The Fairfax County Public Schools’ (FCPS) homebound and home-based programs are administered by the program manager of the Office of Out-of-School Support (OSS), as part of Nontraditional School Programs (NSP), Intervention and Prevention Services (IPS), Department of Special Services (DSS).

Homebound and home-based instructional services may be available for Fairfax County Public Schools students who are unable to attend school because of medical, disciplinary, or other reasons.

**Section 1: Homebound Instruction**, beginning on page 5, describes the provision of academic instruction to students who are unable to receive school-based instruction based on a medical certification of need.

**Section 2: Home-based Instruction**, beginning on page 21, describes the provision of academic instruction in the home or other setting for special education students who are removed from school for disciplinary or other reasons.

**Section 3: Homebound and Home-based Teacher Requirements**, begins on page 35.
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Section 1

Homebound Instructional Services

Office of Out-of-School Support

Fairfax County Public Schools
Department of Special Services

Revised August 2016
Introduction

This section of the handbook provides information to schools and families about the temporary provision of homebound instruction. The goal of homebound services is to keep the student current with classroom instruction and facilitate the student’s return to the current classroom setting.

Fairfax County Public Schools seeks to provide homebound instruction in a seamless manner for students whose needs require this service. Students are expected to attend school to the fullest extent possible, but homebound services may be provided to students who are confined to home or a health care facility and are unable to attend school based upon certification of need by a licensed physician, a licensed clinical psychologist, or a licensed nurse practitioner.

Homebound instruction is not intended to supplant school services and is, by design, temporary. It is not a remediation program and is not designed to provide students with time to make up previously missed assignments. The goal of homebound instruction is to keep the student as current as possible with classroom instruction. It is expected that the family and school will minimize academic work missed due to absences prior to the initiation of homebound services.

Communication among the school, the family, homebound teachers, and the FCPS Office of Out-of-School Support 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.

Questions about homebound instruction may be directed to a school’s homebound coordinator by calling the school, or contacting the FCPS Office of Out-of-School Support at 571.423.4335.
General Information

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

Eligibility
A student must be enrolled in an FCPS school in order to be considered for homebound instructional services.

Eligibility for homebound instruction is determined on the basis of medical certification of need submitted by a licensed physician, a licensed clinical psychologist, or a licensed nurse practitioner. A diagnosis with an explanation of how symptoms affect school attendance is required. A specific treatment plan and a plan for returning the student to school is requested; however, this information is required if the student is expected to miss more than nine weeks of school. 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. In no case will full homebound instruction be provided when a student can participate in a less restrictive school setting.

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

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

The OSS program manager or educational specialist determines eligibility for homebound instruction based on the Virginia Department of Education Guidelines. Approval of students for homebound instruction is based on medical documentation submitted by a licensed physician, a licensed clinical psychologist, or a licensed nurse practitioner, and information provided by school staff members. This documentation should indicate that the student is predicted to miss more than 20 consecutive days of classroom instruction. FCPS requests that the parent or guardian sign a release of information form allowing the medical professional to share information or clarify information provided for approval of homebound instruction. Approval is determined by the program manager or educational specialist as the designees of the division.

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

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

Courses Supported
Instructional support is provided for core academic classes: English, science, social studies, and mathematics. For secondary students, foreign language may also be supported if required for the diploma being pursued. In order to ensure that students meet the graduation requirement for Economics and Personal Finance, the course is offered to high school students receiving homebound services or instruction.

Instruction for health and physical education, fine and practical arts, and other elective courses must be coordinated with the student’s school. Homebound teachers do not provide instruction in these subjects. The decision concerning the completion of these courses rests with the school. Parents or guardians may discuss this with the student, school counselor, and when appropriate, with a school administrator.

Hours of Homebound Services
The number of hours of instruction per week per student is based on a student’s individual needs. Based on a five-day school week, secondary students are generally provided with a maximum of two and one-half (2.5) hours of instruction per week for each core class (when necessary), two and one-half (2.5) hours per week of Economics and Personal Finance (when necessary), plus an additional two and one-half (2.5) hours per week for foreign language, if required for the diploma being pursued. Elementary students are generally provided with five hours of instructional services per a five-day school week. Early childhood students who do not normally attend a full day of school have a proportionally fewer number of hours.

Every effort is made to ensure academic progress. Course credit must still be earned according to class requirements.

Homebound instruction is delivered during regular school hours, late afternoon, or early evening, and only on those days when school is in session. Instruction will not be provided to homebound students when FCPS students are not in attendance (i.e., in cases of inclement weather, teacher work days, winter break, spring break, and student holidays). Under special circumstances, exceptions may be approved by the program manager or educational specialist from OSS.
When scheduling sessions, homebound teachers take into consideration parent or guardian requests, but not all requests can be accommodated.

**Location of Instructional Sessions**

The location of services is designated by the Office of Out-of-School Support and may be the student’s home or a health care facility. If services are to be provided in the home, a home visit must be completed by the school social worker prior to the initiation of services. If services are in the home, the parent or guardian must identify an adult who will be present at all times and agree to confine all pets prior to the arrival of the homebound teacher. The location may not be changed without prior approval from the program manager or educational specialist.

**Student Rights and Responsibilities**

Homebound instruction is considered a school-sponsored activity. The *Student Rights and Responsibilities* apply to all students regardless of venue. These documents are provided to all students and parents at the start of each new school year.

**Missed Sessions**

Make-up sessions are only allowed for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to scheduled sessions. If possible, make up for missed sessions must be completed within the same week the session is canceled. Requests for make-up sessions, other than those stated, will require prior approval from the program manager or educational specialist from OSS. The homebound teacher notifies the program manager or educational specialist after each cancellation when there is no prior notification by the parent or guardian. An excessive number of cancellations, i.e., three or more in the course of a nine-week period, may result in termination of homebound services.

Sessions missed due to cancellation by the homebound teacher are made up. Sessions missed due to cancellation of FCPS school activities are not made up.

**Special Education**

If a student is eligible for special education services, the special education department chair or lead teacher coordinates instructional accommodations, related services, or additional services with the school’s homebound coordinator and the Office of Out-of-School Support. For eligible students, the individualized education program (IEP) must be amended to meet the student’s temporary instructional needs after the referral for homebound instruction has been approved by the program manager. Parental consent must be obtained to amend the IEP prior to initiation of homebound services.

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

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

**Technology**

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, contact the student’s school counselor. 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.

**Grading**

The student remains on the classroom teacher’s roll, and the classroom teacher remains the teacher of record. Therefore, the classroom teacher is responsible for assigning the quarter, semester, and final grades to the student. In order for the classroom teacher to be informed regarding student progress, frequent, preferably weekly, communication is required between the classroom and homebound teachers, and all work completed by the student must be turned in to the classroom teacher in a timely manner. It is the responsibility of the classroom teacher to grade each work product and return the work to the homebound teacher in a timely manner to ensure the student is getting regular and relevant feedback on academic performance.

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

**Standards of Learning Exams and Other Required Testing**

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

**Extension or Early Termination of Homebound Services**

In order to continue homebound instruction beyond the specified termination date, it is the responsibility of the parent or guardian to submit a completed Request for Extension of Homebound Instruction form (SS/SE-305 or SS/SE-306) to the Office of Out-of-School Support five school days prior to the termination of services. The parent or guardian should contact the school social worker to obtain the above form.

If the student will not require homebound services for the initially specified period of time, it is the responsibility of the parent or guardian to obtain a release statement from the medical professional so that the student may return to school. This information should be provided to the school social worker and forwarded to the Office of Out-of-School Support at least five days prior to the student’s anticipated return to school.

For special education students, it is necessary for a parent or guardian to give proper notification to the Office of Out-of-School Support and the school for an IEP team to reconvene, review the student’s educational needs, and complete a new IEP.

**End-of-Year Termination of Homebound Services**

Homebound instruction for general education students terminates on the last day of school. Homebound instruction for special education students follows the schedule delineated by the student’s IEP.
School Reintegration Process
School and homebound staff members work collaboratively with parents or guardians and medical and/or community resources to coordinate the appropriate reintegration of the student to school-based instruction, including any reasonable accommodations that will enhance the student’s ability to appropriately access the curriculum. A formal return-to-learn protocol will be implemented in the 2016-17 school year to support the reintegration process for homebound and other students. The planning process for school reintegration should begin as early as possible in the process.

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

The successful provision of homebound instructional services depends on the cooperation and collaboration of a number of individuals. The responsibilities of these individuals are outlined below.

Program Manager or Educational Specialist, Office of Out-of-School Support (or designee)

1. Documents receipt of requests for homebound instruction.
2. Approves requests for homebound instruction accompanied by appropriate documentation and determine termination date.
3. Communicates status of the request to all concerned parties (parent or guardian, homebound teacher, school staff members, social worker) when homebound instruction has been approved.
4. Communicates with school personnel if additional information is required in order to consider request.
5. Assigns teachers appropriate to the student’s educational needs to provide homebound instruction.
6. Provides IEP information to homebound teachers when appropriate.
7. Communicates to all parties when teachers are assigned.
8. Coordinates overall provision of services in a timely manner. Instruction should be initiated within five instructional days of the approval of the request.
9. Considers the possibility of available technology to encourage the student to participate in certain classroom activities from home or to support instruction.
10. With the school homebound coordinator, encourages communication between classroom teachers and homebound teachers, including supporting instruction and facilitating the exchange of assignments and materials between the homebound teacher and the classroom teacher, as needed.
11. Provides oversight of instruction provided.
12. Participates in the creation of the Return to Learn plan.
13. Completes annual report to the Virginia Department of Education with assistance of other central office staff members.

School Homebound Coordinator (or designee)

This key individual is identified by the principal of each school. In order to work with the program manager and educational specialist from OSS in providing oversight of the collaborative efforts of the classroom teachers and homebound teachers to ensure the essential continuity between school-based instruction and homebound services for each student, it is recommended that this individual be a school-based administrator.

1. Assists parent or guardian when inquiring about homebound services.
2. Coordinates referral process with the special education department chair or the lead teacher when appropriate.
3. Requests that the school social worker complete a home visit and assist in determining appropriate resources and referrals and to assess the appropriateness of the learning environment.
4. Ensures that the student receiving homebound instruction is maintained on the class roll.
5. Provides the classroom teachers with the *Guide for Classroom Teachers of Students Receiving Homebound or Home-based Instruction.*

6. Encourages school staff members to be actively engaged with student receiving homebound services.

7. Encourages communication between classroom teachers and homebound teachers, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teachers as needed, and coordinating SOL or other state testing.

8. Ensures that materials and/or assignments are collected for health and physical education, fine and practical arts, and other electives from the classroom teacher and disseminate to the parent or guardian.

9. Determines a designated location for all homebound materials and/or assignments to be located for pick-up by the homebound teacher.

10. If necessary, verifies homebound teacher coordinating time on the *Worksheet for Homebound/Home-based Teachers.*

11. Immediately contacts the program manager or educational specialist if concerns arise.

12. Collaborates with the school testing coordinator on any high stakes testing coordination that must occur for the student.

13. Participates in the creation of the *Return to Learn* plan.

**Special Education Department Chair or Lead Teacher** (if student is eligible for special education services)

1. Coordinates referral process with the school homebound coordinator.

2. Receives referral from the parent or guardian for homebound services.

3. Assists the parent or guardian in gathering appropriate documentation for homebound instruction.


5. Provides the family information about homebound instruction.

6. Requests that the school social worker complete a home visit to determine needs of the learning environment.

7. Conducts IEP meeting to delineate services after request for homebound instruction is approved.

8. Encourages communication between classroom teachers and homebound teachers, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teachers as needed, and coordinating SOL, VSEP, VGLA, and VAAP testing.

9. Adds the homebound teachers to the student’s IEP team in SEA-STARS to facilitate access to the IEP.

10. Encourages school staff members to be actively engaged with the student receiving homebound services.

11. Conducts IEP meeting to return the student to school-based services when homebound services are no longer required.

12. Informs the program manager within 24 hours after IEP is completed.

13. Immediately contacts the program manager and school homebound coordinator if concerns arise.

14. Participates in the creation of the *Return to Learn* plan.
School Social Worker
1. Provides the family information about homebound instructional services.
2. Assists the parent or guardian in gathering appropriate documentation for homebound instruction.
3. Completes a home visit to determine the appropriateness of the learning environment, assists in the assessment to determine if resources and referrals are appropriate, and provides information to the school homebound coordinator, other school staff members as appropriate, and the Office of Out-of-School Support.
4. Provides the Guide for Parents of Students Receiving Homebound or Home-based Instruction to the parent and/or guardian.
6. Supports school staff members in regards to instruction concerns and understanding their responsibility with the homebound process in order for the homebound student to receive appropriate instruction.
7. Monitors dates for when the student’s homebound services expire to ensure that families get assistance with the transition back into the school or with extending the services.
8. Coordinates with the family if an extension is needed.

School Counselor
1. Assists the school social worker in supporting the parent or guardian in submitting the referral.
2. Registers the student for online classes with the FCPS Online Campus.
3. Coordinates providing assignments from the classroom teachers to the parent or guardian until the homebound teachers are assigned.
4. Facilitates the exchange of assignments and materials between the homebound teachers and the classroom teachers as needed.
5. Works with the student and his or her family to ensure that academic and/or elective course requirements are being met while the student is enrolled in homebound instruction.
6. Signs for “coordinating time” on the Worksheet for Homebound/Home-based Teachers when the classroom teacher is unavailable.
7. Encourages engagement between school staff members and the student.
8. Immediately contacts the program manager and the school homebound coordinator if concerns arise.

Parents, Guardians, or Students
1. Contact school staff members when homebound services may be required.
2. Provide required medical documentation to support the homebound referral.
3. Sign a release of information, included in the Medical Homebound Referral Form (SS/SE-191), allowing the medical professional to share information or clarify information provided for approval of homebound instruction.
4. Complete parental signature forms in order to begin homebound instruction.
5. If appropriate, participate in the IEP team decision to delineate homebound services.
6. Obtain assignments from the classroom teachers until the homebound teachers are assigned.
7. Plan the schedule of instruction with the homebound teachers. When possible, parent or guardian requests will be considered, but not all requests can be accommodated.

8. Provide an appropriate learning environment free of interruptions and with proper lighting and necessary equipment, such as a desk or table, pencils, paper, books, and other materials as needed.

9. Ensure that all pets are confined prior to the arrival of the homebound teacher.

10. Make sure the student is ready for instruction at the time designated by the homebound teacher.

11. Make every effort to see that the student completes school assignments and homework.

12. Ensure that an adult (18 years of age or older) is in the home during the entire period of instruction. If an adult is not in the home at time of instruction, the teacher will cancel the session. Even though a student may be 18 years old and/or married, it is required, and absolutely necessary, that there be a third person (adult) in the home during the entire teaching time.

13. Review and sign completed Worksheet for Homebound/Home-based Teachers (i.e., with date, time, and number of hours of instruction given) after each instructional session. The worksheet must be reviewed for accuracy and signed by the parent, guardian, or designated adult. **Students may not sign the worksheet.** Parents should not sign for sessions in advance.

14. Keep all appointments with the homebound teacher.

15. Notify the homebound teacher at least 24 hours prior to the scheduled session if the student is unavailable because of a contagious disease or an emergency.

16. Request make-up instruction for sessions missed because of illness or family emergency. If possible, make-up for a missed session must be completed within the same week the session is canceled. Requests for make-up sessions, other than those stated, will require approval from the Office of Out-of-School Support. Continued cancellations could result in termination of homebound services.

17. Notify the program manager or educational specialist from OSS of an excessive number of missed appointments or of excessive tardiness by the homebound teacher.

18. Request and obtain materials or assignments for health and physical education, fine and practical arts, and other elective courses from the school counselor for the student to complete assignments. Homebound teachers do not provide instruction in these subjects.

19. Contact the school homebound coordinator or the special education department chair, the lead teacher, or the school counselor to obtain a Request for Extension of Homebound Instruction SS/SE306 form (when necessary) and submit to the program manager no later than five school days prior to the termination of services.

20. Immediately contact the program manager if concerns arise about instruction. Questions regarding grading should be directed to school staff members.

21. Advise the school homebound coordinator or the program manager of any change in the student's status that would require a change or termination of homebound services.

22. If the student will not require homebound services for the initially specified period of time, provide the Office of Out-of-School Support with a release statement from the medical professional at least five days prior to the student's anticipated return to school.

23. Participate in the creation of the Return to Learn plan.
Classroom Teacher

1. Makes available, within 48 hours of being notified of the need for homebound services, information and instructional materials, which may include a syllabus, textbooks, materials, 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 to facilitate use of technology for instruction (if applicable).

3. In collaboration with the homebound teacher, makes modifications and accommodations regarding assignments and activities as necessary for the homebound setting without compromising educational integrity. Since not all classroom activities will be appropriate in a homebound setting, some assignments may be eliminated, altered, or replaced for a student in the homebound setting.

4. Communicates with the homebound teacher, preferably weekly, but at least biweekly, to remain informed about the student’s academic progress, effort, and circumstances and to keep the homebound teacher informed about classroom activities.

5. Receives all completed work from the homebound teacher within one week of its completion, unless other arrangements are made.

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. Note: Homebound students are provided an attendance code in the school’s student information system which indicates the student remains an active member of the school. If the student received both classroom and homebound instruction during a given grading period, the quarterly, semester, and final grades assigned by the classroom teacher reflect grades earned in both settings.

8. If the student is expected to take a final examination, coordinates with the homebound teacher and provides a copy of the exam and all preparatory materials.

9. If the student is eligible for the VGLA, VSEP, or VAAP works with the homebound teacher to provide the appropriate evidence.

10. Informs the homebound teacher of the SOL exam schedule, when applicable.

11. Signs for “coordinating time” on the Worksheet for Homebound/Home-based Teachers.

12. Encourages student engagement in appropriate and medically approved school activities.

13. Provides instructional materials and/or assignments for health and physical education, fine and practical arts, and other elective courses to the designated school staff member. Homebound teachers do not provide instruction in these subjects.

14. Immediately contacts the program manager or educational specialist from OSS and the school homebound coordinator if concerns arise.

15. Participates in the creation of the Return to Learn plan.

The Office of Out-of-School Support is also charged with exploring emerging technologies. Currently, this includes the use of FCPS Online Campus, online courseware such as Apex Learning, and virtual telepresence. The use of these models have other collaborative requirements of classroom teachers and are addressed individually with school staff and classroom teachers.
**Homebound Teacher**

1. Within 24 hours of accepting a student assignment, contacts the parent or guardian and schedule homebound instruction. When scheduling sessions, takes into consideration, when possible, the requests of the parent or guardian.

2. If contact is not made with the parent or guardian within 48 hours of assignment, documents all attempts and contacts the Office of Out-of-School Support.

3. Within 48 hours of accepting the student assignment, initiates a conference with classroom teachers for the purpose of exchanging information and materials related to the curriculum.

4. Notifies the Office of Out-of-School Support of time and location of scheduled instructional sessions and immediately notifies the program manager or educational specialist of any changes in scheduled sessions.

5. Provides instruction to student and administer tests, exams, or other assessments with the goal of keeping the student as current as possible with classroom instruction.

6. After each instructional session, assigns any work to be completed by the student before the next instructional session.

7. In collaboration with the classroom teacher, makes modifications and accommodations regarding assignments and activities as necessary for the homebound setting without compromising educational integrity.

8. Communicates with the classroom teacher, preferably weekly, but at least every other week to remain informed about classroom activities and to keep the classroom teacher informed about the student’s academic progress, effort, and circumstances.

9. Returns all work to the classroom teacher within one week of its completion, unless other arrangements are made, keeping a record of all returned work.

10. Determines jointly with the classroom teacher how and by whom individual work products will be graded.

11. Provides data regarding progress toward meeting IEP goals and objectives, if applicable, and participates in IEP meetings with prior approval from the program manager or educational specialist from the Office of Out-of-School Support.

12. If the student is expected to take a final examination, coordinates with the classroom teacher to obtain a copy of the exam and all preparatory materials.

13. Administers Standards of Learning or other state exams after consultation with the Out-of-School Support program manager, the school homebound coordinator, or the school testing coordinator.

14. If the student is eligible for alternative state assessments, works with the classroom teacher, the lead teacher, the special education department chair, or the testing coordinator to provide the appropriate evidence.

15. Obtains from the classroom teacher or the school homebound coordinator, the signature for one hour of coordinating time per quarter on the *Worksheet for Homebound/Home-based Teachers*.

16. Obtains the signature of the parent or guardian documenting instructional time and subjects taught at the conclusion of each session.

17. Provides the allotted instruction for each student. Homebound teachers may not shorten approved instructional time, even at the request of the parent or guardian, and then request payment for the full time allocated. The time indicated on the time sheet must be the same as that provided unless it is a “cancellation/no-show” situation.
18. If the student is unavailable or the required adult is not in the home, waits 15 minutes before leaving, marks the session as a “cancellation/no show,” and contacts the Office of Out-of-School Support.

19. Refrains from providing private tutoring to students whom the homebound teacher is currently serving.

20. Immediately contacts the Office of Out-of-School Support program manager or educational specialist if concerns arise.

21. Participates in the creation of the Return to Learn plan as appropriate.

22. Participates in staff development activities associated with homebound instruction.

23. Provides documentation regarding instructional activities as requested by the Office of Out-of-School Support.
Section 2

Home-based Instruction

Office of Out-of-School Support

Fairfax County Public Schools
Department of Special Services
Introduction

This section of the handbook provides information to schools and families about the temporary provision of home-based instruction. The goal of home-based services is to keep the student current with classroom instruction until the student is able to return to a school-based setting.

Fairfax County Public Schools seeks to provide home-based instruction in a seamless manner for students whose needs require this service. Home-based services may be provided to students who have been removed from school for disciplinary or other reasons.

Home-based instruction is not intended to supplant school services and is, by design, temporary. It is not a remediation program and is not designed to provide students with time to make up previously missed assignments. The goal of home-based instruction is to keep the student as current as possible with classroom instruction. It is expected that the family and the school will minimize academic work missed due to absences prior to the initiation of home-based services.

Communication between the school, the family, the home-based teacher, and the Office of Out-of-School Support is vital to the success of home-based instruction. This handbook provides a description of responsibilities for each individual involved in the implementation of services. When all parties work together, students are able to benefit from the provision of services and return to a school environment when the student is able to do so.

Questions about home-based instruction may be directed to the school’s special education department chair, lead teacher, or homebound coordinator, or to the Office of Out-of-School Support at 571.423.4335.
General Information

Home-based instruction, coordinated through the Office of Out-of-School Support, may be considered by the IEP team as an alternate instructional option for special education students who have been suspended for more than ten school days for disciplinary reasons. When the IEP team determines that home-based instruction is appropriate, the IEP team immediately notifies the Office of Out-of-School Support, which arranges home-based instruction based on the IEP. Following completion of the Hearings Office disciplinary proceedings, the IEP team convenes to consider an appropriate educational placement consistent with direction from the Hearings Office. Communication among the school, the Hearings Office, and the Office of Out-of-School Support is essential throughout this process.

When the Hearings Office refers a general education student in the disciplinary process to a local screening committee (LSC) meeting, the student may also be referred for home-based services pending the outcome of the LSC’s determination. In these cases, the program manager or educational specialist from OSS, with the cooperation of the school homebound coordinator, immediately initiates the process of providing these services. If the LSC determines the student is not eligible, the Hearings Office and Office of Out-of-School Support must be notified immediately, and home-based services cease. If the student is found eligible, the Hearings Office and the Office of Out-of-School Support are immediately notified, and the student is treated as a special education student involved in the disciplinary process.

Students may also require interim home-based instruction for reasons other than discipline (e.g., interim placement pending a Multi-Agency Services placement) as determined by the IEP team in consultation with the procedural support liaison. In such a case, the student is enrolled in the base school to provide the basis for home-based instruction.

A student receiving home-based instruction is carried on the roll of the school the student attended prior to the disciplinary action for the duration of the home-based instruction. The student is marked as in attendance.

Courses Supported

Instructional support is provided for core academic classes: English, science, social studies, and mathematics. For secondary students, foreign language may also be supported if required for the diploma being pursued. In order to ensure that students meet the graduation requirement for Economics and Personal Finance, the course is offered to high school students receiving home-based instruction.

Instruction for health and physical education, fine and practical arts, and other elective courses must be coordinated with the student’s school. Home-based teachers DO NOT provide instruction in these subjects. The decision concerning the completion of these courses rests with the school. Parents or guardians may discuss this with the student and the school homebound coordinator, lead special education teacher, school counselor, and/or school administrator.

Hours of Home-based Services

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

Every effort is made to ensure academic progress. Course credit must still be earned according to class requirements. Home-based instruction is delivered during regular school hours, late afternoon,
or early evening, and only on those days when school is in session. Instruction is not given to home-based students when FCPS students are not in attendance (i.e., in cases of inclement weather, teacher workdays, winter break, spring break, and student holidays). Under special circumstances, exceptions may be approved by the program manager or educational specialist from OSS.

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

**Location of Instructional Sessions**

The location of services is designated by the Office of Out-of-School Support and may be the student’s home or a community site such as a library or a government office. If services are to be provided in the home, a home visit must be completed by the school social worker prior to the initiation of services. If services are in the home, the parent or guardian must identify an adult who will be present at all times and agree to confine all pets prior to the arrival of the home-based teacher. The location may not be changed without prior approval from the program manager or educational specialist.

**Student Rights and Responsibilities**

Home-based instruction is considered a school-sponsored activity. The *Student Rights and Responsibilities* apply to all students regardless of venue. These documents are provided to all students and parents at the start of each new school year.

**Missed sessions**

Make-up sessions are only allowed for sessions missed due to illness or family emergencies and when cancellations are made 24 hours prior to schedule sessions. If possible, make up for missed sessions must be completed within the same week the session is canceled. Requests for make-up sessions, other than those stated, require prior approval from the Out-of-School Support program manager or educational specialist.

The home-based teacher notifies the program manager or educational specialist after each cancellation for which there is no prior notification by the parent or guardian.

Sessions missed due to cancellation by the home-based teacher are made up. Sessions missed due to cancellation of FCPS school activities are not made up.

**Special Education**

Most students receiving home-based services are eligible for special education services. For these students, the special education department chair or lead teacher coordinates services with the school’s homebound coordinator and the Office of Out-of-School Support. The IEP must delineate the student’s temporary instructional needs while in the home-based setting to include instructional accommodations, related services, or additional services. Parental consent must be obtained to amend the IEP prior to initiation of home-based services.

The student’s IEP delineates the number of home-based instruction hours, the special education services to be delivered while the student is home-based, the goals to be pursued while the student is home-based, the service delivery option, and the "home-based" placement continuum option. The proposed school assignment remains unchanged except when the student is transitioning from a Multi-Agency Services placement. Students transitioning from a Multi-Agency Services placement must be registered at the base school before services can be initiated. When the student is able to return to school-based instruction, the IEP team must amend the IEP to terminate home-based services. Service continues to be available until the student has enrolled at a school-based site.
Technology
Online courses may be used in place of, or to supplement, some home-based instruction for available classes. Online classes are particularly beneficial for students who are able to work well independently. For additional information contact the student’s school counselor. The use of available technology to support instruction will be considered when appropriate.

Grading
The student remains on the classroom teacher’s roll, and the classroom teacher remains the teacher of record. Therefore, the classroom teacher is responsible for assigning the quarter, semester, and final grades to the student. In order for the classroom teacher to be informed regarding student progress, frequent, preferably weekly, communication is required between the classroom and home-based teachers, and all work completed by the student must be turned in to the classroom teacher in a timely manner. It is the responsibility of the classroom teacher to grade each work product and return the work to the homebound teacher in a timely manner to ensure the student is getting regular and relevant feedback on academic performance.

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

Standards of Learning (SOL) Exams and Other Required Testing
The school homebound coordinator, the school testing coordinator, the classroom teachers, and the home-based teachers collaborate to arrange for the administration of SOL testing if it is required. When a student is eligible for alternative state assessments, the home-based teacher works with the classroom teacher, the lead teacher, the special education department chair, and the testing coordinator to provide the appropriate evidence.

Termination of Home-based Services
Termination of home-based services is accomplished only through the IEP process or through the determination by the local screening committee that the student is not eligible for these services. Services are provided based on the dates in the IEP.

Reporting Student Information
Information regarding a home-based student is confidential and is subject to the same restrictions as all other such information.
Responsibilities

The successful provision of home-based instructional services depends on the cooperation and collaboration of a number of individuals. The responsibilities of these individuals are outlined below.

Program Manager or Educational Specialist, Office of Out-of-School Support (or designee)

1. Documents receipt of information regarding students assigned to home-based instruction.
2. Identifies site of home-based instructional sessions. Initial location may be a library or other community site until a home site has been deemed appropriate.
3. Assigns teachers appropriate to the student’s educational needs to provide home-based instruction.
4. Provides IEP information to home-based teachers.
5. Communicates to all parties when teachers are assigned.
6. Coordinates overall provision of services in a timely manner.
7. Considers the possibility of available technology to support instruction.
8. With the special education department chair, the lead teacher, or the school homebound coordinator, encourages communication between classroom teachers and home-based teachers, including supporting instruction and facilitating the exchange of assignments, strategies, and materials between the home-based and classroom teachers, as needed.
9. Provides oversight of instruction provided.

School Homebound Coordinator (or designee)

This key individual is identified by the principal of each school. In order to work with the program manager and educational specialist from OSS in providing oversight of the collaborative efforts of the classroom and home-based teachers to ensure the essential continuity between school-based instruction and home-based services for each student, it is recommended that this individual be a school-based administrator.

1. For general education students referred to the LSC by the Hearings Office, provides to the Office of Out-of-School Support information regarding student, courses, and teacher contacts.
2. For students transitioning from Multi-Agency Services, helps family register student at base school.
3. Coordinates process with special education department chair or lead teacher when appropriate.
4. If the student is not a special education student, provides the parent or guardian with information about home-based instructional services and obtain necessary parental signatures.
5. If the student is not a special education student, requests that the school social worker complete home visit to determine the appropriateness of the learning environment.
6. Ensures that the student receiving home-based instruction is maintained on the class rolls.
7. Encourages school staff members to be actively engaged with the student receiving home-based services.
8. Encourages communication between classroom teachers and home-based teachers, including making appointments, supporting instruction, facilitating the exchange of assignments, strategies, and materials between the home-based teachers and classroom teachers as needed, and coordinating SOL or other state testing.
9. Ensures that materials and/or assignments are collected for health and physical education fine and practical arts, and other electives from the classroom teacher and disseminate to the parent or guardian.

10. Determines a designated location for all home-based materials and/or assignments to be located for pick-up by the home-based teacher.

11. Signs for “coordinating time” on the Worksheet for Homebound/Home-based Teachers when the classroom teacher is unavailable.

12. Immediately contacts the program manager or educational specialist from OSS if there are concerns.

13. Participates in the creation of the Return to Learn plan.

**Special Education Department Chair or Lead Teacher** (if student is eligible for special education services)

1. For special education students, conducts IEP meeting that delineates home-based instructional services.

2. Immediately following the conclusion of the IEP meeting, provides the parent or guardian with information about home-based instructional services and obtains the necessary signatures to initiate services.

3. Provides the classroom teachers with the Guide for Classroom Teachers of Students Receiving Homebound or Home-based Instruction.

4. Requests that the school social worker complete a home visit to determine the appropriateness of the home learning environment.

5. Within 24 hours of the completion of the IEP, informs the program manager or educational specialist from OSS, the school’s procedural support liaison (PSL), and, if this is a disciplinary case, the PSL assigned to the Hearings Office.

6. If the student has been referred to the LSC, within 24 hours of the LSC making a determination, notifies the program manager and educational specialist from OSS, the hearing officer, the school’s PSL, and the PSL assigned to the Hearings Office.

7. Encourages communication between classroom teachers and home-based teacher, including making appointments, supporting instruction, facilitating the exchange of assignments, strategies, and materials between the home-based teachers and classroom teachers as needed, and coordinating SOL tests or alternative state assessments.

8. Signs for “coordinating time” on the Worksheet for Homebound/Home-based Teachers when the classroom teacher is unavailable.

9. Encourages school staff members to be actively engaged with the student receiving home-based services.

10. Conducts IEP meeting to return the student to school-based services when appropriate. Within 24 hours of the completion of the IEP, notifies the program manager or educational specialist from OSS, the hearings officer, the school’s PSL, and the PSL assigned to the Hearings Office.

11. Immediately contacts the program manager or educational specialist from OSS and the school homebound coordinator if concerns arise.

12. Participates in the creation of the Return to Learn plan.

**School Social Worker**

1. Works with the school staff to meet with the family when they attend related meetings at the school in order to complete the Home-based Information Form (SS/SE-190).

2. Provides the guide for parents to the parent and/or guardian.

3. If instruction will be provided in the home, completes a home visit to determine the appropriateness of the learning environment, assists in accessing appropriate resources and
referrals, and provides information to the school homebound coordinator, other school staff as appropriate, and the program manager or educational specialist from OSS.


5. Supports school staff members in regards to instruction concerns and understanding their responsibility with the home-based process in order for the home-based student to receive appropriate instruction.

6. Participates in the creation of the Return to Learn plan.

### School Counselor

1. Coordinates providing assignments from the classroom teachers to the parent or guardian until the home-based teachers are assigned.

2. Facilitates the exchange of assignments, strategies, and materials between the home-based teachers and classroom teachers, as needed.

3. Works with the student and the family to ensure that academic and/or elective course requirements are being met while the student is enrolled in home-based instruction.

4. Signs for "coordinating time" on the *Worksheet for Homebound/Home-based Teachers* when the classroom teacher is unavailable.

5. Encourages engagement between school staff members and the student.

6. Immediately contacts the program manager or educational specialist from OSS, the special education department chair, the lead teacher, or the school homebound coordinator if there are concerns.

7. Participates in the creation of the Return to Learn plan.

### Parents, Guardians, or Students

1. Participate in IEP team decision to delineate home-based services, if appropriate.

2. Complete parental signature forms in order to begin home-based instruction.

3. Obtain assignments from the classroom teachers until the home-based teachers are assigned.

4. Plan the schedule of instruction with home-based teachers. When possible, parent or guardian requests will be considered, but not all requests can be accommodated.

5. If the instructional sessions are to take place in the home, provide an appropriate learning environment, free of interruptions, with proper lighting and necessary equipment, such as a desk or table, pencils, paper, books, and other materials as needed.

6. If instructional sessions are to take place in the home, ensure that all pets are confined prior to the arrival of the home-based teacher.

7. Make sure the student is ready for instruction at the time and place designated by the home-based teacher.

8. Make every effort to see that the student completes school assignments and homework.

9. If instruction is to take place in the home, ensure an adult (18 years of age or older) is in the home during the entire period of instruction. If an adult is not in the home at the time of instruction, the teacher will cancel the session. Even though a student may be 18 years old and/or married, it is required, and absolutely necessary, that there be a third person (adult) in the home during the entire teaching time.

10. Review and sign **completed** *Worksheet for Homebound/Home-based Teachers* (i.e., with date, time, and number of hours of instruction given) after each instructional session. The worksheet must be reviewed for accuracy and signed by the parent, guardian, or designated adult. **Students may not sign the worksheet.** Parents should not sign for sessions in advance.

11. Keep all appointments with the home-based teacher.
12. Notify the home-based teacher at least 24 hours prior to the scheduled session if the student is unable to receive instruction because of a contagious disease or an emergency.

13. Request make-up instruction for sessions missed because of illness or family emergency. If possible, make-up for a missed session must be completed within the same week the session is canceled. Requests for make-up sessions, other than those stated, will require approval from the program manager or educational specialist from OSS. Continued cancellations could result in termination of services.

14. Notify program manager about frequently missed appointments or excessive tardiness by the home-based teacher.

15. Request and obtain materials and/or assignments for health and physical education, fine and practical arts, and other elective courses from the school counselor for the student to complete assignments. Home-based teachers do not provide instruction in these subjects.

16. Immediately contact the program manager or educational specialist from OSS if there are concerns about instruction. Questions regarding grading should be directed to school staff members.

17. Advise the special education chair, the lead teacher, the school homebound coordinator, and the program manager from OSS of any change in the student's status that would require a change in or termination of home-based services.

18. Participate in the creation of the Return to Learn plan.

Classroom Teacher

1. Makes available, within 48 hours of being notified of the need for home-based services, information and instructional materials, which may include a syllabus, textbooks, materials, online information, assignments, handouts, readings, quizzes, and tests.

2. Works collaboratively with the home-based teacher to exchange information, strategies, assessment tools, and instructional materials relative to the student's instructional needs and to facilitate use of technology for instruction (if applicable).

3. In collaboration with the home-based teacher, makes modifications and accommodations regarding assignments and activities as necessary for the home-based setting without compromising educational integrity. Since not all classroom activities will be appropriate in a home-based setting, some assignments may be eliminated, altered, or replaced for a student in the home-based setting.

4. Communicates with the home-based teacher, preferably weekly, but at least biweekly, to remain informed about the student's academic progress, effort, and circumstances and to keep the home-based teacher informed about classroom activities.

5. Receives all completed work from the home-based teacher within one week of its completion, unless other arrangements are made.

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. Note: Home-based students are marked as attending even if they do not come to the school. If the student received both classroom and home-based instruction during a given grading period, the quarterly, semester, and final grades assigned by the classroom teacher reflect grades earned in both settings.

8. If the student is expected to take a final examination, coordinates with the home-based teacher and provides a copy of the exam and all preparatory materials.

9. If the student is eligible for alternative state assessments, works with the home-based teacher to provide the appropriate evidence.

10. Informs the home-based teacher of the SOL testing schedule, when applicable.

11. Signs for “coordinating time” on the Worksheet for Homebound/Home-based Teachers.
12. Encourages student engagement in academic activities.
13. Provides instructional materials and/or assignments for health and physical education, fine and practical arts, and elective courses to designated school staff member. Home-based teachers do not provide instruction in these subjects.
14. Immediately contacts the program manager or educational specialist from OSS, the special education department chair, the lead teacher, or the school homebound coordinator if concerns arise.
15. Participates in the creation of the Return to Learn plan.

**Home-based Teacher**

1. Within 24 hours of accepting the student assignment, contacts the parent or guardian and schedules home-based instruction. When scheduling sessions take into consideration, when possible, the requests of the parent or guardian.
2. If contact is not made with the parent or guardian within 48 hours of assignment, documents all attempts and contact program manager or educational specialist from OSS.
3. Within 48 hours of accepting the student assignment, initiates a conference with the classroom teachers for the purpose of exchanging information and materials related to the curriculum.
4. Notifies the Office of Out of School Support of the time and location of scheduled instructional sessions, and immediately notify the program manager or educational specialist of any changes in scheduled sessions.
5. Provides instruction to the student and administer tests, exams, and/or other assessments with the goal of keeping the student as current as possible with classroom instruction.
6. After each instructional session, assigns any work to be completed by the student before the next instructional session.
7. Communicates with the classroom teacher, preferably weekly, but at least biweekly, to remain informed about classroom activities and to keep the classroom teacher informed about the student's academic progress, effort, and circumstances.
8. In collaboration with the classroom teacher, makes modifications and accommodations regarding assignments and activities as necessary for the home-based setting without compromising educational integrity.
9. Returns all work to the classroom teacher within one week of its completion, unless other arrangements are made, keeping a record of all returned work.
10. Determined jointly with the classroom teacher how and by whom individual work products are graded.
11. Provides data regarding progress toward meeting IEP goals and objectives, if applicable, and participate in IEP meetings with prior approval from the OSS program manager or educational specialist.
12. If the student is expected to take a final examination, coordinates with the classroom teacher to obtain a copy of the exam and all preparatory materials.
13. Administers Standards of Learning (SOL) or other state exams after consultation with the program manager or educational specialist, the special education department chair, the lead teacher, the school homebound coordinator, or the school testing coordinator.
14. If the student is eligible for alternative state assessments, works with the classroom teacher, the lead teacher, the special education department chair, or the testing coordinator to provide the appropriate evidence.
15. Obtains from the classroom teacher or the school counselor the signature for “coordinating time” on the Worksheet for Homebound Teachers.
16. Obtains signature of parent or guardian documenting instructional time and subjects taught at the conclusion of each session.
17. Provide the allotted instruction for each student. Home-based teachers may not shorten approved instructional time, even at the request of the parent or guardian, and then request payment for the full time allocated. The time indicated on the time sheet must be the same as that provided unless it is a “cancellation/no-show” situation.

18. If the student is unavailable or the required adult is not in the home, waits 15 minutes before leaving, marks the session as a “cancellation/no show,” and immediately contact the Office of Out-of-School Support.

19. Refrains from providing private tutoring to students whom the home-based teacher is currently instructing.

20. Immediately contacts the Office of Out-of-School Support if there are concerns.


22. Participates in staff development activities associated with home-based instruction.

23. Provides documentation regarding instructional activities as requested by the Office of Out-of-School Support.
Section 3

Homebound and Home-based Teacher Requirements
Homebound and Home-based Teacher Requirements

Professional Qualifications
An individual employed as a homebound/home-based teacher must hold a current Virginia teacher’s license.

Homebound/home-based teachers should have a broad background of professional training and experience to be able to adapt instruction to each student’s needs and to work with a variety of classroom teachers in a modified team-teaching situation. Homebound/home-based teachers need to be able to work independently in home or community settings and should be able to adjust to a variety of situations and be knowledgeable of cultural uniqueness.

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

All homebound/home-based teachers must be able to utilize e-mail as a means of communication with classroom teachers and the Office of Out-of-School Support staff members.

Compensation

Travel Reimbursement:
Homebound/home-based teachers may be eligible for travel reimbursement for travel beyond their normal commute to or from their assignment. Contact the Office of Out-of-School Support for information about reimbursement procedures.

Coordinating Time:
Each homebound/home-based teacher is allowed one hour per grading period to visit the school for the purpose of coordinating plans and securing books and other materials. Teachers assigned multiple middle and high school subjects will be allowed up to one additional hour per subject per grading period. If additional coordinating time is required, the homebound/home-based teacher must contact the program manager or educational specialist from OSS for authorization.

Instructional Sessions:
Teachers will be compensated for no more than the number of hours per week established when the student is assigned unless additional time is authorized by the OSS program manager.

Instructional sessions on unauthorized days will not be approved for payment.

Make-up sessions during the same week as a missed session are authorized, but the homebound educational specialist must be informed of the change.

Examinations:
Homebound/home-based teachers are compensated for any additional time required to administer SOL or other state exams with approval of the OSS program manager or educational specialist.
Reporting Time and Attendance

FCPS will introduce a new online payroll system in November of 2016. Additional information and trainings will be shared with homebound/home-based teachers as they become available. Until this change takes effect, please follow the expectations below for submitting payroll information.

1. Time reports and worksheets should be sent to the Office of Out-of-School Support. Time reports must be received by noon on Friday of each week (unless that pay period falls on a holiday weekend). In this case, time reports are to be in by noon on Thursday of that pay period.

2. If instruction is to be given on Thursday or Friday after the time reports are due, report that time on the next time report with signature and write LATE above the date.

3. Record instructional time for each student on a separate worksheet. Do not combine students’ names on the same worksheet.

4. Only correctly completed Time Report for Temporary Assignments (reports and Worksheet for Homebound/Home-based Teachers reports will be accepted for payment.

5. Compensation is provided only for services delivered. Homebound/home-based teachers may not shorten approved instructional time and request payment for the full time allocated.

6. If the homebound/home-based teacher reports to the instructional site at the appointed scheduled time and the student and/or designated adult are not available, the homebound/home-based teacher is only allowed to report one hour on the Time Report and Worksheet for Homebound Teachers. “No-show” should be indicated on the signature line. This “no-show” is to be reported to the Office of Out-of-School Support using the Homebound Cancellation Form within 24 hours of the scheduled session.

7. Approval for participation in any event other than the designated instructional time must have prior approval from the OSS program manager.

8. The homebound/home-based teacher will complete a Worksheet for Homebound/home-based Teachers (with signature, dates, times, number of hours of instruction provided, subjects taught, indication if work was assigned to be completed before next instruction session, and indication if there has been communication with classroom teacher since last session) and obtain the signature of the designated adult after each instructional session. The worksheet must only be signed by the parent, guardian, or designated adult. Homebound/home-based teachers must not request signatures on blank forms or prior to the provision of instruction.

9. Homebound/home-based teachers may be reimbursed for planning time related to their work with homebound/home-based students at a rate of one-half (.50) hour per week for each elementary student (assuming five hours per week of instruction) and one-quarter (.25) hour per week for each secondary subject (assuming two and one half hours per week of instruction).

10. Compensation will be provided for required meetings.