be made up. If a parent or guardian cancels a session, reasonable efforts should be made by the Homebound teacher to reschedule the session.

Homebound students are subject to the compulsory school attendance regulations, as are all students. School staff will notify you if issues of non-compliance with attendance regulations arise.

An excessive number of cancellations, such as five or more within a nine-week period or two or more within a four and a-half week period, may result in a meeting to be held at your student's school to discuss the cancellations. If deemed appropriate, the suspension or termination of services may be considered.

Homebound services may 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 alternative arrangements are made.

## **SPECIAL EDUCATION**

If your student is eligible for special education services and Homebound services are approved by the Homebound Instruction Services, your student's Individualized Education Program (IEP) must be amended to meet his/her temporary instructional needs. Parental consent must be obtained to amend the IEP prior to the initiation of Homebound services.

Your student's IEP will detail the number of Homebound instruction hours that he/she will receive, the special education services to be delivered while he/she receives Homebound services and the goals that he/she will pursue while receiving Homebound services.

When your student is medically cleared 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.

If you wish to pursue Homebound Services for your student with special needs, the steps are as follows:

1. Submit the "Physician's Certification of Need" to the medical professional who is actively (student must have been seen by this professional within the last two months) treating your student for the condition that is impacting his/her school attendance, for completion.
2. Complete, sign and date, the "Parental Request for Homebound Instruction" and return these forms to the Assistant Principal at your student's school.

3. The Assistant Principal will submit the completed “Physician’s Certification of Need” and “Parental Request for Homebound Instruction” forms to the Homebound Instruction Services for approval determination.
4. The Coordinator of Homebound Instruction Services will determine eligibility for services based on the Virginia Department of Education Guidelines. Approval of students for homebound instruction is based upon medical documentation submitted by a licensed physician, a licensed psychiatrist, a licensed clinical psychologist or a licensed nurse practitioner, and information provided by school staff members. (Please see Table 1 for further information). The Coordinator of Homebound Instruction Services may also contact the submitting medical professional to share or clarify information provided for approval determination purposes.
5. Once the Coordinator of Homebound Instruction Services has completed the Physician’s Certification of Need verification process, an approval determination decision, along with the duration for which homebound services have been approved, will be sent via e-email to the Assistant Principal, special education supervisor and case manager notifying them of the decision. The Assistant Principal will then notify you of the decision, along with the duration for which services have been approved.
6. You will be notified of when an IEP meeting will be held to determine if the IEP team deems Homebound services to be the most-appropriate temporary educational setting for your student.
7. If the IEP team deems Homebound services to be an appropriate temporary educational option for your student, the services will be written into the IEP in accordance with VDOE guidelines.
8. In order for Homebound services to be implemented, you must consent to the services.
9. If you consent to services, the assigned Homebound teacher(s) will contact you to schedule a meeting to discuss instructional logistics and weekly meeting times.
10. Instruction will begin when this process is completed.
11. When your student is able to return to school, the IEP team must meet again to amend the IEP to terminate homebound services in order for him/her to return to the school-setting.

## TECHNOLOGY

Online courses may be used in place of, or to supplement, some homebound instruction for available classes. Online classes may be beneficial for students who are able to work well independently. For additional information, please contact your student’s Assistant Principal. The use of available technology for the student to participate in some classroom activities from home and to support instruction will be considered, when appropriate.

Currently, the Homebound Instruction Services offers and/or is piloting, the following technological alternatives or supplements to face-to-face instruction, when appropriate:

Instruction Method	Who To Contact for Details	Students Served	Further Information
Edgenuity® Online Classes	School Homebound Assistant Principal for Enrollment Paperwork	Middle and High School	<a href="http://www.edgenuity.com">www.edgenuity.com</a> Provides list of VA approved course offerings and a free demonstration video.
Swivl	The Homebound Instruction Services/School Assistant Principal	Middle and High School	<a href="http://www.swivl.com">www.swivl.com</a>
VGO® Robot/Double Robots	The Homebound Instruction Services/School Homebound Assistant Principal	Elementary, Middle and High School	<a href="http://www.vgocom.com/vgo-students-special-health-needs">http://www.vgocom.com/vgo-students-special-health-needs</a> <a href="http://www.doublerobotics.com">www.doublerobotics.com</a> <ul style="list-style-type: none"> <li>Requires student/family provided computer and WIFI access.</li> </ul>
Skype/Zoom/Webex	School Assistant Principal	Elementary, Middle and High School	Can be utilized if mutually agreed upon by school, teacher, homebound teacher and family.

## GRADING

While receiving Homebound instruction services, your student remains on the classroom teacher’s roll and the classroom teacher remains your student’s teacher of record. The classroom teacher of record is responsible for assigning the quarter, semester, and final grades to your student. Every effort will be made to ensure academic progress; however, course credit must still be **earned** according to class requirements and work that has been completed.

It is important that the Homebound teacher and the classroom teacher maintain frequent contact, preferably weekly, to ensure communication regarding your student’s progress. All work completed by your student must be turned into the classroom teacher by the Homebound teacher in a timely manner. It is the responsibility of the classroom teacher to grade work and return the work to the Homebound teacher or upload grades for student viewing in a timely

manner to ensure that your student is receiving regular feedback on his or her academic performance.

In an effort to increase ease of collaboration amongst classroom Teachers' of Record and Homebound teachers, it is highly recommended by the Homebound Instruction Services that the classroom teacher of record share lesson plans and assignments via Google Classroom and/or VISION.

There may be rare instances that arise in which the classroom (TOR) is not a teacher at the student's home school. In these instances, the TOR will independently provide assignments, assessments, grades and attendance. The following criteria will be reviewed by the Coordinator of Homebound Services, the Principal and the School-Based Administrative Homebound Contact to assign a TOR that is not a teacher at the student's home school.

- a) The severity of the student's illness or condition exceeds the temporary nature of the Homebound program.
- b) The student is taking a required course for graduation in which a qualified TOR cannot be identified or is not available to serve as a homebound instructor at the student's school.
- c) The Coordinator of Homebound Services, in collaboration with the school-based homebound team determines that it is in the student's best interest.

## **STANDARDS OF LEARNING (SOL) TESTING AND OTHER REQUIRED TESTING**

The Homebound Instruction Services, the Assistant Principal at your student's school, the school testing coordinator, and homebound teachers will collaborate to arrange for the administration of the Standards of Learning (SOL) and any other required testing your student may need during their Homebound approval period.

## **EXTENSION OR EARLY TERMINATION OF HOMEBOUND SERVICES**

In order to extend Homebound instruction services beyond the specified termination date, it is the responsibility of the parent or guardian to submit a completed *Homebound Request for Extension* form to the Homebound Instruction Services at least **seven days** prior to the service termination date. Please contact the Assistant Principal at your student's school to obtain this form.

If it is determined by the medical professional that is actively treating your student that Homebound services are not required for the duration originally recommended by the medical professional, it is the responsibility of the parent or guardian to obtain a medical release from the physician **at least seven days prior to the student's return to school**. As an alternative to this statement, parents or guardians may have the medical professional complete the "Termination of Homebound Instruction" form. A copy of this form can be obtained from the Assistant Principal at your student's school.

For special education students, it will be necessary for you, the parent or guardian, to give timely and proper notification to the Homebound Instruction Services and your student's school for an IEP team to reconvene, review the student's educational needs, and complete a new IEP Amendment.

### **RELEASE FROM REQUIRED EXTENSION OF SERVICES**

There may be rare instances when:

- a) The severity of the student's illness or condition exceeding the temporary nature of the Homebound services;
- b) Requests for extension from the physician every nine weeks may not be required.

If it is determined that the student's needs are so severe that they meet these criteria, the Coordinator of Homebound Services, with parental consent, will convene a committee to determine if it is necessary to release the student from required extensions. The committee may consist of LCPS representatives from the following: school-based staff, School Administration Office, Student Health Services, Special Education, School Counseling Services, Diagnostic and Prevention Services and Student Support Services.

Based on the student's individualized needs, the review may include:

- a) Review of the medical documentation from the medical provider or mental health specialists providing active treatment to the student for the illness or condition which is preventing the student's school-based attendance;
- b) Consultation with the medical provider(s) who are providing treatment for the condition or illness which is preventing school attendance;
- c) Home or facility visit by LCPS staff.

Once the review process is complete, the parent(s)/guardian of the student will be provided with a written decision to determine if continued extensions are warranted. A copy of this



decision will also be given to the student's school-based Administrative Homebound Contact and a copy will be placed in the student's Homebound file.

## **END-OF-SCHOOL-YEAR TERMINATION OF HOMEBOUND SERVICES**

Homebound instruction for general education students will terminate on the last day of school. Homebound instruction for special education students will follow the schedule indicated by the student's IEP.

## **SCHOOL TRANSITION PROCESS**

As Homebound instruction services are designed to keep student's current with classroom instruction on a temporary basis, students must attend school to the greatest extent possible, if they are medically able to do so. School and homebound staff members work collaboratively with you, your student, and medical and/or community resources to coordinate the appropriate transition plan for the student following the Homebound instruction period. This plan may include any reasonable accommodations and/or supports that will enhance the student's ability to appropriately access the school-based curriculum.

It is highly recommended that prior to your student returning to school, a transition meeting is held to discuss and formulate a reasonable support plan, specific to your student's needs. If this meeting is unable to be held prior to your student returning to school, it is recommended that it be held as soon as possible following his/her return to school. Please contact the Assistant Principal at your student's school to discuss and schedule this meeting.

Meeting attendees may include, but are not limited to, the following individuals:

- Your student (as deemed appropriate)
- You, the parent or guardian
- School Administrator(s)
- School nurse and/or health care specialist
- Medical professional who is actively treating your student (also welcome phone attendance if they cannot participate in person)
- School Social Worker
- School Psychologist
- School Counselor
- Student Assistance Specialist (if deemed appropriate)
- Community-based mental health professional(s)

- If your student is eligible for special education services, the special education supervisor, case manager, and teachers.
- Classroom Teacher(s)

Students transitioning back to school after an extended absence due to a mental illness or chronic medical condition need support as they reintegrate back into the school learning environment. The Return to Learn guidelines are designed to establish the rationale, roles and responsibilities, and procedures for planning and implementing accommodations and supports that a student may need to effectively transition back to school following an extended absence. An extended absence is generally defined as missing more than a week of school.

Transitioning a student back to school from an extended absence requires coordination and communication. To effectively accomplish this, transition planning requires a system of care that involves teaming and collaboration among school staff, family members, and community treatment providers (e.g. hospital staff, psychiatrists, physicians, etc.) both prior to and after the extended absence. Ongoing communication is essential to promote a shared understanding and to develop and implement an effective plan that appropriately meets the student's educational needs for successful school reintegration. It is also important that school teams identify a point of contact for the student who can case manage the transition and facilitate ongoing communication.

As a student transitions back to school, he or she may experience various cognitive, social, emotional, and academic challenges. The stresses of re-entry may slow ongoing recovery, whereas positive supports can enhance recovery and reintegration. These challenges should be addressed during the transition planning process.

To learn more about the return to learn process, please visit [https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/4/2017%2018%20uploaded%20documents/LCPS\\_RTL\\_%20Brochure.pdf](https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/4/2017%2018%20uploaded%20documents/LCPS_RTL_%20Brochure.pdf)

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# INDIVIDUALS INVOLVED IN THE HOMEBOUND PROCESS

The successful delivery of Homebound instruction services depends on the collaboration of several individuals, including your student and you, the parent or guardian. These responsibilities are detailed below:

## **COORDINATOR, HOMEBOUND INSTRUCTION SERVICES**

1. Documents the receipt of requests for Homebound instruction.
2. Reviews and documents approval of homebound instruction requests, including services start and termination dates.
3. Communicates the status of the homebound request to your student's Assistant Principal, school staff members, social worker, school psychologist, homebound teacher, school attendance secretary, eligibility coordinator (if appropriate), special education supervisor and case manager (if appropriate) that homebound instruction has been approved.
4. Communicates with school personnel if additional information is required in order to make an approval determination for the request.
5. Coordinates the overall provision of services in a timely manner.
6. Considers the possibility of available technology to encourage the students continued connectedness with the school environment.
7. In collaboration with the school, encourages communication between the classroom and homebound teachers.
8. Participates in school reintegration process as needed.
9. In collaboration with other Homebound Instruction Services staff, completes the annual report to the Virginia Department of Education (VDOE).

## **HOMEBOUND LIAISON**

The Homebound Liaison promotes students' academic and social emotional success and enhances the overall academic mission of Loudoun County Public Schools (LCPS) by providing Homebound consultation and support services to Homebound students and their families.

1. Monitors Homebound students enrolled in virtual courses, compiles relevant data and submits attendance, grades, and other relevant information to appropriate school personnel.
2. Assists the Coordinator, Homebound Instruction Services, in the recruitment of Virginia certified Homebound teachers.
3. Assists school Homebound contacts in matching Homebound teachers with Homebound students based on individualized student needs, geographic location, etc.
4. Assists the Coordinator, Homebound Instruction Services, in collaborating with community physicians and psychiatrists to determine the appropriateness of Homebound referrals.
5. Assists the Coordinator, Homebound Instruction Services, in serving as an Office of Homebound Services representative for students with extensive medical and/or complex mental health needs during transition planning meetings.
6. Provides consultation and support to parents, school counselors, administrators, and community health/medical providers regarding the Homebound processes and procedures.
7. Collaborates with the Coordinator, Homebound Instruction Services, in training school-based administrators and unified mental health team members on the homebound process and effectively transitioning students to the school setting from homebound instruction settings to include inpatient medical or psychiatric hospitalizations.

### **SCHOOL ASSISTANT PRINCIPAL-HOMEBOUND CONTACT (OR DESIGNEE)**

This individual is designated by the Principal of each school. He or she is the primary contact person at the school in terms of organizing, receiving and disseminating information to others regarding the Homebound process.

1. Assists the parent or guardian when inquiring about Homebound services.
2. Coordinates the referral process with the special education contact and special education supervisor when appropriate.

3. When appropriate, may request the school social worker complete a home visit and assist in determining appropriate resources and referrals and/or to assess the appropriateness of the learning environment.
4. Ensures that the student is receiving Homebound instruction and is remaining on the class roll.
5. Provides the classroom teacher of record with guidance as to necessary collaboration with the Homebound teacher.
6. Encourages school staff members to be actively engaged with the student while he/she is receiving Homebound services.
7. Encourages communication between classroom and homebound teachers, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teacher as needed, and collaborate with others to coordinate SOL and/or other required testing.
8. Determines a designated location for all Homebound materials and/or assignments to be located for pick up by the Homebound teacher.
9. Signs and submit all required documents to the Office of Homebound Instruction Services.
10. Contacts the Homebound Instruction Services if concerns arise.
11. Assists in the facilitation of school transition meetings.

## **SCHOOL SOCIAL WORKER**

School social workers are trained mental health professionals with a master's degree in social work from a university accredited by the Council on Social Work Education, who are licensed by the Virginia Department of Education.

They promote student success in a global, productive and inclusive learning environment by fostering personal strength and resiliency in each student. They facilitate activities and provide interventions that increase your student's motivation to learn, attachment to the school community and positive engagement in the local community.

If your student is approved to receive Homebound services, the school social worker at your student's school will reach out to you to collaborate regarding the following:

1. Provides the parent or guardian information about Homebound instruction services, including a copy of the *Homebound Instruction Services Handbook: A Guide for Parents and Guardians*.
2. If necessary, completes a home visit to determine the appropriateness of the learning environment and collaborate with you as to alternatives, if needed.
3. Assists you and your student in accessing and utilizing school and community resources.
4. Collaborates with you to encourage and support your student's adjustment back to school during and/or after Homebound services.
5. Attends child study meetings and/or IEP meetings, when appropriate.
6. Contacts the Coordinator of Homebound Instruction Services and the Assistant Principal Homebound Contact if concerns arise.
7. Participates in the school transition process.
8. When your student returns to the school-based setting, if deemed appropriate, the school counselor may provide school-based group counseling to special education students who require counseling as a related service and individual and group counseling to general education students (on a limited basis).

For more information regarding the services offered by school social workers, please visit:

<https://www.lcps.org/Page/182559>

## **THE SCHOOL COUNSELOR**

School counselors are certified/licensed educators with the minimum of a Master's degree in School Counseling and are uniquely qualified to address the academic, career, and personal/social needs of all students. By designing, implementing, and evaluating a comprehensive school counseling program, school counselors serve to promote and enhance student success.

If your student is approved to receive Homebound services, the school counselor at your student's school, is available to assist and collaborate with you and your student regarding the following:

1. Assists in the referral process for online enrollment in online courses during your student's Homebound approval period.

2. Assists in the coordination of providing assignments from classroom teachers to you until the Homebound teachers are assigned.
3. Assists in the facilitation of the exchange of assignments and materials between homebound teachers and classroom teachers as needed.
4. Works with you and your student to ensure that academic and/or elective course requirements are being met while the student is enrolled in Homebound services.
5. Encourages engagement between school staff members and the student.
6. Contacts the Coordinator of Homebound Instruction Services and the school Assistant Principal Homebound Contact if concerns arise.
7. Participates in the school transition process.
8. When your student returns to the school-based setting, if deemed appropriate, the school counselor may provide school-based group counseling to special education students who require counseling as a related service and individual and group counseling to general education students (on a limited basis).

For more information regarding services offered by school counselors, please visit:

<https://www.lcps.org/page/1871#>

## **SCHOOL PSYCHOLOGIST**

LCPS school psychologists are licensed by the *Virginia Department of Education* and the *Virginia Board of Psychology*. Most LCPS school psychologists are credentialed as Nationally Certified School Psychologists (NCSP).

They help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. (from [http://www.nasponline.org/about\\_sp/whatis.aspx](http://www.nasponline.org/about_sp/whatis.aspx))

If your student is approved to receive Homebound services, the school psychologist at your student's school is available to assist and collaborate with you and your student, if needed, regarding the following:

1. Completes a Psychological Evaluation assessing the cognitive and behavioral functioning of your student and hold a conference with you to explain results and identify the

educational and mental health needs of your student if he/she is referred for special education or Section 504 services.

2. Screens and monitors the progress of your student if receiving intervention.
3. Conducts behavioral assessments and assists school-based teachers in developing behavior intervention plans if your student's behavior is interfering with their educational functioning.
4. Provides school-based group counseling to special education students who require counseling as a related service and individual and group counseling to general education students (on a limited basis).
5. Presents psychological evaluation findings and assists the eligibility team in determining whether your student qualifies for special education or Section 504 services.
6. Serves on the school's Child Study Team to review records and other performance evidence in order to make recommendations to meet educational and behavioral needs of general education students. This includes helping the school-based team identify and analyze problems, develop targeted interventions, and evaluate the effectiveness of instruction and student progress.

For more information regarding the services offered by school psychologists, please visit <https://www.lcps.org/Page/1836>

## **THE CLASSROOM TEACHER**

A student receiving homebound instruction is maintained on the class roll. The classroom teacher, with the assistance of the school Assistant Principal Homebound Contact:

1. Provides the homebound teacher with appropriate instructional materials and information. This may include a syllabus, textbooks, online information, assignments, handouts, readings, quizzes and tests.
2. Works collaboratively with the Homebound teacher to exchange information, strategies, assessment tools, and instructional materials relative to the student's instructional needs and facilitate the use of technology for instruction, if needed.
3. In collaboration with the Homebound teacher, makes modifications and accommodations regarding assignments and activities and as necessary for the homebound setting without



compromising educational integrity. Since not all classroom activities will be appropriate in the homebound setting, some assignments may be eliminated, altered or replaced at the classroom teacher and school administrator's discretion.

4. Communicates with the Homebound teacher on a regular basis to remain informed about the student's academic progress, effort and circumstances, as well as to ensure that the Homebound teacher is informed about classroom work and activities.
5. Receives all completed work from the Homebound teacher within a timely manner.
6. Grades work within an appropriate timeframe to ensure that the student is provided with timely feedback on academic progress.
7. Determines the student's quarter, semester and final grades based on completed work, even if the student has not attended school during the school year.
8. Coordinates with the Homebound teacher to provide exam and preparatory materials, if the student is expected to take a final exam during their homebound approval period.
9. Provides instructional materials and/or assignments for P.E., fine arts and practical arts, as Homebound teachers do not provide instruction in these subjects.
10. Contacts the Coordinator of Homebound Instruction Services and the Assistant Principal Homebound Contact if concerns arise.
11. Participates in the student's school transition process.

Please Note: Your student is recorded as attending school for each Homebound session they attend, even if they do not come to school. If your student received both classroom and homebound instruction during a grading period, the quarterly, semester and final grades assigned by the classroom teacher reflect the grades that your student earned in both settings.

## **THE HOMEBOUND TEACHER**

An individual employed as a homebound teacher or supervising online instruction must hold a teacher's license issued by the Virginia Board of Education (*Code of Virginia* § 22.1-299). The homebound teacher is an essential part of the team of persons who provide materials and instruction to enable the homebound student to maintain academic progress while not attending

the regular school program. Homebound instruction is a modification of the general education program.

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 met 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.

1. Within 24 hours of accepting a student assignment, contact the parent or guardian and schedule homebound instruction. When scheduling session, when possible, take into consideration the requests of the parent or guardian.
2. If contact cannot be made with the parent or guardian within 48 hours of the assignment, document all attempts and contact the Homebound Instruction Services and the school’s Assistant Principal Homebound Contact.
3. Within 72 hours of accepting the assignment, initiate a conference with the Classroom teacher to exchange information and curriculum material.
4. Complete and submit the *Instructional Time Agreement* with the student and the family. Submit this form for approval to the Assistant Principal Homebound Contact and the Homebound Instruction Services. Notify the Homebound Instruction Services of any schedule changes throughout the duration of the Homebound approval period.
5. Provide instruction and administer tests, exams or other assessments with the goal of keeping the student as current as possible with classroom instruction.
6. After each session, assign work to be completed by the student before the next instruction session.
7. In collaboration with the classroom teacher, make modifications and accommodations regarding assignments and activities as necessary for the homebound setting without compromising the educational integrity of the assignment.
8. Communicate with the classroom teacher frequently to remain informed about classroom activities and to keep the classroom teacher informed about the student’s progress, effort and circumstances.

9. Return all work to the classroom teacher within one week of completion, unless other arrangements are made, keeping records of all returned work.
10. If applicable, participate in IEP meetings with prior approval from the Homebound Instruction Services.
11. If the student is expected to take a final exam, coordinate with the classroom teacher to obtain a copy of the exam and all preparatory materials.
12. Administer the Standards of Learning (SOL) or other state tests after consultation with the Coordinator of Homebound Instruction Services, the Assistant Principal Homebound Contact and the school's testing coordinator.
13. Obtain the signature (with date), of the parent or guardian on the *Record of Visits Form* on or after the last date of instruction recorded on the form.
14. If the student is unavailable or the required adult is not home, wait 30 minutes before leaving, mark the session as a "Cancellation/No Show." Please contact the Assistant Principal Homebound Contact if a pattern of "cancellations/no show" arises.
15. Contact and the Homebound Instruction Services if concerns arise.
16. Participate in the student's school transition process as appropriate.

## **THE SPECIAL EDUCATION SUPERVISOR**

If your student is eligible for special education services, the Special Education Supervisor will be notified by the Coordinator of Homebound Instruction Services if Homebound services have been approved. After this notification, the Special Education Supervisor:

1. Conducts an IEP meeting with the IEP team to determine if Homebound services are deemed by the team to be educationally appropriate for your student.
2. Encourages communication between classroom teachers, homebound teachers and other school-based staff and the family.
3. Conducts the IEP meeting to return your student to school-based services when homebound services need to be amended or are no longer required.
4. Contacts the Coordinator of Homebound Instruction Services or the Assistant Principal Homebound Contact if concerns arise.
5. Participates in the school transition process, if applicable.

## PARENTS, GUARDIANS, OR STUDENTS

1. Contacts your student's school administrator when Homebound services may be required.
2. Provides required medical documentation to support the Homebound referral.
3. Signs a *Parental Request for Homebound Instruction* form allowing the medical professional to share information or clarify information provided for approval of Homebound instruction.
4. Completes parental signature forms in order to begin Homebound instruction.
5. If appropriate, participates in the IEP team decision to determine if Homebound services are appropriate for your student. For Homebound services to be initiated, parental consent for services must be obtained via the IEP process.
6. Obtains assignments from the classroom teachers until the Homebound teachers are assigned.
7. Collaborates with the Homebound teachers to plan a Homebound instruction schedule. When possible, your schedule preferences and requests will be considered, but not all requests can be accommodated.
8. Provides an appropriate learning environment, free of interruptions, with proper lighting and necessary equipment, such as a desk or table, pencils, paper, books, WIFI, computer equipment, etc. (if your student is engaging in online learning)
9. Ensures that all pets are confined prior to the arrival of the Homebound teacher.
10. Ensures that the student is ready for instruction at the scheduled instruction time.
11. Supervises daily homework.
12. Monitors that your student completes school assignments.
13. Ensures that an adult (18 years or older) is in the home during the entire period of instruction. If an adult is not home at the time of instruction, the teacher will cancel the session.
14. Reviews and signs the completed *Record of Visits* form to ensure accuracy of date, time and number of instruction hours given, after each instructional session. Your student **may not sign the worksheet**. Please do not sign for sessions in advance.
15. Keeps all appointments with the homebound teacher.

16. Notifies 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. Excessive cancellations of appointments may result in the suspension or termination of Homebound Instruction Services and/or inability of your student to earn credit or be promoted.
17. Notifies the Coordinator of Homebound Instruction Services and the Assistant Principal Homebound Contact if an excessive number of missed appointments or of excessive tardiness by the homebound teacher.
18. Communicates with the Homebound teacher **only through official LCPS methods (via LCPS email or calling their home school number)**.
19. Requests and obtain materials for P.E., fine arts, practical arts courses, electives and any other courses not provided through homebound instruction.
20. Contacts the school Assistant Principal Homebound Contact to obtain a *Request for Extension of Homebound Instruction* form, when needed, and return it to the Assistant Principal Homebound Contact for submittal to the Homebound Instruction Services, no later than seven days prior to the termination date for services.
21. Advises the Assistant Principal Homebound Contact of any change in your student's status that would require a change or termination of Homebound services.
22. If your student will not require Homebound services for the initially approved period of time, provides the Assistant Principal Homebound Contact with a release statement from the medical professional at least seven days prior to your students return to school. Acceptable forms of documentation are a signed statement from the medical professional on letterhead and/or the *Termination of Homebound Instruction* form. This form can be obtained from the Assistant Principal Homebound Contact. Once completed, he/she will submit this form to the Homebound Instruction Services.
23. Participates in your student's transition process back to school.



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# LOUDOUN COUNTY PUBLIC SCHOOLS HOMEBOUND INSTRUCTION PARENT/GUARDIAN AGREEMENT

I \_\_\_\_\_ (please print your name), Parent of \_\_\_\_\_ (Student's name), a student who is to begin homebound instruction on \_\_\_\_\_ (please enter date). By signing this document, I agree that I have received, read and understand the *Parent(s)/Guardians/Students* section of the *Loudoun County Public Schools Homebound Handbook: A Parent and Guardian's Guide to Homebound Instruction Services* and agree to the following:

1. Make arrangements with the classroom teacher and/or school personnel to pick up any missed academic work prior to the approval of Homebound instruction.
2. Provide an environment conducive to learning (i.e. quiet area, clean space, proper lighting), free from distractions, and equipped with all necessary supplies.
3. Ensure that a responsible adult is present in the home or at an alternate location when the homebound teacher is working with the student to ensure a healthy and safe environment for both the student and the teacher. If no adult (individual 18 years or older) is present for instruction, I understand that the homebound teacher is required to leave immediately and the session will be recorded as a "no-show/cancellation."
4. Keep all appointments with the homebound/home-based teacher as arranged. I understand that excessive cancellations of appointments may result in the inability of the student to earn credit or be promoted. I also understand that frequent cancellations may also result in the suspension or termination of services.
5. If possible, schedule any medical appointments during hours that do not impede with regularly scheduled instruction time. Whenever possible, parent/guardian scheduling requests will be considered, but not all requests can be accommodated.
6. Notify the homebound/home-based teacher at least 24-hours in advance, when possible, if there is a contagious illness in the home or if there is an emergency resulting in the student's unavailability.

7. Sign the homebound teacher’s completed timesheet, which includes the dates, times and number of instruction hours delivered. I understand that I am not to sign this sheet in advance of completion and that my student cannot sign this form.

8. Collaborate with the Homebound teacher and your student to ensure that your student completes the required work, and also collaborate with the school to set reasonable goals and make any necessary changes to the student’s instructional program as necessitated by the student’s physical or psychiatric condition.

9. Encourage my student to complete assigned homework in-between homebound sessions and to manage his/her time wisely to complete the necessary work.

**I also agree to and understand the following:**

- a. I understand that the cancellation of sessions are to only be made by the parent/guardian, and not the student.
- b. I understand that if the Homebound teacher cancels, those sessions will be made-up.
- c. I understand that state’s compulsory attendance laws fully apply to homebound students.
- d. I understand that my student's participation in school-related extracurricular activities and nonacademic activities are not permitted when he/she receives homebound services, until he/she returns to school. Unless specifically outlined in the student’s medical plan of care, he/she should not work or participate in community activities when not attending school in the school-based setting.
- e. I understand that I will maintain communication with my homebound teacher, my student’s Assistant Principal Homebound Contact and the Homebound Instruction Services regarding changes in my student’s health status, concerns, and transition back to school. This includes, but is not limited to, submitting a Request for Extension and/or Termination of Homebound Instruction services form, when necessary, at least seven days prior to the service termination date or my student’s return to school.

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Parent Signature

Date

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Social Worker Signature

Date