



Extended Services/ Homebound Handbook

February 2016



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INTRODUCTION

Hampton City Schools Extended Services provides a continuity of educational services between the classroom and students who cannot maintain regular attendance for a variety of reasons. This handbook was developed to provide guidance to school officials, teachers, and parents in the provision of these varied instructional services.

OVERVIEW OF SERVICES

Homebound Instruction

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 (greater than 2 weeks)**.

For the purposes of Homebound instructional services, “...**confined at home or in a health care facility**’ means the student is unable to participate in 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.

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).

Students must be enrolled in a public school in Hampton in order to receive homebound instruction.

Homebound instruction is not intended to supplant school services and **is by design temporary**. While no specific number of days can be set due to the many complex situations that arise for students, instruction should take place in the school setting to the fullest extent possible. The student’s inability to attend school for medical reasons, both physical and psychiatric, **must be certified by a licensed physician, licensed clinical psychologist or nurse practitioner**.

For students eligible for special education or related services, the Individual Education Program team must revise the IEP, as appropriate, to direct off-site instruction.

Homebound instructional services are not a *guarantee* that the student will progress in the academic program.

Long-term Requests

The goals of homebound services are to sustain continuity of instruction and to facilitate the student returning to school. For students expected to be out of school in excess of nine calendar weeks, a **homebound transition plan** should be prepared by the physician or licensed clinical psychologist in collaboration with the parent/guardian and school personnel and recorded by the school division. The plan must include the student's need for extending homebound services, the anticipated duration of the absence, and proposals for the student's return to the classroom setting.

The duration and extent of homebound services is a school division decision based upon the physician's or licensed clinical psychologist's certification of need.

Applications

Applications for Homebound Instruction are available in every school. In elementary schools, they can be found in the principal's office. In middle and high schools, they are available in the guidance offices. Applications can also be downloaded from the HCS website.

Home-based Instruction

Services (for Special Education students) are delivered in the home setting, or other agreed upon setting, in accordance with the student's Individual Educational Program (8 VAC20-80-10). 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. Home-based instruction is provided to students who are removed from school by the Division for disciplinary or other reasons. The services provided are consistent with those for Homebound students. The primary distinction is that no medical referral is required. In addition to the home, a public library or other designated alternative site may be provided by the Division.

Alternative External Placement

In order to comply with HCS's goal of maintaining 'safe schools,' students who face charges in the community, are long-term suspended/expelled, or exhibit behaviors that cannot be accommodated in the general education environment

while awaiting completion of the Special Education eligibility process may be placed in an alternative external instructional setting based on the Superintendent's (or designee's) recommendation.

Special Education students may receive instruction (for non-medical reasons) in an alternative setting due to discipline/behavioral concerns or court involvement. The Individual Educational Program would define this placement.

Applications

Principals should contact the Director of Student Services and Security to initiate a referral; otherwise, placement will be determined at/after the suspension/expulsion hearing.

504 Plans

A student may be determined non-disabled for Special Education purposes, but may require accommodations in accordance with Section 504. If so, the 504 Plan must be revised to meet the specific temporary needs of the student.

Students who suffer from chronic conditions such as sickle cell anemia or diabetes may have ***intermittent homebound services*** written into their 504 Plans to accommodate their random absences caused by these conditions throughout the school year.

The Plan should set clear and definite parameters for initiation and length of these services. Parents may discuss this option with the building administrator in charge of 504 Plans. **Medical documentation for the current school year must be on file to support the need for these services.**

Intermittent Services

Some students have chronic illnesses that may 'flare up' necessitating short, frequent periods of time away from school. For these students, it is appropriate for the physician or licensed clinical psychologist to request intermittent homebound services.

These are services that would start and stop based on pre-defined triggers. Examples of students who may require intermittent homebound services are those with cancer, while they are receiving chemotherapy or are immune suppressed; or, children with sickle cell disease who are in 'crisis.' The homebound instructional services for these students should be individualized to minimize the interruption of instruction.

ELIGIBILITY FOR SERVICES

To be eligible to receive any form of Extended Services, a student must be currently enrolled in a Hampton City School. Students on Extended Services status are considered 'active' students on their schools roster (ADM).

Homebound Services

Eligibility for homebound instruction is determined on the basis of medical evidence submitted by the licensed physician, the licensed clinical psychologist or nurse practitioner on a Homebound Application. The school division reviews all requests for completeness of information and appropriateness of the request.

The goals of Homebound services are to sustain continuity of instruction and to facilitate the student returning to school.

Based on the premise that instruction should take place in the school setting to the fullest extent possible, HCS's may provide part-time homebound instruction for students who can tolerate less than a full day in the classroom setting. This may be an excellent transition strategy for students who have been on extended homebound or who lack the endurance for a whole day in the school setting.

Approval is determined by school division personnel on the basis of the student's documented need for service. The school division will take into consideration a student's participation in extracurricular activities or employment when determining eligibility for homebound instruction.

Homebound services are not appropriate to compensate for absences related to family care or illness.

Homebound students may not work or participate in extracurricular activities until they have resumed regular school attendance. Doing so will terminate their Homebound status.

Students Receiving Special Education Services

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.***

If the IEP team determines that Homebound services are appropriate, the team must include **language in the IEP that clearly defines the time period for the frequency and duration of the homebound services**. The IEP may also include a statement that the IEP team will reconsider the need for continuation of services by a specified date. The IEP team should add a statement that addresses the fact that these services are temporary and thus do not constitute a permanent change in placement and are not the ‘**stay put**’ placement should the IEP team and parent later disagree over the continuation of homebound services.

Release of Information

The school division will require that the parent/guardian sign a release of information form (back of application) allowing the physician, licensed clinical psychologist or nurse practitioner to share information or clarify the information provided for approval of homebound instruction. Many times school-based accommodations can be made for students that are unknown to the medical provider (elevators, wheelchairs, special transportation, flexible schedules, late arrival, early dismissal, etc.).

Failure to sign the release on the application will result in denial of service.

ALTERNATIVE EXTERNAL PLACEMENT

Upon notification of a student’s court involvement, long-term suspension, or expulsion, the Director of Student Services (at the discretion of the School Board) may make a referral for a student to receive Alternative External Instruction. The duration of this placement may be for the length of the Special Education Eligibility process, remainder of the school year, length of involvement in court, or the duration of the suspension/expulsion.

While a student is on Alternative External Placement status, he/she is usually **NOT** allowed on school property or to participate in extra-curricular activities.

These students may hold part-time jobs as long as they do not interfere with their instructional schedules.

INITIATION OF SERVICES

Homebound instruction is designed to provide continuity of educational services between the classroom and the 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 (greater than 2 weeks).

Initiation of Services Continued

At the time of the initial request, the physician, clinical psychologist or nurse practitioner 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 keyboard)
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 on p. 9)
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

Homebound instruction should be initiated as soon as possible following receipt of the request by the Extended Services Coordinator, but no later than **five instructional days from approval of the request.**

Medical or psychological information is submitted to the Extended Services Coordinator.

Some students may be assigned to **on-line curriculum** to complete all or part of their academic program. Students assigned to on-line curriculum do not receive work from their classroom teachers, but do complete school-based end-of-course testing for the courses they are completing on line. HCS's pacing guide is in effect whether instructional delivery is on-line or traditional teacher directed.

Alternative External Placement students may, with prior approval, maintain part-time employment while receiving services. Work must be scheduled around the student's instructional schedule. A student cannot be excused from instructional requirements because of a work schedule conflict.

Pregnancy

Pregnant students in high school begin their Homebound placement one week prior to delivery and it lasts for four weeks after a normal vaginal delivery and six weeks after a C-section. Any need to change these parameters must be documented by the attending physician.

Pregnant students in middle school begin their Homebound placement one month before their due date (or at the direction of their physician) because they are at greater risk for pre-term delivery. All other restrictions for this category of placement apply.

Homebound services cannot be extended due to the student's inability to secure childcare. Every effort should be made to secure childcare services through community/church agencies prior to the termination of homebound services.

Psychological Placements

When a parent/guardian submits an application that calls for their student to be removed from school due to a diagnosis of social/school phobia, anxiety disorder, or depression, the school site administrator should immediately call a School Intervention Team meeting to review the request. In this case, this team consists of the school principal or designee, nurse, psychologist, social worker, guidance counselor, classroom teacher, and the parent/guardian.

The purpose of this meeting is to assure that all strategies/accommodations that could keep the student in attendance to the greatest extent possible have been considered prior to complete removal. This team may refer the student to Child Study for Special Education services or to F.A.P.T. for family support. The parent /guardian should be made aware of how a long-term placement out of school attendance may effect their student's academic status (promotion, retention, or targeted graduation date).

This Team in cooperation with the medical professional and parent/guardian may develop a *plan of action* to include but not limited to partial-day attendance, late arrival, early dismissal, or lightened course load as it deems appropriate. These students may not participate in extra-curricular activities until some form of school attendance has been re-established.

Compensatory Time

When administrative processing delays the initiation of services, efforts to provide services should be documented and delays explained to the parent/guardian. If

the school division experiences difficulty finding a licensed instructor, the school division shall determine whether compensatory services are warranted. Compensatory time is figured at one hour per instructional day for elementary students and two hours per instructional day for middle and high school students.

Compensatory time is served based on the student's outstanding academic requirements.

Transition/Treatment Plan

Since homebound instruction is not intended to supplant school services, if it is necessary to extend homebound instruction beyond the initial time frame or longer than nine calendar weeks, 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 of requesting medical professional

HOURS/DAYS OF INSTRUCTION

The number of hours provided for Extended Services instruction is based on the 'umbrella' under which the student is receiving services.

In most cases, the number of hours a student is assigned is based on the student's individual needs (course load); therefore, the number of hours assigned may vary.

For students with IEP's, the IEP team determines the hours required in accordance with the student's educational needs.

Secondary students usually receive two hours per core academic subject per week.

Elementary students receive five hours of core instruction per week.

Students placed on Alternative External Placement will be assigned instructional hours based on their educational program and risk factor.

Instruction should be scheduled between 8 a.m. and 9 p.m. Monday through Saturday. Sessions may be held on Sundays with parent's consent.

All time allotments for Homebound instruction will be made in consultation with the attending physician, clinical psychologist or nurse practitioner and with the I.E.P. team for children with disabilities.

All Extended Services instruction follows the Hampton City Schools calendar and closings. Extended Services instruction cannot take place on days that HCS's are closed to all students (holidays, weather days, winter and spring breaks).

LOCATION OF INSTRUCTION

Homebound instruction (medical/psychological, pregnancy) usually takes place in the home. Usually, instruction must take place within Hampton City limits. Parents should make the school aware of any special circumstances surrounding their child's location while he/she is not in regular school attendance.

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

Special Education students out of school due to a long-term suspension and alternative External Placement students may receive their instruction at a site – other than the home – designated by the Extended Services Director.

Students who meet with their teachers in public libraries or community centers are expected to comply with the behavioral code of those facilities. Failure to do so may result in the loss of services.

Parents/guardians are responsible for transportation to and from the instructional site.

REVIEW AND TERMINATION OF SERVICE

Homebound Instruction

Students receiving homebound instruction should return to the school setting as soon as possible. ***Homebound services are always considered temporary*** and are based on the premise that instruction should take place in the school

setting to the fullest extent possible. (Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-180)

Students receiving homebound instruction should return to school-based instruction as soon as possible. Homebound services will not be approved for periods in excess of nine calendar weeks. If it is necessary for homebound instruction to continue beyond nine weeks, an updated certification of need must be provided by the treating health care provider to include a treatment plan, progress towards treatment goals, and specific steps to transition the student back to the school setting. The parent is responsible to provide this documentation.

Students on any form of medical Homebound status may not work or participate in extracurricular activities until they have resumed regular school attendance.

Renewal/Extension of Services

Homebound instructional services do not continue beyond the application's estimated end date without documentation of continued need. Services are subject to interruption when documentation is not provided in a timely manner. Provision of this documentation is the responsibility of the parent/guardian of the student receiving services.

In all cases, applications submitted within the school year expire at the end of that school year.

Treatment/Transition Plan

Requests for homebound instruction extending beyond nine weeks should be substantiated by a ***treatment/transition plan*** from the attending medical professional. The Plan must include the need for extending homebound services, the anticipated duration of continued absence, and proposals for the student's return to the classroom setting.

It is the responsibility of the parent/guardian to provide this information to the Extended Services Director in a timely manner.

The goal of all Extended Services is to facilitate the student's return to the classroom setting.

The homebound staff will assist the student, family, and school with the student's transition back to school. However, other support staff, such as the school nurse, school counselor, or school psychologist, may be more appropriately assigned to

the student for transitional purposes depending on the nature of the student's needs.

Transition to school attendance may take various forms (partial day, early dismissal, or late arrival) depending on the student's needs – verified by the attending medical professional.

In all cases, services end with the end of the school year. **New/current documentation must be provided at the beginning of each school year.**

If a student has an Individualized Educational Program, the IEP team must amend the IEP upon termination of homebound services in order to return the student to the school setting.

Pregnancy

Homebound services will not be extended when a student does not make/keep her postpartum check-up appointment.

Requests to begin Homebound status earlier than the guidelines set forth on Page 8 or extend status beyond the end date must be accompanied by documentation of need by the licensed medical professional.

Homebound services will not be extended due to the family's failure to secure appropriate childcare. Every effort will be made to link the family to available community support services. Homebound services usually are not extended due to the baby's medical issues.

PROVISION OF SERVICES

Students receiving Extended Services instruction are carried on the class register (ADM) of his/her assigned school. The attendance clerk should enter the student's homeroom as 'Homebound' for the duration of his/her placement.

Designated Site Administrator

Each school building has an administrator designated with the responsibility to oversee the Extended Services students from that building. On the elementary level, it is the building principal. Each middle and high school has an assistant principal assigned to this task.

The school site administrator will maintain close contact with the Extended Services teacher and director to monitor the progress of the student and any changes in his/her medical condition.

The Classroom Teacher with the assistance of the school site administrator will:

- Provide the Extended Services teacher with appropriate instructional materials (assignments, notes, quizzes, tests & projects) and information.
- Be responsible for grading procedures in collaboration with the Extended Services teacher.
- Provide prompt feedback to the Extended Services teacher and student (regarding graded work, quizzes, and tests) in order to ensure progress in the academic program.
- Maintain close contact with the Extended Services teacher or the program coordinator supervising on-line instruction to monitor the instructional progress of the student.
- Collaborate with the Extended Services teacher about curriculum and
- appropriate instructional strategies.

Program Coordinator

The Coordinator is responsible for the overall provision of services, including facilitating the initiation of services, securing a teacher and coordination of service delivery (e.g., family, student, physician, licensed clinical psychologist, or other school personnel).

- Receives requests for services and reviews them for completeness and appropriateness.
- Maintains close contact with the student's school to develop and implement appropriate educational and health plans for the student.
- Makes Extended Services teacher and parents/guardians aware of all necessary precautions to be taken with a student with a potentially contagious disease.
- Will request parent sign a release of information form allowing the medical professional to share or clarify information provided for the approval of services.
- Reviews the length of time the student receives services, assisting in the process of evaluating and terminating services, and facilitating the student's return to instruction in the classroom.

- Mediates conflicts/concerns between parents, classroom teachers, Homebound teachers, and the schools.
- Supervises the instructional staff.

Extended Services Teacher

- Makes contact with the parent/guardian within 24 hours of receiving placement materials to schedule initial visit and develop an instructional schedule. The teacher will notify the Coordinator if unable to make timely initial contact.
- Adheres to instructional schedule set with parent, making up time for missed appointments due to scheduling conflicts.
- Schedules only one student per session. Any 'grouping' of students must be approved by the Director.
- Instructs students in core content areas and notifies ES Coordinator if student needs further assistance in a specific subject area.
- Cannot perform duties on days he/she is absent from contracted duties: personal leave, sick leave, and disability leave.
- Cannot perform duties during regular contracted school day (planning time, early release, or teacher workdays) as well as HCS's holidays, weather days, winter and spring breaks.
- Does NOT remain in the home alone with a student. If a parent leaves, the session is over.
- Does NOT transport a student to or from an alternate instructional site. If the parents want instruction to take place outside the home, they must provide transportation.
- Maintains close contact with the student's teachers and counselor, keeping them informed of the student's progress.
- Visits the school once a week on the **Coordination Day** (generally Thursday) to leave off completed assignments and pick up new work.
- Maintains up-to-date, accurate assignment log for each student assigned to him or her.

- Keeps an accurate record of the hours of instruction provided for each student (weekly time sheet). The supervising adult must initial each session, and the parent must sign at the end of each week.
- If the parent cannot be available to sign the time sheet, they must designate/delegate the responsibility to someone in coordination with the teacher.
- Submits a **weekly** time sheet for each student at the end of **each week**.
- Understands that **NO** circumstance warrants asking a parent to sign a blank time sheet, or to sign a time sheet before the week's sessions are complete.
- Maintains an instructional/anecdotal log for each student to be submitted at the end of each month.
- Is present when a student takes a quiz, test, or exam and does not leave any quiz, test, or exam with a student when not under his/her direct supervision.
- Will use universal healthcare precautions to keep themselves safe during instructional sessions ("If it is wet and it isn't yours, don't touch it"). Teachers should contact the school nurse with specific questions or concerns.
- Submits a Termination of Services form at the completion of each case, even when that completion coincides with the end of a semester or school year.
- Understands that non-compliance with any of the above directives is cause for immediate and permanent termination from this part-time employment opportunity.

Student/Parent/Guardian

The student and parent/guardian are expected to work cooperatively with the assigned teacher and school personnel, realizing that all the agreements set forth in the Students' Rights and Responsibilities Code of Student Conduct are in effect during a student's Extended Services status.

Parent/Guardian agrees:

- To maintain close contact with the student's teachers, counselor, and program director to receive and implement appropriate educational programs.
- To provide an environment conducive to learning (quiet, smoke free, and distraction free). There should be no TV, radio, iPod, headphones, cell phones, visitors, pets, etc. in the instructional setting or parent must provide transportation to another agreed upon facility. Pets must be contained during instructional sessions.
- The instructional setting must be smoke free.
- In pregnancy placements, it is expected that the student will be free of childcare responsibilities during instructional sessions.
- Only the HCS's student on Extended Services status should be present with the teacher. Siblings, friends, and other family members should not be present at the instructional table.
- To ensure that a responsible 'supervising adult' is present in the home when the homebound teacher is working with the student. A 'supervising adult' must be someone over 21 years of age, but need not be a family member.
- To keep all appointments with the teacher. Missing more than three appointments may result in the student's inability to earn credits or to be promoted and may result in termination of services.
- Excessively missed appointments may result in suspension of services for general education students and may relieve the school division from providing compensatory services to students with disabilities.
- Parents/guardians are responsible to deliver and pick up their students in a timely manner. Homebound teachers are asked to wait one half hour before declaring the student a 'no show.' Likewise, they are asked to wait one half hour for a parent/guardian who has failed to pick up their student up on time. When all attempts to reach parents have been exhausted, calls will be made to the Police Department and to the Department of Social Services for assistance with an abandoned minor.
- To make every effort to keep up with school assignments.

- To advise the teacher of any change in the medical status of the student that would necessitate modification or termination of Homebound services.
- To acquire a post partum release note for their daughter to bring to school upon her return to regular attendance.
- To secure documentation from medical professionals certifying their child's need to remain out of school beyond the original application period.
- To inform the Coordinator at the onset of instruction of any commitments/restrictions the student may have: community service, court services, electronic monitoring, in-home counseling, etc.
- To initial the instructor's time sheet at the end of each session and signs the time sheet at the end of each week. If instruction takes place outside the home, someone must be designated at the instructional site to initial the teacher's time sheet at the end of each session. However, the parent or the adult they designate, must sign the time sheet at the end of the week.
- To understand that there is NO circumstance that warrants signing a blank time sheet. **Parent/guardian should contact the Extended Services Coordinator if asked to sign a blank time sheet.**

COURSEWORK

All coursework completed during a student's Extended Services status must meet the aims and objectives of the 140 clock-hour course as described in the HCS's curriculum guide.

For this reason, in most cases, the **classroom teacher remains responsible** for curriculum, assignments, quizzes, tests, and grades. Classroom teachers must communicate specific modifications in course work that are made for the student so that the Homebound teacher can continue in the same process. Assignments from the school may need to be adapted to meet a student's individual needs, based on physical or psychiatric ability as determined by the student's medical status.

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. Elective courses are not guaranteed.

Homebound Instruction IS:

*Designed so that the student does not fall significantly behind during the period of confinement

*Interactive; the student is expected to participate in the instructional process and complete assignments

*Expected to include homework

*Intended to make every effort to ensure academic progress

*Intended to provide priority to core academic subjects

Homebound Instruction IS NOT:

*Intended to supplant school services

*Expected to have all work completed in the presence of the homebound teacher

*A substitute for course credit that must be earned according to class requirements

*Automatically inclusive of elective

*A guarantee of on-time graduation (diploma requirements must be met)

Progress Reports/Report Cards

Extended Services students should receive progress reports and report cards as if they were present in the building. If a student is granted extra time to meet course requirements, his/her report card will be corrected to show completed grades and his/her transcript should be updated to reflect course/SOL completion. The building administrator should make sure this is done at the point of termination of services.

At the time the parent requests an application for services, the school should make the parent and the Extended Services Coordinator aware of the student's academic status. If the student is **failing a course** at the time of placement, that course may not be continued in the Homebound or Alternative placement.

If the student is facing **retention** at the time of application, services may be considered remedial – not for grade. This must be communicated to the parent at onset.

Electives, Foreign Languages, Laboratory Sciences

Homebound instruction is reserved for core content. Electives, foreign languages, and laboratory sciences are not usually continued in an Extended Services placement. Alternative assignments may be used for 'lab' sciences as is reasonable. In long-term placements, these courses may be dropped or replaced as appropriate. Parents should meet with their student's guidance counselor when considering an Extended Services placement to discuss the impact such a placement may have on their student's academic status and to determine what course adjustments must be made. Long-term placements may effect a student's projected graduation date.

Advanced Placement and Honors Level Coursework

Advanced Placement and Honors level coursework cannot be maintained on a long-term Extended Services placement due to the many instructional constraints that occur when a student is not actually present in the classroom.

The school will provide the Extended Services teacher with appropriate materials and information to enable the student to keep up with his/her class at the general academic level.

Grades

The Hampton City Schools' grading scale is in effect for all work (including on-line/Edgenuity) completed while a student is on Extended Services status. Grades earned during Extended Services status are to be averaged with the others earned by the student during regular school attendance.

Credits earned while on Extended Services status appear as regular course completion on the student's transcript – no designation is made to show this status.

Testing

Homebound Students

Unless medical documentation supports otherwise, all Homebound students should take semester exams, SOL's, and Benchmarks as they are scheduled in their schools. Parents are responsible to provide medical information for exam exemption in a timely manner.

Attending testing sessions does not forfeit a student's Homebound status.

Generally, SOL and Benchmark exams are not brought to the home or hospital.

Alternative Placement Students

Alternative Placement students should be brought into the building by appointment and tested separately according to their individual needs. They should be kept under close supervision while in the building and exited as soon as their testing is completed.

Semester **exam exemption** is a school-based policy decision. Parents should contact their student's school for details.

OTHER ACTIVITIES AND INVOLVEMENTS

Students receiving services for medical, psychological, or pregnancy reasons may not work, volunteer, or participate in extra-curricular activities while maintaining Homebound status. Failure to comply may result in the loss of these services.

Alternative Placement students may, with prior approval, maintain part-time employment while receiving services. Work must be scheduled around the student's instructional schedule. A student cannot be excused from instructional requirements because of a work schedule conflict.

EXTENDED SERVICES TEACHER QUALIFICATIONS

Professional Qualifications

All Extended Services teachers must hold a current Virginia teacher's license. A Homebound teacher should have a broad background of professional training and experience to adapt instruction to each student's needs. 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.

Persons supervising on-line instruction must hold a Virginia teacher's license.

APPEALS PROCESS

Step 1: Any eligibility decision may be appealed. The first step required in the appeals process is to contact the director of Homebound Services to discuss the decision. Concerns can usually be resolved at this level.

Step 2: If a parent/guardian is not satisfied with the outcome of Step 1, they may submit a formal notice of appeal on the Appeals Form. The Appeals Form must be submitted to the director of Homebound Services within ten school days of the original decision.

Upon receipt of the Appeals Form, a meeting with an Appeals Committee will be arranged and the parent notified in writing. An Appeals Committee may include three or more of the following members: a Hampton City Schools nurse, a Central Office Administrator, a teacher of the student to be homebound, a homebound teacher, a Special Education coordinator (if applicable), and an administrator from the student's home school.

The Appeals Committee will be convened within ten school days of the receipt of the Appeals Form, and will review all relevant information. The parent/guardian may appear before the Appeals Committee to present evidence. However, the parent/guardian may not present any new evidence or facts not previously submitted for consideration by the director of Homebound Services in making the decision to deny homebound services. The director of Homebound Services may also appear before the Appeals Committee to present evidence/justification for the original decision.

Parent/guardian will be notified by letter of the Appeals Committee's decision within ten school days of the Committee meeting. The decision of the Appeals Committee shall be final.

Acknowledgements

A resource document cannot be put together without the help and support of many people. Special thanks are extended to the many people who helped in this project, especially our high school guidance directors, Nanci Reaves, School Board Attorney, and Mariella Zapatero, Psychological Services, for their guidance and Marty Wood for her technical expertise.