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**Sussex County Public Schools**

# Homebound Instruction Handbook

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21302 Sussex Drive  
Post Office Box 1368  
Sussex, VA 23884  
**T:** 434-246-1099 **F:** 434-246-8214

## Introduction

This handbook provides information to schools and families about the temporary provision of homebound and home-based instruction. Sussex 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 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 Plans (IEP) teams. Home-based services are also requested by the school for discipline related reasons.

**Homeschool** instruction services are handled by the Director of Pupil Personnel and are unrelated to the circumstances covered in this manual.

In SCPS, homebound and home-based instruction is based upon Virginia Department of Education (VDOE) Guidelines. All facilitators of home instruction are Virginia state licensed teachers. Communication among the school, family, homebound facilitator and the SCPS Homebound 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 SCPS Homebound Coordinator at 434-246-1048.

## General Overview

Sussex County Public Schools is responsible for providing instructional services for public school students who must be temporarily confined at home or in a health care facility. The goals of homebound services are to sustain continuity of instruction and to facilitate the student returning to school. Homebound instructional services are not a guarantee that the student will progress in the academic program.

Homebound instruction is designed to provide continuity of educational services between the classroom and home or health care facility, for students whose medical needs, both physical and psychiatric, do not allow school attendance for a limited period of time. Homebound instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy; or students with other serious health conditions).

Homebound instruction is not intended to supplant school services and is by design temporary. Homebound is not a remediation program. Students are expected to attend school to the fullest extent possible.

**Full-Time:** Homebound services are provided on a full-time basis when the student is confined at home or in a healthcare facility for short periods of time that would prevent school attendance. The student does not attend school for a designated period of time and receives all instruction at home.

**Partial:** Homebound 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 homebound the student would attend school each day for a set number of hours or 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.

## Eligibility for Homebound Services

Eligibility for homebound instructional services should be a collaborative decision between the treating health care provider, parent/guardian, and school personnel. If homebound services are needed, approval of services is based upon a completed **Medical Certification of Need** (Appendix A).

Homebound requests are approved for a maximum of a nine-week period. Homebound instruction is temporary and placements are not to exceed nine weeks. All medical certification of need request will not be approved in excess of nine weeks.

The medical certification of need is the health care provider's documentation of the student's illness, treatment plan, and the estimated length of recovery time. The certification must be fully completed, including parental permission to contact the treating physician or licensed clinical psychologist, in order for the student to be considered for homebound services.

Homebound services are for student illness/injury only; services are not appropriate to compensate for absences related to family care or illness.

Requested homebound instruction for students receiving special education services shall be subject to review by the student's Individualized Education Program (IEP) team pursuant to the Individuals with Disabilities Education Act. As part of its review and determination of a change in placement, the IEP team must review the approved medical certification of need for homebound instruction and determine the appropriate placement for the student based on the student's educational needs. Parental consent must be obtained to amend the IEP, prior to initiation of homebound services.

Students eligible for homebound services due to pregnancy will receive six to eight weeks of homebound services, dependent on the type of delivery. Homebound services will not begin until the date of delivery unless otherwise specified by a licensed physician on the medical certification of need.

## Eligibility for Home-based Services

An IEP team determines that home-based services are appropriate on a temporary basis. When it is anticipated that this option will be considered, the Director of Special Education must be consulted and invited to the IEP meeting. The school must provide this information to the division homebound coordinator. The dates of home-based service are determined by the IEP team.

A non-disabled student may also be recommended for home-based services for discipline reasons. The school must have prior approval from the division superintendent prior to implementing home-based services. The home-based plan is required outlining the following:

1. Name of the student
2. Justification for the home based instruction
3. Amount of time home-based instruction is anticipated (not to exceed 65 days)
4. Specific steps planned to return the student to classroom instruction
5. Changes in amount and kind of activity for the student during extended home-based instruction
6. Signature, date, office address, and phone number

## Initiation of Services

The ***Medical Certification of Need*** is submitted by the parent/guardian directly to the staff person designated at the school level, usually the principal. Homebound instruction should be initiated as soon as possible following receipt of a complete certification, but no later than five instructional days upon approval of the request.

The start date of homebound services will be the date of the homebound department assigns a teacher and sends out official notifications. The start date is not the date the homebound department receives a completed medical certificate of need. Per VDOE policies, the homebound department is allotted five business days to complete the case setup and assignment process. The start and end date of services will be listed in a letter sent to the parent/guardian.

In cases where the student has an IEP, the certification should be promptly transmitted to the IEP team by the homebound coordinator for review and determination of a change in placement for the student. When administrative processing delays the initiation of homebound services, efforts to provide homebound services should be documented and delays explained to the parent/guardian. If the school division experiences difficulty finding a licensed homebound instructor, the school division shall determine whether compensatory services for the student are warranted. For student with IEPs, the IEP team must review and determine whether compensatory services for the student are warranted if there is any delay in the initiation of services or any interruption in the services.

## Guidelines for instruction

1. Homebound instruction must be conducted between the hours of 8:00 am and 9:00 pm Monday through Saturday.
2. No homebound instruction may be conducted on SCPS student holidays.
3. The work completed with the assistance of the homebound facilitator will generally not include electives, labs, psychical education classes, and driver's education. Student's enrolled in 9<sup>th</sup> and 10<sup>th</sup> grades will not receive health and PE through Homebound instruction. Student enrolled in 11<sup>th</sup> and 12<sup>th</sup> grade are eligible to take Health and PE through Homebound instruction if it is a graduation requirement.
4. 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.

## Continuation of Services

If it is necessary for homebound instruction to continue beyond nine weeks, an extension request must be submitted to the SCPS Homebound coordinator. The extension request must be submitted by the parent/guardian no later than five business days prior to the original nine week end date. The extension request must include a newly completed and signed medical certification of need form accompanied by an updated treatment plan representing the student's progress toward goals and plans to transition the student back to school.

A transition plan is required outlining the following:

1. Name of the student
2. Justification for the extension of homebound instruction
3. Additional time homebound instruction is anticipated
4. Specific steps planned to return the student to classroom instruction
5. Changes in amount and kind of activity for the student during extended homebound instruction
6. Signature, date, office address, and phone number

## Suspension of Services

The homebound coordinator 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 schedule homebound sessions, services may be suspended until alternate arrangements are secured.

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

Students are expected to work independently and complete homebound assignments outside of direct instruction time to maintain course pacing and sustain academic progress.

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

## **Review and termination of service**

Students receiving homebound instruction should return to school-based instruction as soon as possible. Homebound services should not be approved for periods in excess of nine calendar weeks. The homebound teacher will assist the student, family, and school personnel with the student's transition back to the classroom setting. However, other support staff, such as the school nurse, school counselor, IEP case manager, or school psychologist, may be more appropriately assigned to the student for transition purposes depending on the nature of the student's needs.

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

## **Hours of Homebound Instruction**

Homebound instruction is designed so the student does not fall significantly behind during the period of confinement. It is necessary for the student to participate in the instructional process and complete assignments. Homework should be expected. Not all work will be completed in the presence of the homebound teacher. Every effort will be made to ensure academic progress; however, course credit must still be earned according to class requirements. Priority will be given to core academic subjects. Specialty classes (i.e., those requiring labs, special facilities or equipment) may not be comparable. 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.)

- Elementary school students –one hour per day
- Middle school students - eight hours per week
- High school students –two hours per core academic subject per week; other accommodations on an individualized basis.

## **Roles and Responsibility for Provision of Services**

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

### **The Division Program Coordinator**

The individual designated to coordinate homebound services for a school division is a vital link in the appropriate provision of services. The school division shall include processes for the following activities in its local procedures:

1. Documenting the receipt of requests for homebound instruction
2. Validating requests for homebound instruction or for students with IEPs, submitting such requests to the IEP team for determination of a change in placement
3. Communicating the status of the request to appropriate school personnel
4. Coordinating the overall provision of services in a timely manner
5. Considering the possibility of available technology (distance broadcasting, podcasts, etc.) for the student to participate in certain classroom activities from home
6. Verifying ongoing treatment and/or therapy and monitoring progress towards transition back to the school setting
7. Facilitating the student's return to instruction in the classroom
8. Completing the annual report
9. Providing oversight of instruction
10. Documenting that student who receive homebound services are included in Virginia's State Assessment program.

### **The School Homebound Coordinator**

1. Receives request from the parent requesting homebound instruction that is signed by an appropriate professional (medical doctor, clinical psychologist)
2. Identifies subjects that are required to be taught to the student
3. Identifies a homebound teacher and completes necessary paperwork
4. Submits the request to the Division Homebound Coordinator
5. Meets with the classroom teacher and homebound teacher to plan the instruction
6. Notifies the homebound teacher as to when to begin instruction and the duration of time for instruction
7. Sign and submit instructional report to the Division Homebound Coordinator monthly

### **Classroom Teacher**

1. A student receiving homebound instruction is maintained on the class roll. The classroom teacher with the assistance of the school homebound coordinator will:
2. Provide the homebound teacher with appropriate instructional materials and information

3. Be responsible for grading procedures in collaboration with the homebound teacher
4. Maintain close contact with the homebound teacher or the program coordinator supervising online instruction to monitor the instructional progress of the student
5. Collaborate with the homebound teacher about the curriculum and appropriate instructional strategies

### **The Student/Parent/Guardian**

1. The student and parent/guardian are expected to work cooperatively with the assigned homebound teacher and school personnel to comply with school division policies and procedures for:
2. Notifying the school division that homebound services may be needed, discussing the process for initiating services, and signing a release of information form so the school can share information with the physician about homebound services prior to the official request being made
3. Obtaining the medical certification of need from the physician or licensed clinical psychologist requesting homebound services and completing parental signature forms in order to begin homebound instruction
4. Having a responsible adult in the home during the entire period of instruction
5. Providing adequate facilities for teaching (quiet room without interruptions, with a table, chairs and appropriate supplies) or provide transportation to another agreed upon facility
6. Having the student ready for instruction at the time designated by the homebound teacher
7. Supervising daily homework
8. Notifying the teacher, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency
9. Keeping all appointments with the homebound teacher (excessively missed appointments may result in suspension of services for general education students and may relieve the school division from providing make-up services to students with disabilities)
10. Making every effort to complete school assignments
11. Advising the homebound teacher of any change in the student's status that would necessitate modification or termination of homebound services
12. Notifying the school division coordinator of missed appointments or tardiness by the homebound teacher
13. Sign the Instructional report that indicates the hours of instruction received by the student
14. Following the health care provider treatment plan by keeping appointments, therapy sessions, and so forth

### **The Homebound Teacher**

1. Professional Qualifications:
  - a. 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).

- b. Homebound teachers must be employed and supervised by designated officials of the school division.
  - c. A homebound teacher should have a broad background of professional training and experience to adapt instruction to each student's needs.
  - d. Teachers engaging in academic instruction in the home should also be able to adjust to a variety of home situations and be knowledgeable of cultural uniqueness.
2. Maintain close contact with the student's teachers and implement appropriate educational programs
  3. Maintain an accurate record of the hours of instruction.
  4. Submit monthly information the school homebound coordinator, then to the division homebound coordinator
  5. Instruction is not to exceed the approved period of time approved by the physician
  6. Submit the student's completed work to the designated school representative prior to the end of the grading period and maintain written documentation of work completed with the homebound record. If online instruction is used, a written record must be provided
  7. Essential part of the team who provides materials and instruction to enable the student to maintain academic progress while not attend the regular school year.
  8. Use assignments and materials provided by the classroom teacher or supervisor of instruction
  9. Document any instructional time that is interrupted because of the child not being available for the instruction period

### **Role of Physician or Clinical Psychologist Providing Certification**

At the time of the initial request, the physician or clinical psychologist providing ***Medical Certification of Need*** for homebound instruction must provide in writing to the school division the following:

1. Name of the student
2. Certification that the student is "confined at home or in a health care facility"
3. Nature and extent of the illness, including whether the condition(s) prohibit attendance for a full day or a portion of the day
4. Date of examination or diagnosis
5. Whether the illness is chronic or intermittent
6. Accommodations the school could make that would allow the student to attend
7. Any particular aspects of the illness that may impact the way in which instruction is delivered (e.g., the student will be unable to write or type)
8. Estimated date of return to school (the parent and health care provider should be informed that if this date is beyond nine calendar weeks, additional steps must be taken as outlined below)
9. Ongoing treatment and/or therapy being provided
10. Frequency of treatment and/or therapy
11. Specific plans to transition the student back to the school setting
12. Signature, date, office address, and phone number

## Acknowledgements

Virginia Department of Education. *Homebound Instructional Services Guidelines*. February 2012.

Henrico County Public Schools. Homebound Instruction Handbook. June 2012

Additional Guidance may be found in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, January 24, 2010, 8 VAC 20-81-40, Special Education staffing requirements, pp. 36-39; the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation), 8 VAC 20-131-240; and *No Child Left Behind Act of 2001* (NCLB) requirements. In addition, requirements to be designated as a Highly Qualified Teacher may be obtained from the licensing division at the Virginia Department of Education.

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

## The Glossary of Terms and Phrases

**Confined** - 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. The definition does not apply to situations wherein students are confined due to discipline or non-medically based situations.

**Eligible Student** – a student enrolled in a public school for which the need for homebound instruction has been appropriately documented and certified.

**Home-based Instruction** - means services that are delivered in the home setting (or other agreed upon setting) in accordance with the child’s Individualized Education Program (8 VAC 20-80-10). The student’s IEP team makes this placement decision based upon the student’s educational needs and consideration of the student’s least restrictive environment. Medical certification is not necessary for such a placement and no reimbursement is provided for these services. Also known as **administrative homebound**, this type of instruction may be provided to students who are removed from school by the division for disciplinary or other reasons.

**Homebound Instruction** - 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 medical certification of need by a licensed physician or licensed clinical psychologist. For a student with a disability, the IEP team must determine the delivery of services, including the number of hours of services.

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

**Home Tutoring** – instruction by a tutor or teacher with qualifications prescribed by the Virginia Board of Education, as an alternative to attendance in a public or private school and approved by the division superintendent in accordance with the provisions of the *Code of Virginia*. This tutoring is often used as an alternative form of home schooling but is not home instruction as defined in 22.1-254.

**Interim Homebound** – homebound services that start and stop, based on pre-defined triggers for students with chronic illnesses that may “flare up” necessitating shorter, more frequent periods of time away from school.

**Licensed Clinical Psychologist** – a psychologist licensed by the Virginia Board of Psychology. For the purposes of eligibility, the licensed clinical psychologist must either be in a treatment relationship or establishing a treatment relationship with the student to meet requirements for requesting homebound services.

**Licensed Physician** – an individual who has been licensed by his/her state Board of Medicine to practice medicine. In regard to the provision of homebound services, it is expected that the physician will only certify those conditions that fall within their documented experience and training.

**Licensed Teacher** – an individual who has met all the current requirements for a teacher in the Commonwealth of Virginia and holds a license from the Virginia Board of Education, or, if teaching online, a license from Virginia or another state.

**Medical Certificate of Need for Homebound Instruction** – physician or licensed clinical psychologist's written documentation of the medical need for homebound instruction. The certification shall include, but not be limited to, the current illness requiring the student to be confined at home, estimated date of return to school, and the plan of treatment.

**Nurse Practitioner** – a registered nurse who has met the requirements for licensure as stated in 18VAC90-30-60 et seq. Nurse practitioners are registered nurses with additional education and are jointly licensed by the Boards of Nursing and Medicine.

**Psychiatrist** – an individual who has been licensed by the Virginia Board of Medicine and trained to practice in the science of treating mental diseases. A psychiatrist is a medical doctor (M.D.).

**Regular School Year** – the period of time between the opening day of school in the fall and the closing day of school for that school term.

**Student with a Disability** – is one who has been found eligible for special education and related services in accordance with federal and state regulations governing special education.

**Temporary** – existing for a short time, or for a limited time. The term implies an arrangement established with the intent of preparing the student for returning to school as soon as possible. It is expected that the time determined for homebound services will be based on the premise that every student should be maintained in the regular school setting to the greatest extent possible.

**Transition Plan** – plan provided by the licensed physician or licensed clinical psychologist to explain the need for extended homebound instruction. The plan shall include: name of the student, justification for the extension of homebound instruction, additional time homebound instruction is anticipated, and specific steps planned to return the student to classroom instruction.

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## **Appendix A**

**Homebound Instruction  
Medical Certification of Need**

Homebound instruction shall be made available to students who are **confined** at home or in a health care facility for periods that would prevent normal school attendance (8VAC20-131-180). The term **"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, for periods of relatively short duration, or to receive health care treatment. Students receiving homebound instruction may not work or participate in extra-curricular activities, non-academic activities (such as field trips), or community activities unless these activities are specifically outlined in the students medical plan of care or the Individualized Education Program (if applicable).

**To be completed by the licensed physician or licensed clinical psychologist\* providing care to the student for the condition for which services are requested.**

Name of Student: \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_

Nature and extent of illness: \_\_\_\_\_  
\_\_\_\_\_

Date of examination or diagnosis of this illness: \_\_\_\_\_

Is the student confined at home or in a health care facility? YES NO

Is the illness/treatment intermittent in nature (e.g., sickle cell anemia, chemotherapy for childhood cancer)? YES NO

Could this child attend school if accommodations are made by the school? YES NO  
If yes, please list the accommodations required. If no, please explain

\_\_\_\_\_

Estimated date of return to school: \_\_\_\_\_

Explain ongoing treatment and/or therapy being provided \_\_\_\_\_  
\_\_\_\_\_

Frequency of treatment: \_\_\_\_\_

\_\_\_\_\_  
Signature of Licensed Physician/Clinical Psychologist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Physician/Psychologist Name

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Office Address City, State and Zip Code

Students may receive instruction in the home, a health care facility, or any other approved facility as agreed upon by the school division and parent or student who has reached the age of majority (eligible student).

If it is necessary for homebound instruction to continue beyond nine weeks, an extension or re-authorization form, including treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting, will be required

**To be completed by the parent/guardian or eligible student.**

Name of Parent/Guardian or Eligible Student: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**Acknowledgement/Release:** I acknowledge this request and agree with the need for homebound services. I further acknowledge that the requested homebound services for students receiving special education services shall be subject to review by the student’s IEP team pursuant to the Individuals with Disabilities Education Act. I will provide an environment conducive to learning, ensure that a responsible adult is in the home for the duration of instruction, or provide transportation to another agreed upon facility. I will keep appointments with the homebound teacher or contact the teacher or homebound coordinator if an appointment must be missed.

I understand that the local school division has established policies and procedures for homebound instruction that provide more detail than this certificate of need.

By my signature, I authorize the release and exchange of medical information between the health care provider, listed on the reverse side, or his/her designee, and school division personnel. My signature provides the health care provider(s) with the authorization necessary to disclose protected health information and records regarding said student as it pertains to the condition for which homebound instructional services are being requested. This authorization may be withdrawn at any time in writing.

**Please note: This form, including parental permission to contact the treating physician or psychologist, must be fully completed in order for the student to be considered for homebound services. If you have questions about completing this form, please contact: Dr. Arthur Jarrett; Assistant Superintendent at 434-246-1099**

\_\_\_\_\_  
**Signature of Parent/Guardian or Eligible Student**

\_\_\_\_\_  
**Date**

\* The *Code of Virginia* § 54.1-2957.02 states “whenever any law or regulation requires a signature, certification, stamp, verification, affidavit or endorsement by a physician, it shall be deemed to include a signature, certification, stamp, verification, affidavit or endorsement by a nurse practitioner.”  
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## Home-Based Instruction Request for Services

**Part A: Home-based instruction has been requested for:**

Name of Student: \_\_\_\_\_ Student ID # \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_

DOB: \_\_\_\_\_ Gender: \_\_\_\_\_

Name of Parent/Guardian or Eligible Student: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Street Address: \_\_\_\_\_

**Part B: Reason for Home-based Request**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Person Requesting Home-Based Instruction**

\_\_\_\_\_  
**Telephone Number**

**Part C: Acknowledgement by the parent**

I \_\_\_\_\_, Parent/guardian, acknowledge this request and agree with the need for home-based services. I will provide an environment conducive to learning, ensure that a responsible adult is in the home for the duration of instruction, or provide transportation to another agreed upon facility. I will keep appointments with the home-based teacher or contact the teacher or homebound coordinator if an appointment must be missed.

\_\_\_\_\_  
**Parent/Guardian or Eligible Student**

\_\_\_\_\_  
**Date**

**Part D: Approval**

I hereby approve homebound instruction for this student, and further certify that the teacher to be employed will hold a certificate in full force issued in accordance with the rules and regulation of the Virginia Department of Education.

\_\_\_\_\_  
**Division Superintendent or Designated Representative**

\_\_\_\_\_  
**Date**

Note: The requested home-based services for students receiving special education services shall be subject to review by the student’s IEP team pursuant to the Individuals with Disabilities Education Act.

**Certification of Homebound Teacher**  
**Elementary (K-5)**

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Homebound Instructor: \_\_\_\_\_

The homebound teacher will follow the guidelines for the homebound instruction.

**Elementary Instruction:**

The student will receive 5 hours of instruction per week.

English	1 hour
Math	1 hour
Science	1 hour
History	1 hour
	1 hour

\_\_\_\_\_ Classroom Teacher

\_\_\_\_\_ Homebound Teacher

\_\_\_\_\_ School Homebound Coordinator

\_\_\_\_\_ Principal

\_\_\_\_\_ Division Homebound Coordinator

**Certification of Homebound Teacher**  
**Middle (6-8)**

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Homebound Instructor: \_\_\_\_\_

The homebound teacher will follow the guidelines for the homebound instruction.

**Middle School Instruction:**

The student will receive 8 hours of instruction a week in the core content (English, Math, Science, History)

<b>Grade</b>	<b>Subject</b>	<b>Hours</b>
	English	2
	Math	2
	Science	2
	History	2

\_\_\_\_\_ Classroom Teacher

\_\_\_\_\_ Classroom Teacher

\_\_\_\_\_ Classroom Teacher

\_\_\_\_\_ Classroom Teacher

\_\_\_\_\_ Homebound Teacher

\_\_\_\_\_ School Homebound Coordinator

\_\_\_\_\_ Principal

\_\_\_\_\_ Division Homebound Coordinator

**Certification of Homebound Teacher**  
**High School (9-12)**

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Homebound Instructor: \_\_\_\_\_

The homebound teacher will follow the guidelines for the homebound instruction.

**High School Instruction:**

The student will receive two hours per core academic subject per week; other accommodations on an individualized basis.

Specific Content Course Name	Hours

- \_\_\_\_\_ Content Teacher
- \_\_\_\_\_ Homebound Teacher
- \_\_\_\_\_ School Homebound Coordinator
- \_\_\_\_\_ Principal
- \_\_\_\_\_ Division Homebound Coordinator

# Homebound Employee Timesheet

Employee Name: \_\_\_\_\_ Month: \_\_\_\_\_

School/Location: \_\_\_\_\_ Position: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

Total Hours \_\_\_\_\_

hours worked	Date
--------------	------

Signature of Employee \_\_\_\_\_

Signature of Principal \_\_\_\_\_

<input type="checkbox"/> <b>Homebound</b> is: <input type="checkbox"/> Medical <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Secondary <input type="checkbox"/> <b>Home-based</b> (administrative/IEP) Homebound Coordinator Approval _____
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## Homebound Instructor's Log

Instructor's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Return this form to the Division Homebound Coordinator at the end of each month. \*\*In addition, attach a daily log of instructional activities. As sample is given at the end of this log sheet.

Month	Grade/subject	# of Hours of Instruction	**Parental Verification of Hours (include signature and date)
September			
October			
November			
December			
January			
February			

March			
April			
May			
June			

**Note: This form must be turned in with monthly time sheet. It will not be processed without a parental signature.**

\*\*New process as of the 2014-2015 School Year.

**Sample daily log sheet:**

**Student:**

Date	Activity Log
January 15, 2013	Arrived at 5:00 PM. Today we worked on finding the arc lengths and areas of sectors in circles. Johnny completed the entire 10-item assignment given by his Geometry teacher. The assignment will be submitted to the teacher for grading tomorrow. The session ended at 7:00 PM.

**Sussex County Public Schools  
Sussex, Virginia 23884**

Date:

Dear \_\_\_\_\_,

This letter is to inform you that homebound instruction has been approved for  
\_\_\_\_\_.

The instruction will begin on \_\_\_\_\_ until \_\_\_\_\_.

The homebound teacher will be \_\_\_\_\_.

The homebound teacher will contact you to arrange the instructional schedule.

If you have any questions, please feel free to contact me or your child's principal.

Sincerely,

Tracey D. Gilchrist  
Director of Pupil Personnel  
Division Homebound Coordinator

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