

Handbook for Homebound and Home Study Instruction

Belle Vernon Area School District



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The Belle Vernon Area School District (BVASD) Homebound and Home Study
Programs are administered by the Belle Vernon Area School District Program Manager.

For current contact information:

<http://www.bellevnonarea.net/site/Default.aspx?PageID=2711>

Homebound and Home Study Instructional services may be available for BVASD students who are unable to attend school because of medical, disciplinary, or other reasons.

Section 1: Homebound Instruction

Homebound Instruction, beginning on page 3, 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 Study Instruction

Home Study 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: Instructor Requirements

Homebound and Home Study Instructor Requirements begin on page 38.

Section 1

Homebound Instructional Services

TABLE OF CONTENTS for Section 1:

Homebound Instructional Services Introduction.....	5
General Information.....	6
Eligibility.....	6
Levels of Homebound Instruction.....	7
Courses	7
Hours of Homebound Services.....	8
Location of Instructional Sessions.....	8
Student Rights and Responsibilities.....	8
Missed Sessions	9
Special Education	9
Technology	9
Grading.....	10
Incomplete Grade Policy.....	10
Standardized Testing and Other Required Testing.....	11
Extension or Early Termination of Homebound Services.....	11
End-of-Year Termination of Homebound Services	11
School Reintegration Process	11
Reporting Student Information	12
Responsibilities	12
Program Manager.....	12
School Counselor	13
Special Education Department or School Psychologist.....	14
Parents, Guardians, or Students	14
Classroom Teacher.....	16
Homebound Instructor	17
Homebound Instruction: General & Special Education Flow Chart.....	19

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. Belle Vernon Area School District (BVASD) seeks to provide Homebound Instruction in a seamless manner for students who must use 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 Instructors, and the BVASD Program Manager 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 the BVASD Program Manager at (724) 808-2500 x3500.

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General Information Referral for 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 student's school counselor should be notified as soon as possible. The school counselor will be a critical partner to the Program Manager in coordinating Homebound. If the student is eligible for Special Education services, the Special Education department LEA or the IEP Case Manager should also be notified. These individuals will work as a team with the family to determine if a referral requesting Homebound Instructional services is appropriate. If Homebound Instruction is found to be appropriate, the team will help those involved to complete the referral.

Eligibility

A student must be enrolled in a BVASD school in order to be considered for Homebound Instructional services. Eligibility for Homebound Instruction is determined on the basis of medical evidence submitted by a licensed physician or a licensed clinical psychologist.

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.

In no case will full Homebound Instruction be provided when a student can participate in a less-restrictive school setting (for example, an abbreviated day).

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 (for example, depression), Homebound Instruction may exacerbate the student's condition and would, therefore, not be approved. Other school-based alternatives may be deemed more appropriate by the team.

The Program Manager will determine eligibility for Homebound Instruction based on the Pennsylvania Department of Education Guidelines. Approval of students for Homebound Instruction is based on medical documentation submitted by a licensed physician, a licensed clinical psychologist, and/or a licensed nurse practitioner, as well as information provided by school staff members.

BVUSD will request that the parent or guardian sign a release of information form allowing the medical professional to share information or clarify information provided for the purposes of approval of Homebound Instruction.

Approval is determined by the Program Manager on the basis of the documented need for service, taking into consideration best possible least-restrictive educational options and a student's participation in extracurricular or employment activities.

Levels of Homebound Instruction

Full Instruction: A student who will miss 20 consecutive days or more of classroom instruction because of a medical condition, either physical or psychiatric, may be considered for full Homebound Instruction.

Partial Instruction/Abbreviated Day: 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/Abbreviated Day, while continuing to attend school for one or more classes. A collaborative plan must be developed and other least-restrictive alternatives must be considered first.

Partial Homebound Instruction/Abbreviated Day 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 and document that the student will miss a significant amount of school.

The school, family, and doctor shall develop a collaborative plan to include conditions under which classroom or Homebound Instruction can be implemented. Whenever possible, the student's classroom teachers will be assigned as the Homebound Instructors.

Courses

Supportive instructional materials are provided for core academic classes: English, science, social studies, and mathematics. For secondary students, world languages and other electives may also be provided if necessary for graduation. In order to ensure that students meet the graduation requirements, courses may be offered on-line through the eAcademy platform, as well. Instruction for physical education (P.E.), fine and practical

arts, and elective courses must be coordinated with the student's school. Homebound Instructors 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, Program Manager, school counselor, and when appropriate with a school administrator.

Hours of Homebound Instruction

The number of hours of instruction per week per student will be based on a student's individual needs. Based on a regular five-day school week, secondary students are generally provided with a maximum of five (5) hours per week. Elementary students are generally provided with five hours (5) of instructional services per regular five-day school week. Early childhood students who do not normally attend a full day of school will be provided with proportionally fewer, yet appropriate, number of hours.

Every effort will be made to ensure academic progress; however, course credit must still be earned according to class requirements and PDE standards.

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 BVASD students are not in attendance (i.e., in cases of inclement weather, teacher in-service days, winter break, spring break, and student holidays). Under special circumstances, exceptions may be approved by the Program Manager.

When scheduling sessions, Homebound Instructors will take into consideration parent or guardian requests, but not all requests can be accommodated.

Location of Instructional Sessions

The location of services will be designated by the Homebound Instructor and family and may be in the student's home, health care facility, or another agreed-upon location (for example, the public library). If services are to be provided in the home, a home visit may be completed to ensure the home setting is appropriate for instruction. If services are in the home, the parent or guardian must identify an adult who will be present at all times during instruction and agree to confine all pets prior to the arrival of the Homebound Instructor. The location may not be changed without prior approval from the Program Manager.

Student Rights and Responsibilities

Homebound Instruction is considered a school-sponsored activity.

The Student Rights and Responsibilities (SR&R) appearing in the Student Handbook apply to all students regardless of venue. These documents are provided to students and parents at the start of each new school year.

Missed sessions

Make-up sessions will only be permitted for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to a scheduled session. When possible, make-up sessions for missed sessions must be completed within the same week. Requests for make-up sessions, other than those stated, will require prior approval from the Program Manager. The Homebound Instructor will notify the Program Manager 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 Instructor will be made up. Sessions missed due to cancellation of BVASD school activities will not be made up.

Special Education

If a student is eligible for Special Education services, the Special Education LEA or IEP Case Manager coordinates services with the Program Manager and school counselor.

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 will delineate 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 classes available through eAcademy. 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, weekly communication is required between the classroom and Homebound Instructors, 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 Instructor 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 pursuant to PDE standards.

Incomplete Grade Policy

Per the Student Handbook, any incomplete received for a nine-week grading period must be made up within fifteen (15) school days after the end of the nine-week period. SENIORS MUST HAVE ALL "I's" MADE UP IN ORDER TO GRADUATE.

MAKEUP DEADLINE FOR INCOMPLETE GRADES

First Nine Week	60th	School Day
Second Nine Weeks	105th	School Day
Third Nine Weeks	150th	School Day
Fourth Nine Weeks	15th	School Day of the following year

If an incomplete grade is received in the final nine weeks period, the student will be permitted the first fifteen days of the next school year to erase the incomplete, provided the first three grading periods show no incompletes.

All incomplete grades must be made up to receive course credit. Failure to complete a major course requirement will result in the student not receiving credit for the subject. If an incomplete is not erased, the final grade will be "0."

An incomplete grade received in any of the first three grading periods and not erased by the 180th day results in a Final Average of "0."

NOTE: Tests should be considered a major course requirement. Tests that are not made up within two weeks will be recorded as “0.” Extensions may be granted for test make up depending upon the length of the absence.

Incompletes that are made up after the fifteenth day will be recorded as “0.” The purpose of make-up after the fifteenth day is to erase the “I” for possible course credit. Course work not completed by these dates will result in a Final Average of “0.”

Standardized Tests and Other Required Testing

The school counselor, the school testing coordinator, classroom teachers, and Homebound Instructors will collaborate to arrange for state assessment testing if it is required.

When a student is eligible for the Pennsylvania Alternative System of Assessment (PASA) the Homebound Instructor will work with the classroom teacher, the lead teacher, the Special Education Department, or 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 will be the responsibility of the parent or guardian to submit a new completed Homebound Request Form to the Program Manager five school days prior to the termination of services.

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 Program Manager at least five days prior to the student’s anticipated return to school.

For Special Education students, it will be necessary for a parent or guardian to give proper notification to the school counselor 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 will terminate on the last day of school. Homebound Instruction for Special Education students will follow 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.

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 designee)

1. Document receipt of requests for Homebound Instruction.
2. Approve requests for Homebound Instruction accompanied by appropriate documentation and determine termination date.
3. Communicate status of the request to all concerned parties (parent or guardian, Homebound Instructors, school staff members) when Homebound Instruction has been approved.
4. Communicate with school personnel if additional information is required in order to consider the request.
5. Assign instructors who are appropriate to the student's educational needs to provide Homebound Instruction.
6. Provide IEP information to Homebound Instructors when appropriate.
7. Communicate to all parties when instructors are assigned.
8. Coordinate overall provision of services in a timely manner. Instruction should be initiated within five instructional days of the approval of the request.
9. Consider the possibility of available technology to encourage the student to participate in certain classroom activities from home or to support instruction.
10. With the student's school counselor, encourage communication between classroom teachers and Homebound Instructors, including supporting instruction and facilitating the exchange of assignments and materials between the Homebound Instructor and the classroom teacher, as needed.
11. Provide oversight of instruction provided.
12. Address any problems or concerns from any member of the team.
13. Participate in school reintegration process.
14. Complete annual report to the Pennsylvania Department of Education with assistance of other central office staff members.

School Counselor

This individual will work closely with the Program Manager in providing oversight of the collaborative efforts of the classroom teachers and Homebound Instructors to ensure the essential continuity between school-based instruction and homebound services for each student.

1. Assist parent or guardian when inquiring about homebound services.
2. Coordinate referral process with the Special Education or IEP Case Manager or the lead teacher when appropriate.
3. Ensure that student receiving Homebound Instruction is maintained on the class roll.
4. Work 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.
5. Provide the classroom teachers with the Instructor Requirements section of this handbook.
6. Encourage school staff members to be actively engaged with student receiving homebound services.
7. Encourage communication between classroom teachers and Homebound Instructors, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teachers as needed, and other state testing.
8. Ensure that materials and/or assignments are collected from the classroom teacher for P.E., fine and practical arts, and electives. Disseminate these to the parent or guardian.
9. Determine a designated location for all homebound materials and/or assignments to be located for pick-up by the Homebound Instructor.
10. If necessary, verify Homebound Instructor instructional time on the Time Log for Homebound /Home Study Instructors. Collaborate with the school testing coordinator on any high stakes testing coordination that must occur for the student.
11. Immediately contact the Program Manager if concerns arise.
12. Participate in the student's school reintegration process.

Special Education Department or School Psychologist (if student is eligible for Special Education services)

1. Coordinate referral process with the Program Manager and school counselor.
2. Work with the team to complete all required Homebound Instruction request paperwork.
3. Provide family information about Homebound Instruction.
4. After the request for Homebound Instruction is approved by the Program Manager, conduct IEP meeting to delineate services.
5. Encourage communication between classroom teachers and Homebound Instructors, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teachers as needed, and coordinating state and local testing.
6. Add the Homebound Instructor to the student's IEP team in IEP Writer to facilitate access to the IEP.
7. Encourage school staff members to be actively engaged with the student receiving homebound services.
8. Conduct IEP meeting to return the student to school-based services when homebound services are no longer required.
9. Inform the Program Manager within 24 hours after IEP is completed.
10. Immediately contact the Program Manager and school counselor if concerns arise.
11. Participate in the student's school reintegration process, if applicable.

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 form 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 Instructors are assigned.
7. Plan the schedule of instruction with the Homebound Instructors. 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. If the home is not an appropriate learning environment, the team may collaborate on an alternate setting.
9. Ensure that all pets are confined prior to the arrival of the Homebound Instructor.
10. Make sure the student is ready for instruction at the time designated by the Homebound Instructor.
11. Supervise daily homework.
12. Make every effort to see that the student completes school assignments.
13. 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 Homebound Instructor 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 Homebound Instructional time.
14. Review and sign completed Time Log for Homebound /Home Study Instructors (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.
15. Keep all appointments with the Homebound Instructor.
16. Notify the Homebound Instructor at least 24 hours, if possible, prior to the scheduled session if the student is unavailable because of a contagious disease or an emergency.
17. 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. Continued cancellations could result in termination of homebound services.
18. Notify the Program Manager or school counselor of an excessive number of missed appointments or of excessive tardiness by the Homebound Instructor.
19. Request and obtain materials or assignments for P.E., fine arts and practical arts, and elective courses from the school counselor for the student to complete assignments. Homebound Instructors do not provide instruction in these subjects.
20. Contact the Program Manager or the Special Education department chair (if applicable), the lead teacher, or the school counselor to obtain an additional Request for Homebound Instruction form (when an extension is necessary) and submit to the Program Manager no later than five school days prior to the termination of services.
21. Immediately contact the Program Manager if concerns arise about instruction. Questions regarding grading are directed to school staff members.

22. Advise the school counselor or the Program Manager of any change in the student's status that would require a change or termination of homebound services.
23. If the student will not require homebound services for the initially specified period of time, provide the school counselor with a release statement from the medical professional at least five days prior to the student's anticipated return to school.
24. Participate in the student's school reintegration process.

Classroom Teacher

1. Within 48 hours of being notified of the need for homebound services, make available information and instructional materials, which may include a syllabus, textbooks, materials, online information, assignments, handouts, readings, quizzes, and tests.
2. Work collaboratively with the Homebound Instructor 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 Instructor, make modifications and accommodations regarding assignments and activities as necessary for the homebound setting without compromising educational integrity or PDE standards. 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. Communicate with the Homebound Instructor on a weekly basis to remain informed about the student's academic progress, effort, and circumstances and to keep the Homebound Instructor informed about classroom activities.
5. Receive all completed work from the Homebound Instructor within one week of its completion, unless other arrangements are made.
6. Grade work within an appropriate timeframe (within the marking period) to ensure that the student is provided with timely feedback on academic progress. If this is not possible, consult with the Program Manager.
7. Determine 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 marked as attending even if they do not come to 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, coordinate with the Homebound Instructor and provide a copy of the exam and all preparatory materials.
9. Inform the Homebound Instructor of the state and local level testing schedule, when applicable.

10. Sign for “coordinating time” on the Time Log for Homebound /Home Study Instructors.
11. Encourage student engagement in appropriate and medically-approved school activities.
12. Provide instructional materials and/or assignments for P.E., fine arts and practical arts, and elective courses to the designated school staff member. Homebound Instructors do not provide instruction in these subjects.
13. Immediately contact the Program Manager and the school counselor if concerns arise.
14. Participate in the student’s school reintegration process.

Homebound Instructor

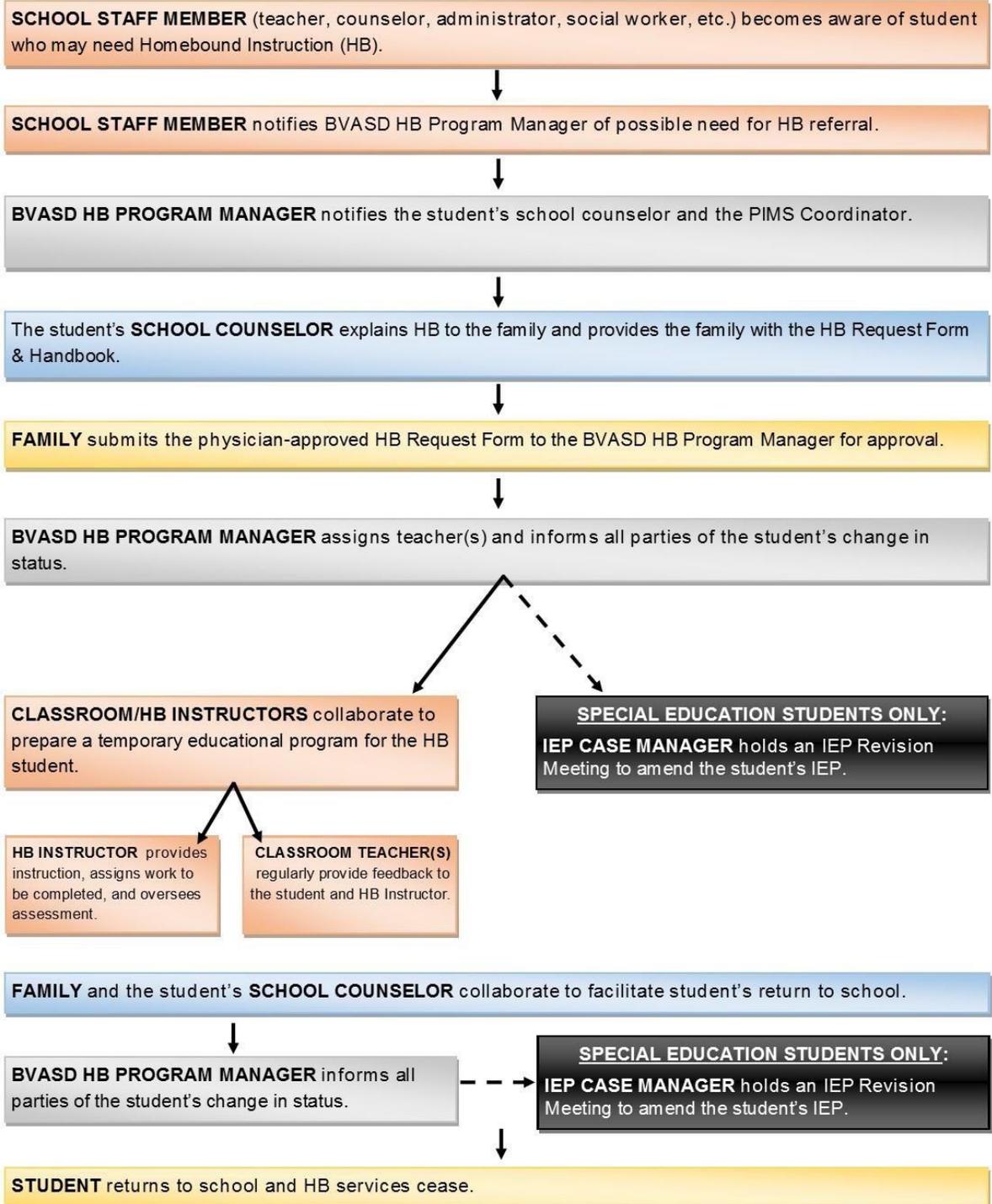
1. Within 24 hours of accepting a student assignment, contact the parent or guardian and schedule Homebound Instruction. When scheduling sessions, take into consideration, when possible, the requests of the parent or guardian.
2. If contact is not made with the parent or guardian within 48 hours of assignment, document all attempts and contact the Program Manager.
3. Within 48 hours of accepting the student assignment, initiate communication with classroom teachers for the purpose of exchanging information and materials related to the curriculum.
4. Notify the school counselor of time and location of scheduled instructional sessions and immediately notify the Program Manager of any changes in scheduled sessions.
5. Provide instruction to the 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, assign work to be completed by the student before the next instructional session.
7. In collaboration with the classroom teacher, make modifications and accommodations regarding assignments and activities as necessary for the homebound setting without compromising educational integrity or PDE standards.
8. Communicate with the classroom teacher weekly to remain informed about classroom activities and to keep the classroom teacher informed about the student’s academic progress, effort, and circumstances.
9. Return 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. When the classroom teacher completes grading of individual work products, communicate grades to the student.

11. Provide data regarding progress toward meeting IEP goals and objectives, if applicable, and participate in IEP meetings with prior approval from the Program Manager and school counselor.
12. If the student is expected to take a final examination, coordinate with the classroom teacher to obtain a copy of the exam and all preparatory materials.
13. Administer state or local tests after consultation with the Homebound Program Manager, the school counselor, or the school testing coordinator.
14. If the student is eligible for alternative state assessments, work with the classroom teacher, the lead teacher, the Special Education department chair, or the testing coordinator to provide the appropriate evidence.
15. Obtain, from the classroom teacher or the school counselor the signature for each hour of coordinating time on the Time Log for Homebound /Home Study Instructors.
16. Obtain the signature of the parent or guardian documenting instructional time and subjects taught at the conclusion of each session.
17. Provide the allotted instruction for each student. Homebound Instructors 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 Log for Homebound /Home Study Instructors must be the same as that provided unless it is a "cancellation/no-show" situation.
18. If student is unavailable or the required adult is not in the home, wait 15 minutes before leaving, mark the session as a "cancellation/no show," and contact the school counselor. If this occurs repeatedly, contact the Program Manager.
19. Refrain from providing private tutoring to students whom the Homebound Instructor is currently serving as this is a conflict of interest.
20. Immediately contact the school counselor or Program Manager if concerns arise.
21. Participate in the student's school reintegration process as appropriate.
22. Participate in staff development activities associated with Homebound Instruction.
23. Provide documentation regarding instructional activities as requested by the Program Manager.



Belle Vernon Area School District

Medical Homebound Instruction: General & Special Education



Section 2

Home Study Instruction

TABLE OF CONTENTS for Section 2:

Home Study Instructional Services Introduction	23
General Information.....	24
Courses	24
Hours of Home Study Services.....	25
Location of Instructional Sessions	25
Student Rights and Responsibilities.....	26
Missed Sessions	26
Special Education	26
Technology	27
Grading.....	27
Incomplete Grading Policy.....	27
Standardized Testing and Other Required Testing.....	28
Extension or Early Termination of Home Study Services	28
End-of-Year Termination of Home Study Services.....	28
School Reintegration Process.....	29
Reporting Student Information	29
Responsibilities.....	29
Program Manager.....	29
School Counselor	29
Special Education Department or School Psychologist.....	30
Parents, Guardians, or Students	31
Classroom Teacher.....	32
Home Study Instructor	33
Home Study Instruction: General & Special Education Flow Chart.....	36
Hearing Office	
Multi-Agency Services	

Introduction

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

Belle Vernon Area School District (BVASD) seeks to provide Home Study Instruction in a seamless manner for students who must use this service.

Home Study services may be provided to students who have been removed from school for disciplinary or other reasons.

Home Study 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 Study 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 Study services.

Communication between the school, the family, the Home Study Instructor, and the BVASD Program Manager is vital to the success of Home Study 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 Study Instruction may be directed to the BVASD Program Manager by calling (724) 808-2500 X2500.

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General Information

Home Study Instruction, coordinated through the Program Manager may be considered by the individualized education program (IEP) team as an alternate instructional option for Special Education students who have been suspended for more than ten (10) school days for disciplinary reasons.

When the IEP team determines that Home Study Instruction is appropriate, the IEP team will immediately notify the Program Manager, who will arrange Home Study Instruction based on the IEP.

Following completion of Superintendent's Office disciplinary proceedings, the IEP team will convene to consider an appropriate educational placement consistent with direction from the Central Administration Office.

Communication between the school, the Central Administration Office, and the Program Manager is essential throughout this process. When the Central Administration Office refers a general education student in the disciplinary process, the student may also be referred for Home Study services pending the outcome of an informal hearing determination. In these cases, the Program Manager with cooperation from the school counselor, will immediately initiate the process of providing these services.

If the Central Administration Office determines the student is not eligible or no longer eligible, the Central Administration Office and Program Manager must be notified immediately, and Home Study services cease.

If the student is found eligible, the Central Administration Office and Program Manager are immediately notified, and the student is treated as a Special Education student involved in the disciplinary process.

Students may also require interim Home Study 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 Central Office staff and the agency. In such a case, the student is enrolled in the base school to provide the foundation for Home Study Instruction.

A student receiving Home Study Instruction shall be carried on the roll of the school the student attended prior to the disciplinary action for the duration of the Home Study Instruction. The student shall be marked as in attendance.

Courses

Supportive instructional materials are provided for core academic classes: English, science, social studies, and mathematics. For secondary students, world languages and other electives may also be provided if necessary for graduation. In order to ensure that students meet the graduation requirements, courses may be offered on-line through the eAcademy platform, as well. Instruction for physical education (P.E.), fine and practical arts, and elective courses must be coordinated with the student's school. Home Study

Instructors 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, Program Manager, school counselor, and when appropriate with a school administrator.

Instruction for physical education (P.E.), fine arts and practical arts, and elective courses must be coordinated with the student's school. Home Study Instructors 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 Program Manager, Special Education LEA, school counselor, and/or school administrator.

Hours of Home Study Services

The number of hours of instruction per week per student will be based on a student's individual needs. Based on a regular five-day school week, secondary students are generally provided with a maximum of five (5) hours per week. Elementary students are generally provided with five hours (5) of instructional services per regular five-day school week. Early childhood students who do not normally attend a full day of school will be provided with proportionally fewer, yet appropriate, number of hours.

Every effort will be made to ensure academic progress; however, course credit must still be earned according to class requirements and PDE standards.

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 Home Study students when BVASD students are not in attendance (i.e., in cases of inclement weather, teacher in-service days, winter break, spring break, and student holidays). Under special circumstances, exceptions may be approved by the Program Manager.

When scheduling sessions, Home Study Instructors will take into consideration parent or guardian requests, but not all requests can be accommodated.

Location of Instructional Sessions

The location of services will be designated by the Home Study Instructor 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 may be completed 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 Study Instructor. If the home is not an appropriate learning environment, the team may collaborate on an alternate setting. The location may not be changed without prior approval of the Program Manager.

Student Rights and Responsibilities

Home Study Instruction is considered a school-sponsored activity.

The Student Rights and Responsibilities (SR&R) appearing in the Student Handbook apply to all students regardless of venue. These documents are provided to students and parents at the start of each new school year.

Missed Sessions

Make-up sessions will only be permitted for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to a scheduled session. When possible, make-up sessions for missed sessions must be completed within the same week. Requests for make-up sessions, other than those stated, will require prior approval from the Program Manager. The Home Study Instructor will notify the Program Manager 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 Home Study services. Sessions missed due to cancellation by the Home Study Instructor will be made up. Sessions missed due to cancellation of BVASD school activities will not be made up.

Special Education

Most students receiving Home Study services are eligible for Special Education services. For these students, the Special Education LEA or IEP Case Manager coordinates services with the Program Manager and school counselor.

The IEP must delineate the student's temporary instructional needs while in the Home Study setting. Parental consent must be obtained to amend the IEP prior to initiation of Home Study services. The student's IEP will delineate the number of Home Study instruction hours, the Special Education services to be delivered while the student is Home Study, the goals to be pursued while the student is Home Study, the service delivery option, and the "Home Study" placement continuum option. The proposed school assignment would remain unchanged except when the student is transitioning from a Multi-Agency Services site.

Students transitioning from a Multi-Agency Services site 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 Study services. Service will continue 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 Study 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, weekly communication is required between the classroom teachers and Home Study Instructors, 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 Home Study Instructor 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 Home Study setting, some assignments may be eliminated, altered, or replaced for a student in the Home Study 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 pursuant to PDE standards.

Incomplete Grade Policy

Per the Student Handbook, any incomplete received for a nine-week grading period must be made up within fifteen (15) school days after the end of the nine-week period. SENIORS MUST HAVE ALL "I's" MADE UP IN ORDER TO GRADUATE.

MAKEUP DEADLINE FOR INCOMPLETE GRADES

First Nine Week	60th	School Day
Second Nine Weeks	105th	School Day
Third Nine Weeks	150th	School Day
Fourth Nine Weeks	15th	School Day of the following year

If an incomplete grade is received in the final nine weeks period, the student will be permitted the first fifteen days of the next school year to erase the incomplete, provided the first three grading periods show no incompletes.

All incomplete grades must be made up to receive course credit. Failure to complete a major course requirement will result in the student not receiving credit for the subject. If an incomplete is not erased, the final grade will be “0.”

An incomplete grade received in any of the first three grading periods and not erased by the 180th day results in a Final Average of “0.”

NOTE: Tests should be considered a major course requirement. Tests that are not made up within two weeks will be recorded as “0.” Extensions may be granted for test make up depending upon the length of the absence.

Incompletes that are made up after the fifteenth day will be recorded as “0.” The purpose of make-up after the fifteenth day is to erase the “I” for possible course credit. Course work not completed by these dates will result in a Final Average of “0.”

Standardized Testing and Other Required Testing

The school counselor, the school testing coordinator, classroom teachers, and Home Study Instructors will collaborate to arrange for state assessment testing if it is required.

When a student is eligible for the Pennsylvania Alternative System of Assessment (PASA) the Home Study Instructor will work with the classroom teacher, the lead teacher, the Special Education Department, or the testing coordinator to provide the appropriate evidence.

Extension or Early Termination of Home Study Services

In order to continue Home Study Instruction beyond the specified termination date, it will be the responsibility of the parent or guardian to contact the Program Manager at least five school days prior to the termination of services.

The Program Manager will convene the team, including Central Office Administration and the Superintendent, to determine the appropriateness of continuation of Home Study Instruction beyond the agreed-upon termination date.

For Special Education students, it will be necessary for a parent or guardian to give proper notification to the school counselor 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 Home Study Services

Home Study Instruction for general education students will terminate on the last day of school, and conference scheduled with the Superintendent to determine the educational placement for the following school year. Home Study Instruction for Special Education students will follow the schedule delineated by the student’s IEP.

School Reintegration Process

School and Home Study 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.

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 Home Study Instructional services depends on the cooperation and collaboration of a number of individuals. The responsibilities of these individuals are outlined below.

Program Manager (or designee)

1. Document receipt of information regarding students assigned to Home Study Instruction.
2. Identify site of Home Study Instruction sessions. Initial location may be a library or other community site until a home site has been deemed appropriate.
3. Assign instructors appropriate to the student's educational needs to provide Home Study Instruction.
4. Provide IEP information to Home Study Instructors when appropriate.
5. Communicate to all parties when instructors are assigned.
6. Coordinate overall provision of services in a timely manner.
7. Consider the possibility of available technology to support instruction.
8. With the student's school counselor and Special Education Department, encourage communication between classroom teachers and Home Study Instructors, including supporting instruction and facilitating the exchange of assignments and materials between the Home Study Instructor and the classroom teacher, as needed.
9. Provide oversight of instruction provided.
10. Address any problems or concerns from any member of the team.
11. Participate in school reintegration process.

School Counselor

This individual will work closely with the Program Manager in providing oversight of the collaborative efforts of the classroom teachers and Home Study Instructors to ensure the essential continuity between school-based instruction and Home Study services for each student.

1. For general education students, coordinate the providing of assignments from the classroom teachers to the parent or guardian until the Home Study services begin.
2. For students transitioning to or from Multi-Agency Services, help the family register the student at the base school.
3. Coordinate the Home Study process with the Special Education or IEP Case Manager or the lead teacher when appropriate.
4. If the student is not a Special Education student, provide the family with information about Home Study instructional services and obtain the necessary parent/guardian signatures.
5. Ensure that student receiving Home Study Instruction is maintained on the class roll.
6. Encourage school staff members to be actively engaged with student receiving Home Study services.
7. Encourage communication between classroom teachers and Home Study Instructors, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teachers as needed, and other state testing.
8. Ensure that materials and/or assignments are collected from the classroom teacher for P.E., fine and practical arts, and electives. Disseminate these to the parent or guardian.
9. Determine a designated location for all Home Study materials and/or assignments to be located for pick-up by the Home Study Instructor.
10. If necessary, verify Home Study Instructor instructional time on the Time Log for Homebound /Home Study Instructors.
11. Collaborate with the school testing coordinator on any high stakes testing coordination that must occur for the student.
12. Immediately contact the Program Manager if concerns arise.
13. Participate in the student's school reintegration process.

Special Education Department or School Psychologist (if student is eligible for Special Education services)

1. For Special Education students, conduct IEP meeting to delineate Home Study instructional services.
2. Immediately following the conclusion of the IEP meeting, provide the parent or guardian with information about Home Study instructional services and obtain the necessary signatures to initiate services.
3. Provide the classroom teachers with guidance regarding the student and Home Study Instruction.
4. Within 24 hours of completion of the IEP, inform the Program Manager and Central Office Administration.
5. Encourage communication between classroom teachers and the Home Study

Instructor including making appointments, supporting instruction, facilitating the exchange of assignments, strategies, and materials between the Home Study Instructors and the classroom teachers as needed, and coordinating standardized tests or alternative state assessments.

6. If necessary, verify Home Study Instructor instructional time on the Time Log for Homebound /Home Study Instructors.
7. Encourage school staff members to be actively engaged with the student receiving Home Study services.
8. Conduct IEP meeting to change the student's placement when Home Study instructional services terminate or are no longer required.
9. Participate in the student's school reintegration process, if applicable.
10. If concerns arise, contact the Program Manager.

Parents, Guardians, or Students

1. Participate in the IEP team decision to delineate Home Study services if appropriate.
2. Sign the appropriate Home Study Instruction forms to begin services.
3. Obtain assignments from the classroom teachers until the Home Study Instructors are assigned.
4. Plan the schedule of instruction with the Home Study Instructors. 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 and with proper lighting and necessary equipment, such as a desk or table, pencils, paper, books, and other materials as needed. Also, ensure that all pets are confined prior to the arrival of the Home Study Instructor. If the home is not an appropriate learning environment, the team may collaborate on an alternate setting.
6. Make sure the student is ready for instruction at the time designated by the Home Study Instructor.
7. Supervise daily homework.
8. Make every effort to see that the student completes school assignments.
9. If instruction takes place in the home, 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 Home Study Instructor 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 Home Study Instructional time.
10. Review and sign the Home Study Instructor instructional time on the Time Log for Homebound /Home Study Instructors (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 Study Instructor.
12. Notify the Home Study Instructor at least 24 hours, if possible, prior to the scheduled session if the student is unavailable 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. Continued cancellations could result in termination of Home Study services.
14. Notify the Program Manager or school counselor of an excessive number of missed appointments or of excessive tardiness by the Home Study Instructor.
15. Request and obtain materials or assignments for P.E., fine arts and practical arts, and elective courses from the school counselor for the student to complete assignments. Home Study Instructors do not provide instruction in these subjects.
16. Contact the Program Manager to discuss any requests for extension or early termination of Home Study Instruction.
17. Immediately contact the Program Manager if concerns arise about instruction. Questions regarding grading are directed to school staff members.
18. Advise the school counselor or the Program Manager of any change in the student's status that would require a change or termination of Home Study services.
19. Participate in the student's school reintegration process.

Classroom Teacher

1. Within 48 hours of being notified of the need for Home Study services, make available information and instructional materials, which may include a syllabus, textbooks, materials, online information, assignments, handouts, readings, quizzes, and tests.
2. Work collaboratively with the Home Study Instructor 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 Study Instructor, make modifications and accommodations regarding assignments and activities as necessary for the Home Study setting without compromising educational integrity or PDE standards. Since not all classroom activities will be appropriate in a Home Study setting, some assignments may be eliminated, altered, or replaced for a student in the Home Study setting.

4. Communicate with the Home Study Instructor on a weekly basis to remain informed about the student's academic progress, effort, and circumstances and to keep the Home Study Instructor informed about classroom activities.
5. Receive all completed work from the Home Study Instructor within one week of its completion, unless other arrangements are made.
6. Grade work within an appropriate timeframe (within the marking period) to ensure that the student is provided with timely feedback on academic progress. If this is not possible, consult with the Program Manager.
7. Determine 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 Study students are marked as attending even if they do not come to the school. If the student received both classroom and Home Study 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, coordinate with the Home Study Instructor and provide a copy of the exam and all preparatory materials.
9. Inform the Home Study Instructor of the state and local-level testing schedule, when applicable.
10. Review and sign the Home Study Instructor instructional time on the Time Log for Homebound /Home Study Instructors (i.e., with date, time, and number of hours of instruction given) after each instructional session.
11. Provide instructional materials and/or assignments for P.E., fine arts and practical arts, and elective courses to the designated school staff member. Home Study Instructors do not provide instruction in these subjects.
12. Immediately contact the Program Manager and the school counselor if concerns arise.
13. Participate in the student's school reintegration process. Home Study

Instructor

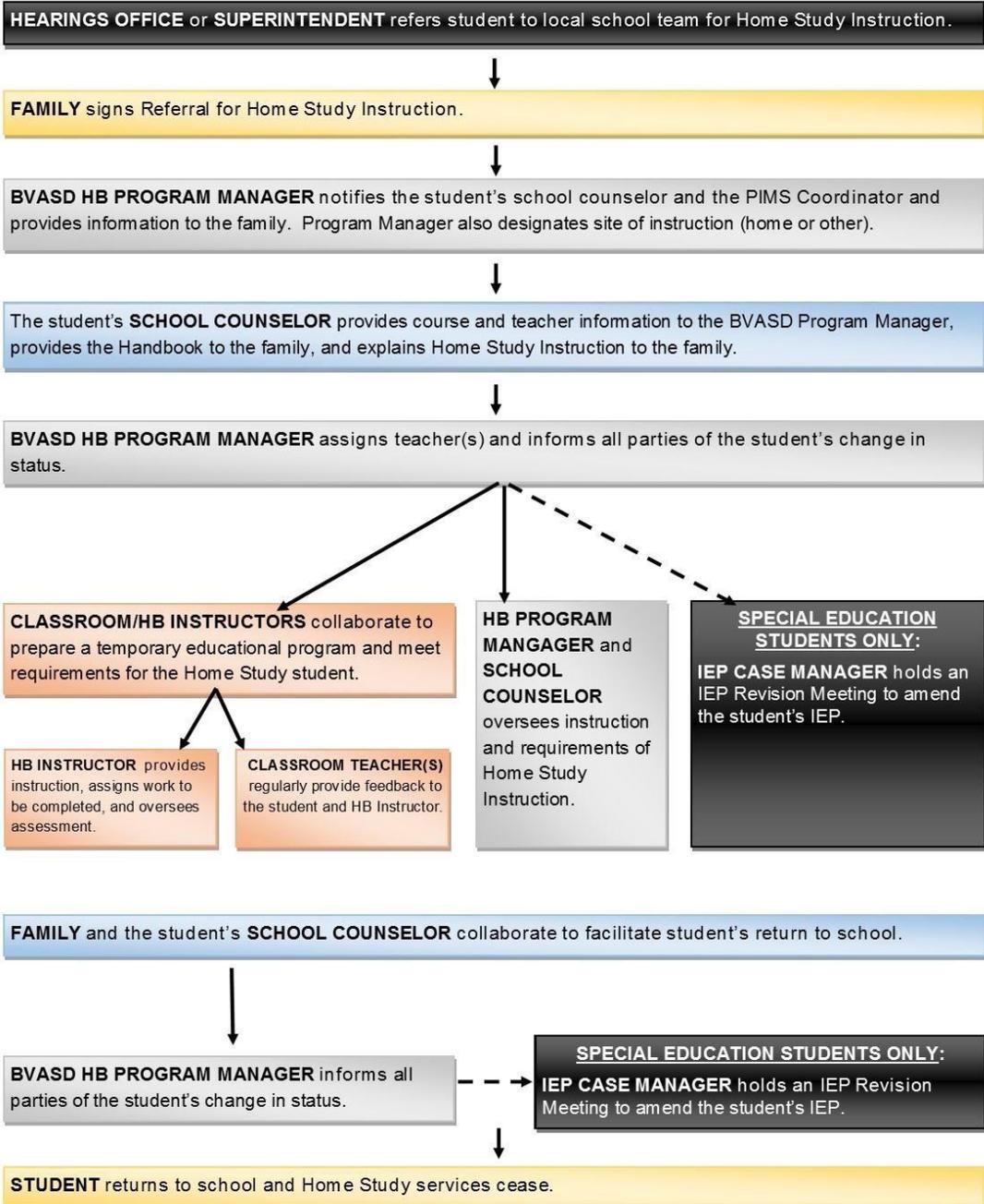
1. Within 24 hours of accepting a student assignment, contact the parent or guardian and schedule Home Study Instruction. When scheduling sessions, take into consideration, when possible, the requests of the parent or guardian.
2. If contact is not made with the parent or guardian within 48 hours of assignment, document all attempts and contact the Program Manager.
3. Within 48 hours of accepting the student assignment, initiate communication with classroom teachers for the purpose of exchanging information and materials related to the curriculum.
4. Notify the school counselor of time and location of scheduled instructional sessions and immediately notify the Program Manager of any changes in scheduled sessions.

5. Provide instruction to the 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, assign work to be completed by the student before the next instructional session.
7. In collaboration with the classroom teacher, make modifications and accommodations regarding assignments and activities as necessary for the Home Study setting without compromising educational integrity or PDE standards.
8. Communicate with the classroom teacher weekly to remain informed about classroom activities and to keep the classroom teacher informed about the student's academic progress, effort, and circumstances.
9. Return 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. When the classroom teacher completes grading of individual work products, communicate grades to the student.
11. Provide data regarding progress toward meeting IEP goals and objectives, if applicable, and participate in IEP meetings with prior approval from the Program Manager and school counselor.
12. If the student is expected to take a final examination, coordinate with the classroom teacher to obtain a copy of the exam and all preparatory materials.
13. Administer state or local tests after consultation with the Program Manager, the school counselor, or the school testing coordinator.
14. If the student is eligible for alternative state assessments, work with the classroom teacher, the lead teacher, the Special Education Department, or the testing coordinator to provide the appropriate evidence.
15. Obtain signatures from the classroom teacher and the school counselor for each hour of Home Study Instructor instructional time on the Time Log for Homebound /Home Study Instructors (i.e., with date, time, and number of hours of instruction given) after each instructional session. Obtain the signature of the parent or guardian documenting instructional time and subjects taught at the conclusion of each session.
16. Provide the allotted instruction for each student. Home Study Instructors 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 Log for Homebound /Home Study Instructors must be the same as that provided unless it is a "cancellation/no-show" situation.
17. If student is unavailable or the required adult is not in the home, wait 15 minutes before leaving, mark the session as a "cancellation/no show," and contact the school counselor. If this occurs repeatedly, contact the Program Manager.
18. Refrain from providing private tutoring to students whom the Home Study Instructor is currently serving as this is a conflict of interest.
19. Immediately contact the school counselor or Program Manager if concerns arise.

20. Participate in the student's school reintegration process as appropriate.
21. Participate in staff development activities associated with Home Study Instruction.
22. Provide documentation regarding instructional activities as requested by the Program Manager.



Belle Vernon Area School District
Home Study Instruction: General & Special Education



Section 3 Homebound and Home Study Instructor Requirements

Homebound and Home Study Instructor Requirements

Professional Qualifications

An individual employed as a Homebound/Home Study Instructor must hold a current Pennsylvania teacher's license. Homebound/Home Study Instructors 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 Study Instructors 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 Pennsylvania Department of Education must be met, and instructors must be prepared to provide information regarding subjects in which they meet highly-qualified teacher status.

All Homebound/Home Study Instructors must be able to access e-mail as a means of communication with classroom teachers and the Program Manager.

Compensation Travel Reimbursement

Homebound/Home Study Instructors may be eligible for travel reimbursement for travel beyond their normal commute to or from their assignment. Contact the Program Manager for information about reimbursement procedures.

Coordinating Time

Each Homebound/Home Study Instructor is allowed one hour per grading period to visit the school for the purpose of coordinating plans and securing books and other materials.

Instructors 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 Home Study or Homebound Instructor must contact the Program Manager for authorization.

Instructional Sessions

Instructors 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 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 Program Manager must be informed of the change.

Examinations

Homebound/Home Study Instructors will be compensated for any additional time required to administer state tests with approval of the Program Manager.

Reporting Time and Attendance

1. Time Logs for Homebound /Home Study Instructors (i.e., with date, time, and number of hours of instruction given, as well as designated signatures) should be completed after each instructional session. 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 Logs for Homebound /Home Study Instructors will be accepted for payment.
5. Compensation is provided only for services delivered. Homebound/Home Study Instructors may not shorten approved instructional time and request payment for the full time allocated.
6. If the Homebound/Home Study Instructor reports to the instructional site at the appointed scheduled time and the student and/or designated adult are not available, the Homebound/Home Study Instructor is only allowed to report one hour on the Time Logs for Homebound /Home Study Instructors. "No-show" should be indicated on the signature line. This "no-show" is to be reported to the Program Manager.
7. Approval for participation in any event other than the designated instructional time must have prior approval from the Program Manager.
8. The Homebound/Home Study Instructor will complete a Time Logs for Homebound/ Home Study Instructors (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 whether 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 Study Instructors must not request signatures on blank forms or prior to the provision of instruction.

9. Homebound/Home Study Instructors may be reimbursed for planning time related to their work with Homebound/Home Study students at a rate of one-half ($\frac{1}{2}$) hour per week for each elementary student (assuming five hours per week of instruction) and one-quarter ($\frac{1}{4}$) 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.



**BELLE VERNON AREA SCHOOL
DISTRICT**

270 Crest Avenue, Belle Vernon, Pennsylvania 15012
Phone 724/808-2500 ext. 1500
Fax 724-929-5598

REQUEST FOR HOMEBOUND INSTRUCTION

PARENT REQUEST: _____ New Request _____ Homebound Renewal

I hereby apply for Homebound Instruction for my son/daughter _____,
who is in Grade _____ in the _____ School, and who is
now unable to attend school because of physical and/or mental disability. The doctor's
recommendations for schooling follow below.

Legal Parent/Guardian Name	Mobile Phone: Home Phone:
Legal Parent/Guardian Address	Date:

PARENT RELEASE OF INFORMATION:

I request that my child be provided Homebound Instruction. I authorize the appropriate school personnel to contact my child's physician/psychologist listed below for information related to this request at any time during the period where such services are needed. I understand the District's right to gather sufficient information to support this request. [This information will be maintained in accordance with the Family Educational Rights and Privacy Act or FERPA (35 CFR Part 99).]

PARENT/GUARDIAN SIGNATURE

DATE

PHYSICIAN'S STATEMENT REGARDING HOMEBOUND ON REVERSE.

Please note: A re-evaluation by a physician is required every 90 days.

PHYSICIAN/PSYCHOLOGIST STATEMENT REGARDING HOMEBOUND:

Child's name: _____

Grade: _____

I find the above named child to have the following disability prohibiting school attendance and warranting Homebound Instruction:

Diagnosis	
Description of Disability	
Prognosis	

Is the child physically unable to attend his/her regular public school? ___Y ___N

Is the child physically able to carry on Homebound Instruction? ___Y ___N

Please note: A re-evaluation by a physician is required every 90 days.

Approximate Length of Homebound: From: To:	Recommendations: ___ Sitting ___ Lying ___ Writing ___ Other (please specify)
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NAME OF PHYSICIAN/PSYCHOLOGIST

SIGNATURE

DATE

ADDRESS

PHONE

HB Program Manager & Superintendent Approval	X _____ X _____
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BELLE VERNON AREA SCHOOL DISTRICT

270 Crest Avenue, Belle Vernon, Pennsylvania 15012
 Phone 724/808-2500 ext. 1500
 Fax 724-929-5598

Homebound/Home Study Instruction Time Sheet

NOTE: This form is to be submitted to the Homebound Program Manager for authorization of payment to the employee. **Submittal is to occur at the end of the day on the last day you work each week.**

Parents/guardians must initial to acknowledge that the child was seen on the date(s) indicated below.

Homebound Teacher Name	
Homebound Student Name	
Homebound Student Address	
Homebound Student Grade	
Specify Type of Service (Circle one)	Homebound Instruction Home Study Instruction
Legal Parent/Guardian Name	
Legal Parent/Guardian Address <i>(N/A if same as Student)</i>	

Day	List Date	Subjects Taught	Work Assigned	Parent Initials	List Specific Hours
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Total:					

Employee's Signature: _____ Date: _____

HB Program Manager Signature: _____ Date: _____