Martinsville City Public Schools
Procedures for Home-based Instruction

Martinsville City Schools is responsible for providing instructional services for public schools students who must be temporarily educated in the home setting due to behavior. The goals of home-based services are to sustain continuity of instruction and to facilitate the student returning to school. 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. While no specific number of days can be set due to many complex situations, services are temporary.

The following processes and procedures will be followed when the need arises for a student to receive his/her instruction through our home-based program.

Process for Initiating Home-based Instruction

Certification of need is submitted to the building level Homebound Coordinator. The Homebound Coordinator will then schedule a Home-based Determination meeting as soon as possible with the required personnel:
- Building Level Homebound Coordinator and/or principal
- School Division Homebound Coordinator or designee
- Teacher
- School Counselor
- Anticipated home-based instruction provider
- Special Education case manager (for students with an IEP)
- Parent

Eligibility for home-based instructional services is a collaborative decision between the parent/guardian and school personnel. If it is determined that the student is eligible for home-based instruction, this instruction must begin as soon as possible, and no later than 5 instructional days after the team approves home-based services.

Types of Home-based Service/Setting for Services:

Home-based services may be provided daily for students who are unable to attend school for any length of time due to behavior. Other students with behaviors may be able to attend school for a portion of the day or week and may only require intermittent home-based services during periods of outbursts. These services would start and stop, based on pre-defined triggers. The home-based instructional services for these students should be individualized to minimize the interruption of instruction. Certification will be required to delineate the individual needs of the student.

Based on the premise that instruction should take place in the school setting to the fullest extent possible, part-time homebased instruction will be available for students who can tolerate less than a full day in the classroom setting.

Instruction utilizing technology may also be appropriate, but must be supervised by the home-based teacher.

If the home setting is not deemed appropriate for instruction and the student's condition allows, home-based instruction may take place at the school, public library, or other agreed upon location.

Hours of Home-based Instruction:

In all cases the following minimums must be observed. Additional services may be approved based on the individualized needs of the student.
1. Elementary school students –one hour per day
2. Middle school students - eight hours per week
3. High school students –two hours per core academic subject per week

Process for Implementing Home-based Instruction:

The building level homebound coordinator is responsible for locating and securing an individual who is willing to provide home-based instruction. Every attempt should be made to secure a teacher who is certified in the appropriate areas. It may be necessary to utilize more than one teacher if the student is enrolled in multiple advanced academic or specialized courses.

The home-based teacher will:

1. Maintain close contact with the student's teachers and/or counselor to receive and implement appropriate educational programs
2. Use assignments and materials provided by the classroom teacher
3. Maintain an accurate record of the hours of instruction provided for each assigned student and file such information with the designated school division representative
4. 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 home-based records, or in cases where online instruction is used, provide a written record
5. Document any instructional time that is interrupted because of the child not being available for the instruction period
6. Submit monthly timesheets to the Division Coordinator on the last instructional day of each month

Even though the student is on home-based instruction, he/she remains the responsibility of the teacher of record and remains on that teacher's class roster. The classroom or core teachers are responsible for grading and recording the grades for all assignments submitted by the home-based teacher.

The teacher of record will:

1. Provide the home-based teacher with appropriate instructional materials and information
2. Determine grading procedures in collaboration with the home-based teacher
3. Maintain close contact with the home-based teacher or the program coordinator supervising online instruction to monitor the instructional progress of the student
4. Collaborate with the home-based teacher about the curriculum and appropriate instructional strategies

The student and parent/guardian are expected to work cooperatively with the assigned home-based teacher.

The student and parent/guardian will:
1. Have a responsible adult in the home during the entire period of instruction (depending on the age and needs of the student)
2. Provide adequate facilities for teaching (quiet room without interruptions, with a table, chairs and appropriate supplies) or provide transportation to another agreed upon facility
3. Have the student ready for instruction at the time designated by the home-based teacher and supervise assignments and homework left by the home-based teacher
4. Notify the teacher, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency that will require a rescheduling of the home-based instruction
5. Keep all appointments with the home-based 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)
6. Advise the home-based teacher of any change in the student's status that would necessitate modification or termination of home-based services
7. Notify the school division coordinator of missed appointments or tardiness by the home-based teacher

Process for Terminating Home-based Instruction:

Students receiving home-based instruction should return to school-based instruction as soon as possible. Home-based instruction is approved for a maximum of nine calendar weeks. Students requiring home-based instruction beyond nine weeks will require an extension and reauthorization by the Home-based Determination team.

Once home-based instruction has been extended beyond nine calendar weeks, a Functional Behavior Assessment/Behavior Intervention Plan must be developed, as part of the reauthorization, including specific treatment goals and a plan to transition the student back into school.

The home-based teacher will assist the student, family, and school personnel with the student's transition back to the classroom setting, and may work with other support staff, such as the

school nurse, school counselor, IEP case manager, or school psychologist 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 home-based services to either return the student to the school setting or continue the home-based placement.