The Virginia Board of Education through the regulations establishing Standards for Accrediting Public Schools in Virginia requires that “Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the individualized education program team must revise the IEP, as appropriate, per 8 VAC 20-131-180 to direct off-site instruction. Credit for the work completed shall be awarded when it is done under the supervision of a teacher licensed by the Virginia Board of Education and meets the requirements of 8 VAC 20-131-110.

Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

This handbook has been developed to provide guidance for the Richmond Public School Division in the provision of homebound and home-based instructional services.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Overview of Services</td>
<td>1</td>
</tr>
<tr>
<td>Eligibility for Homebound Services (Medical)</td>
<td>2</td>
</tr>
<tr>
<td>Eligibility for Home-Based Instruction (Non-Medical)</td>
<td>3</td>
</tr>
<tr>
<td>Goal of Homebound / Home-based Services</td>
<td>3</td>
</tr>
<tr>
<td>Implementation of Homebound Services</td>
<td>3</td>
</tr>
<tr>
<td>Implementation of Home-based Services</td>
<td>4</td>
</tr>
<tr>
<td>Different Types of Homebound Services</td>
<td>4</td>
</tr>
<tr>
<td>Timeline of Services</td>
<td>5</td>
</tr>
<tr>
<td>Suspension of Services</td>
<td>5</td>
</tr>
<tr>
<td>Termination of Services</td>
<td>6</td>
</tr>
<tr>
<td>Instructional Guidelines for Homebound/Home-based Services</td>
<td>6</td>
</tr>
<tr>
<td>Responsibilities and Expectations</td>
<td>6</td>
</tr>
<tr>
<td>Parental Responsibilities</td>
<td>6</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Procedures for Obtaining Homebound Instructional Services</td>
<td>8</td>
</tr>
<tr>
<td>Hours of Homebound / Home-based Instruction</td>
<td>9</td>
</tr>
<tr>
<td>Extension of Homebound Instruction</td>
<td>10</td>
</tr>
<tr>
<td>Student Employment</td>
<td>10</td>
</tr>
<tr>
<td>Attendance at School Sponsored Activities</td>
<td>10</td>
</tr>
<tr>
<td>Program Limitations</td>
<td>10</td>
</tr>
</tbody>
</table>

Appendix
- Parent Contract
Homebound/Home-based Instruction

Introduction

Richmond Public Schools (RPS) has a responsibility to meet the educational needs of children who are confined to their homes because of illness, injury, pregnancy, or emotional difficulties. Frequently, these children are unable to attend school for an extended period of time. Homebound instruction enables such children to continue their educational program while confined at home. Educational and physical modifications may be attempted before students are placed on homebound instruction.

Questions about homebound/home-based instruction may be directed to the Office of Pupil Personnel Services at (804) 780-7811.

Overview of Services

Homebound services are available to all students who are enrolled in Richmond City Schools. The program is designed to provide continuity of educational services between the classroom and home setting for students whose medical needs, both physical and psychiatric, preclude school attendance. It may also be used to supplement the classroom program for health-impaired children whose conditions may interfere with consistent attendance (e.g., students receiving dialysis, chemotherapy, or radiation treatments) or for children with disabilities that prevent regular school attendance. Students must be enrolled in a public school in Virginia in order to receive homebound instruction.

Homebound instruction is temporary. Homebound instruction is not intended to supplant school services. While no specific number of days can be set due to the many complex health issues which may arise, the goal is always to return the student to the school setting as soon as possible. The inability to attend school must be certified by a licensed physician or a licensed clinical psychologist. The home school and the homebound instructor are responsible for monitoring the student’s progress and for making sure that a plan for the student’s return is prepared. Please note that homebound/home-based instruction is for core courses only. Work will not be provided for elective classes.

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, psychiatrist, or licensed clinical psychologist.

Home-based services are determined by the student’s Individualized Education Plan teams. Home-based services are also requested by the Disciplinary Review Hearing Officer for discipline related reasons. Students who have been charged with “certain” charges as indicated in VA Code 16.1-260G will receive home-based services until charges are reviewed and resolved.

Homeschool instructional services are handled in the office of Assessment and Research and are unrelated to the services covered by this manual.
Eligibility for Homebound Services – (Medical)

“Homebound Instruction,” means academic instruction provided to students who are confined at home in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For a child with a disability, the IEP team shall determine the delivery of services, including the number of hours of services. (Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131-180)

Eligibility for homebound instruction is determined on the basis of medical evidence submitted by the licensed physician or the licensed psychologist. RPS reviews all requests for homebound services for completeness of information and determines the appropriateness of the request. A student may be found eligible for homebound instruction if medical evidence shows that he or she is physically or emotionally unable to attend the regular public school. Eligibility is determined on the basis of information submitted by a physician, psychiatrist, or licensed clinical psychologist. If a child is suffering from an emotional disorder and the attending psychiatrist or licensed clinical psychologist recommends that he or she should receive homebound instruction, such instruction may be approved. Eligibility for homebound services will be reviewed periodically to determine if additional services are needed. Eligibility for additional services may require a referral to the school’s Child Study Team. Homebound instruction is not to be used in lieu of special education instruction.

For a student receiving special education services, the individualized education program (IEP) team must revise the IEP to determine how the student’s temporary instructional needs will be met while on homebound instruction including the number of hours of service that will be provided (8 VAC 20-121-180). Written parental consent must be obtained after revising the IEP, and prior to the provision of homebound services.

Homebound instruction is available to students who are pregnant for a period of six weeks following the birth. Extended services may be approved upon receipt of additional medical information in cases where the physician determines that school attendance would present a health risk to the mother or the baby prior to delivery, additional medical information will be required before approval for extended service can be given.

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
Eligibility for Home-based Instruction (non-medical)

“Home-based instruction” means services that are delivered in the home setting (or other agreed upon setting) in accordance with the child’s individualized education program. (8 VAC 20-131-180)

Non-medical placement for home-based instruction may be authorized under the following conditions:

1. For students waiting for a disciplinary panel hearing.
2. For students who have been expelled by the RPS School Board;
3. For students placed on long term suspension by the RPS School Board following a panel hearing;
4. For students placed in an Interim Alternative Educational Setting: (IAES) For weapons, drugs and serious bodily injury;
5. For students whose IEP teams have determined that the least restrictive environment for a student is home-based instruction.

For a student receiving special education services, the Individualized Education Program (IEP) team must revise the IEP to determine how the student’s instructional needs will be met while on home-based instruction. Written parental consent must be obtained prior to initiating home-based services. All non-medical requests must be approved in advance and will be reviewed by the school level special education instructional specialist and/or compliance coordinator.

Goal of Homebound/Home-based Services

The ultimate goal of homebound services is to provide quality instruction for a short period of time to keep the student current with core content instruction, allowing for continuity of instruction, and facilitate the student’s return to the classroom setting.

Implementation of Homebound Services

In Richmond City Public Schools (RPS) a student is recommended for temporary homebound instruction in the following ways:

A medical doctor requests homebound services due to a student’s physical condition and his/her inability to attend school. The parent or guardian must provide the completed “Medical Certification of Need” form to the student’s home school; the school administration will then review the document and forward the document to the Office of Pupil Personnel Services. The Manager of Pupil Personnel Services will review the application, sign that it was received and then approve or deny the application.
A licensed clinical psychologist or a psychiatrist requests homebound services due to a student’s emotional disorder and his/her inability to attend school. The “Medical Certification of Need” form must be signed by the licensed clinical psychologist or psychiatrist. This information must be included with the application that is provided to the student’s home school and the Manager of Pupil Personnel Services must be notified.

The RPS Hearing Officer may request Home-based instruction for discipline reasons. The RPS Hearing Officer must provide this information to the Manager of Pupil Personnel Services.

**Implementation of Home-based Services**

An Individualized Education Plan (IEP) team determines that Home-based services are appropriate on a temporary basis. When it is anticipated that this option will be considered, a special education representative from central office must be present at the IEP meeting.

**Different Types of Homebound Services**

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

Partial – Homebound services can be provided on a part-time basis for students that cannot tolerate or endure a full day in a classroom setting. If the student receives homebound services on a partial basis the student would attend school each day for a set number of hours or specific classes. The Medical Certification of Need must provide detailed supporting evidence of the student’s medical condition as it impacts full day school attendance. These arrangements would be discussed further with the school counselor based upon the student’s daily course schedule.

Intermittent – Homebound services can be provided on an intermittent basis when approved by the RPS Division coordinator. Virginia Department of education policy states that children receiving homebound services must be confined in the home or healthcare facility. Therefore, to receive intermittent homebound services the student must be diagnosed with a chronic illness. The Medical Certificate of Need and Treatment Plan must clearly define the student’s illness and pre-defined triggers that would necessitate short and frequent periods from school.

Intermittent homebound services are initiated after 3 consecutive days of student absences related to the medical condition necessitating homebound services. The parent must contact the school each day the student is absent. The parent / guardian and designated school staff must contact the homebound Coordinator on the third day the student is absent.

The process for initiating homebound services (securing a teacher, contacting the school, etc…) will begin on the fourth consecutive day of the student’s absence. The Homebound Department does not guarantee that homebound services will begin immediately on the fourth day of the student’s absence, due to the process required in initiating homebound services. Intermittent homebound services will cease on the day the student returns to school for a full day. Any
subsequent intermittent homebound service will be initiated again after the three-day absence period.

Timeline of Services

Applications for homebound instruction shall be reviewed and are subject to an approval process. Approval of students for homebound instruction is based upon review of the medical documentation submitted. The Manager of Pupil Personnel Services may conduct follow-up with the treating physician, psychiatrist, or licensed clinical psychologist to determine the appropriateness of the request and to clarify the need for homebound instruction versus home-based instruction with appropriate accommodations if necessary.

In RPS, homebound request are approved for a maximum of a nine week period. Homebound instruction is temporary and placements are not to exceed nine weeks. Should an illness preventing school attendance extend past nine weeks, a new “Medical Certification of Need” form must be completed, providing updated information regarding the student’s condition.

The start of homebound services will be the date the manager of Pupil Personnel assigns a teacher and sends out official notifications. Per Virginia Department of Education (VDOE) policy, the Homebound Coordinator is allotted five business days to complete the case setup and assignment process. The start date and end date of services will be listed in a letter sent to the parent/guardian.

Students eligible for homebound services due to pregnancy will receive six weeks of homebound services. Homebound services will begin after the date of delivery unless otherwise specified by a licensed physician on the “Medical Certification of Need” form.

Homebound services will not cover any of the student’s previous time missed from school prior to the implementation of homebound services. Homebound teachers are not responsible for the student’s completion of assignments for previous time missed.

Homebound services are aligned with the RPS academic school calendar and do not extend beyond the last day of the school year. Students will remain on the rolls of the home school for the duration of their homebound placement. Their attendance is marked in accordance with compliance to the instructional program.

Suspension of Services

The Office of Pupil Personnel Services may institute a suspension in services if the student exhibits excessively missed appointments with the homebound teacher. If the student misses five consecutive scheduled homebound sessions, services will be suspended until alternate arrangements are secured and the student will be referred to the Office of Family and Community Engagement (F.A.C.E.) for further assistance.
Termination of Services

If a student is able to return to school before the scheduled end date, the homebound department must receive a medical release from the referring physician, allowing the student to return to school. The homebound teacher will then return all complete and incomplete assignments to the Home School Site Coordinator for that school building.

Instructional Guidelines for Homebound/Home-based Services

The goal of homebound and home-based instruction is to provide quality instruction for a temporary period of time, while facilitating the student’s return to the school setting.

1. Homebound instruction must be conducted between the hours of 8:00 A. M. to 8:00 p.m. Monday through Friday.
2. Homebound instruction should be conducted in the student’s home. A responsible adult, 18 years of age or older, must be present at all times when the homebound teacher is in the home providing instruction. The Manager of Pupil Personnel Services may approve alternate locations in special circumstances. Alternate locations must be in the city of Richmond and may include public buildings such as libraries. Permission must be secured in writing from the Manager of Pupil Personnel Services before the change in venue is made.
3. No instruction will be conducted on RPS student holidays or days that students would normally be out due to inclement weather.
4. The number of hours of instruction will be based on a student’s schedule and the decision of school personnel. A minimum of 10 hours per week for middle and high school students and 5 hours per week for elementary students or designated with flexibility for special circumstances.
5. Student’s enrolled in online courses are allowed to continue to participate in their online courses during homebound/home-based placement. The student must have his/her own access to the internet and they must possess their own computer.
6. The student’s participation in school related extracurricular activities and non-academic activities will not be allowed when the student receives homebound or home-based placement.

Responsibilities and Expectations

Parental Responsibilities

The student and parent(s) are expected to work cooperatively with the home school and assigned homebound/home-based teacher. The responsibilities of the parent(s)/guardian(s) regarding homebound/home-based instruction are as follows:

- Complete all necessary paperwork to have the student receive homebound/home-based instruction. Homebound/Home-based instruction cannot begin until all necessary paper is properly completed and returned to the appropriate RPS official.
• Provide an environment conducive to learning; (e.g. quiet area, clean space, well-ventilated place with proper lighting) All televisions and electronic devices should be kept off and other children, visitors, and pets should be kept out of the room during instruction.

• Ensure that a responsible adult is present in the home or at alternate location when the homebound/home-based teacher is working with the student to ensure a healthy and safe environment for both the student and teacher. Teachers will not be permitted to remain in the home or the alternate location with the student if there is not a responsible adult present. If a teacher is forced to leave due to the lack of adult supervision, it will be considered an unexcused absence for the student and the hours missed will not be made up.

• Notify the homebound/home-based teacher, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency resulting in the student’s unavailability;

• Supervise daily homework;

• Establish a schedule for the student to study between the homebound/home-based teacher’s visits;

• Cooperate with the homebound/home-based teacher in seeing that the student completes the required assignments and monitor and encourage the child to plan his or her time in order to accomplish assigned work;

• Notify the RPS homebound/home-based program coordinator of excessively missed appointments or tardiness by the homebound teacher;

• Keep all appointments with the homebound/home-based teacher as arranged (Excessive cancelations of appointments may result in the inability of the student to earn credit or be promoted. Cancelations may also result in the suspension of the service); Agree to contact the homebound teacher to cancel the appointment in case of an emergency; Understand that cancelled appointments will impact the student’s academic progress. Understand that if the student is absent for his or her scheduled period of instruction, he or she is considered absent from school on that day. Missed hours will only be “made up” by the homebound/home-based teacher if the hours missed would be an excused absence per RPS policy as if the student was attending school in a school building; or if the homebound/home-based teacher is unavailable due to absence;

• If possible schedule any and all medical appointments during hours that do not impede with regular scheduled instructional time;

• Communicate with the homebound teacher about changes in the child’s health status or other concerns;
• Understand that the state’s compulsory attendance laws fully apply to homebound students;

• Communicate with RPS homebound/home-based program coordinator about changes in the child’s health and return-to-school plans and work with the school to set reasonable goals and to make any necessary changes to the student’s instructional program as necessitated by the student’s physical or psychiatric condition;

• Sign the homebound/home-based teacher’s time sheet, which logs the hours and days that the teacher has worked with the student;

• Maintain communication with homebound/home-based teacher, attendance clerk, and RPS Homebound Program Coordinator.

• Make arrangements with the classroom teacher to complete any work missed prior to the approval of homebound/home-based instruction.

Student Responsibilities

• Be available for scheduled instruction;

• Be dressed appropriately;

• Have all books and materials needed for instruction;

• Ask for assistance or clarification needed to complete assignments;

• Complete homework assignments;

• Remain courteous, comply with teacher requests, and use appropriate language;

• Dedicate instructional time for instruction only (no phone calls, visits, radio, or television);

• Have a quiet area suitable for instructional purposes;

• Return completed assignments to homebound/home-based teacher when due;

• Notify homebound/home-based teacher in advance if a scheduled session needs to be cancelled.

Procedures for Obtaining Homebound Instructional Services

In order to obtain homebound instruction, the parent or guardian must obtain a copy of the “Medical Referral for Homebound Instruction” form. This form is available in all schools and through the Office of Pupil Personnel Services. The form must be filled out completely, signed
by the attending physician or licensed psychologist or psychiatrist and returned to the school for completion and review. The application will then be forwarded to the Office of Pupil Personnel Services for review and a decision will be made to approve or deny the homebound application. Prescription notes and letters from physicians will not be accepted in lieu of the medical referral form. A detailed treatment plan from the psychiatrist or licensed clinical psychologist must accompany referrals for students suffering from emotional disorders. Homebound instruction will not be approved until all proper documentation has been received from the student’s home school by the Office of the Coordinator of Homebound/Home-Based Services (The Office of Pupil Personnel Services, 301 N. Ninth St., Richmond, VA 23219). The home school is responsible for providing the parent(s) with the Request for Homebound Services and the Medical Referral form(s). The request form and the medical referral forms must be filled out completely before these forms are returned to the school. The Home school Site Coordinator will ensure that the student’s guidance counselor completes the school’s portion of the request form with a school administrator’s signature. The Home-school site Coordinator is responsible for contacting the Homebound Coordinator when it is known that a student needs homebound instruction. Written notification of approval will be provided to the parent with a copy sent to the home school.

- Guidance Counselor provides the homebound Request Form for Homebound Services and Medical Referral form to the parent;
- Parent(s) fills out the Request Form for Homebound Services and appropriate Medical Referral forms;
- Parent takes the medical form(s) to the doctor;
- Doctor or licensed clinical psychologist completes Medical Referral Form(s);
- Parent returns all paperwork to the school;
- Guidance counselor completes the Request Form for Homebound Services by including the student’s schedule along with SOL testing and accommodations page;
- School administrator signs the Medical Referral Form and forwards all documentation to the Office of Pupil Personnel Services.

The School Administrator has two school days from the receipt of all of the completed forms from the parent to forward the completed request for homebound services and supporting documents to the Office of Pupil Personnel Services. Written notification of approval will be provided to the parent with a copy sent to the home school. Homebound services will begin within 5 school days of receipt of a completed homebound request packet.

**Hours of Homebound/Home-based Instruction**

Elementary school students are permitted five hours of instruction per week with a maximum of twenty hours of instruction per month. Middle school students are permitted to receive instruction for ten hours per week. High school students are allowed five hours per week for two credit subjects, or ten hours per week for three or more subjects with a maximum of forty hours per month. At the high school level, four or more subjects may be approved with ten hours of instruction each week. When long-term homebound instruction is requested for a high school student carrying more than five credits, the student’s schedule will need to be revised. All time allotments for homebound instruction are dependent upon the physical condition of the student and should not exceed time approved by the attending physician.
The program for homebound/home-based instruction follows the calendar for the regular school year. Homebound/Home-based teachers are not required, and not permitted to meet with students during school vacations or on days when inclement weather forces the closing of schools. Students receiving homebound service at the end of the school year must complete the requirements for classes (including exams) before the close of school so that classroom teachers can submit grades and collect instructional materials. Requests for homebound instruction during the summer must be reviewed and approved by the manager of the Office of Pupil Personnel Services.

**Extension of Homebound Instruction**

Extension of homebound instruction is determined on the basis of medical information submitted by the attending physician or licensed clinical psychologist. The homebound teacher 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 guidance counselor, or school psychologist, may be more appropriately assigned to the student for transitional purposes depending on the nature of the student’s needs.

**Student Employment**

Students receiving homebound/home-based instruction **MAY NOT** report to a place of employment during school hours for the period of time approved for services.

**Attendance at School Sponsored Activities**

Students receiving homebound/home-based instruction **MAY NOT** be on school property or attend school sponsored activities at any time during the period of time approved for services without permission of the school principal or his/her designee.

**Program Limitations**

While homebound/home-based instruction is helpful to students whose illnesses and disabilities preclude school attendance for a period of time, it has limitations. Students who are injured or whose illnesses make it difficult for them to complete assignments independently, may fall behind in their work. Classroom instruction, given in the form of lecture, laboratory research and media presentations, may not be possible to replicate in the home setting.

Students may not be able to complete requirements for certain classes while receiving homebound/home-based instruction. These include classes requiring specialized equipment and direct student participation such as technical center work/study programs, computer classes, technical classes, and certain fine arts and physical education programs. Homebound/Home-Based teachers are only allowed to teach core content areas unless specifically approved by the RPS Homebound/Home-Based Program Coordinator. Parents are encouraged to work closely with school personnel to make program choices that will ensure the success of their students who require homebound/home-based instruction.
Upon approval, the homebound/home-based teacher in conjunction with the classroom teacher will determine the appropriate starting point. The parent(s) and the student should contact the school to make arrangements to complete work assigned prior to the implementation of the homebound/home-based service. If you have any questions regarding the materials in the manual please contact the Office of Pupil Personnel Services at 804-780-7811.
RICHMOND PUBLIC SCHOOLS
Homebound / Home-based Instruction

Parent Contract

I, ________________________ (print name), Parent of ____________________(Student’s name), a child who is set to begin homebound/home-based (circle one) instruction on _________(enter date). By signing this document, I agree that I have read and understand the Parent(s)’ Responsibilities section of Richmond Public Schools (RPS) Homebound/Home-Base Manual and I agree that I will carry out my responsibilities as stated in the manual and as set out below. By signing this document, I agree that I will:

• Provide an environment conducive to learning (e.g. quiet area, clean space, and well-ventilated place with proper lighting). All televisions and electronic devices should be kept off and other children, visitors, and pets should be kept out of the room during instruction;

• Ensure that a responsible adult is present in the home or at an alternate location when the homebound/home-based teacher is working with the student to ensure a healthy and safe environment for both the student and teacher;

• Notify the homebound/home-based teacher, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency resulting in the student’s unavailability;

• Supervise daily homework and monitor and encourage the child to plan his or her time in order to accomplish assigned work;

• Cooperate with the teacher in seeing that the student does the required assignments; and work with the school to set reasonable goals and to make any necessary changes to the student’s instructional program as necessitated by the student’s physical or psychiatric condition;

• Establish a schedule for the student to study between teacher visits;

• Notify the RPS homebound/home-based program coordinator of excessively missed appointments or tardiness by the homebound/home-based teacher;
• Keep all appointments with the homebound/home-based teacher as arranged. I understand that excessive cancellations of appointments may result in the inability of the student to earn credit or be promoted. I also understand that cancellations may also result in the suspension of the service;

• If possible, schedule any and all medical appointments during hours that do not impede with regularly scheduled with instruction time;

• Agree to contact the homebound/home-based teacher to cancel the appointment in case of an emergency. I understand that cancelled appointments may impact the student’s academic progress. I also understand that missed hours will only be “made up” by the homebound/home-based teacher if the hours missed would be considered an excused absence per RPS policy if the student was attending school in a school building or if the homebound/home-based is unavailable due to an excused absence;

• Sign the homebound/home-based teacher’s time sheet, which logs the hours and days that the teacher has worked with the student;

• Maintain communication with homebound/home-based teacher, attendance clerk, and RPS Homebound/Home-Based Program Coordinator regarding changes in the child’s health status, concerns, and return-to-school plans;

• Make arrangements with the classroom teacher to complete any work missed prior to the approval of homebound/home-based instruction.

In addition to above, I understand the following:

• That if the student is absent for his or her scheduled period of instruction, he or she is considered absent from school on that day. I understand that missed hours will only be “made up” by the homebound/home-based teacher if the hours missed would be considered an excused absence per RPS policy if the student was attending school in a school building or if the homebound/home-based is unavailable due to an excused absence;

• That the state’s compulsory attendance laws fully apply to homebound/home-based students;

• Teachers will not be permitted to remain in the home or the alternate location with the student if there is not a responsible adult present. If a teacher is forced to leave due to the lack of adult supervision, it will be considered an unexcused absence for the student and the hours missed will not be made up.

______________________________  _______________________
Parent/Guardian’s Signature                    Date
A Publication of Richmond Public Schools, Richmond, Virginia. In accordance with federal laws, the laws of the Commonwealth of Virginia and the policies of the School Board of the City of Richmond, Richmond Public Schools does not discriminate on the basis of sex, race, color, age, religion, disabilities or national origin in the provision of employment and services. Richmond Public Schools operates equal opportunity and affirmative action programs for students and staff. Richmond Public Schools is an equal opportunity/affirmative action employer. The School Board also supports equal opportunities and treatment of all individuals regardless of sexual orientation. The Section 504 Coordinator is Dr. Michelle Boyd, Richmond Public Schools, 301 North Ninth Street, Richmond, Virginia 23219, (804) 780-7911. The ADA Coordinator is Mr. Thomas Kranz, Assistant Superintendent, Operations, 301 N. Ninth St., 17th Floor, Richmond, VA 23230-4117 (804) 780-6211 The Title IX Officer is Ms. Candice Hunter, Richmond Public Schools, 301 North Ninth Street, Richmond, Virginia 23219, (804) 780-7686. The United States Department of Education’s Office of Civil Rights may also be contacted at 400 Maryland Avenue, SW, Washington, DC 20202, (202) 401-2000 or 1-800-872-5327.

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