

<b>Procedure Title</b>	<b>Home Instruction</b>		
<b>Date of Issue</b>	November 25, 1998	<b>Related Policy</b>	BP 6201-D
<b>Revision Dates</b>	October 31, 2007; March 28, 2012; November 14, 2012; August 21, 2019	<b>Related Forms</b>	AF 6230; AF 4115
<b>Review Date</b>	June 1, 2024	<b>Originator</b>	Administrative Council
<b>References</b>			
Education Act, Section 21(2)(b); Regulation 298 Section 11(11); Enrolment Register Instructions for Elementary and Secondary Schools (current year); AP 6105-D "Student Attendance"; AP 7525-D "Work Refusal"; AP 6920-D "Positive Behaviour Safety Approach"			

## **1.0 RATIONALE**

- 1.1 Bluewater District School Board policies will support and provide the direction necessary to achieve the board's Vision, Mission and Strategic Plan priorities.
- 1.2 The purpose of home instruction is to provide an educational program for students who are unable to attend the regular school program because of short-term illness/medical condition.
- 1.3 The Education Act and Regulation 298 grant permission for a student, with medical documentation (see AF 6230 "Request for Home Instruction"), to be temporarily excused from attending school, and receive alternative instruction in the home, or another appropriate setting.

**Education Act, Section 21 (2) (b):**

"A child is excused from attendance at school if the child is unable to attend school by reason of sickness or other unavoidable cause."

**Ontario Regulation 298, section 11(11)**

"A principal, subject to the approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

- a) medical evidence that the pupil cannot attend school is provided to the principal; and
- b) the principal is satisfied that home instruction is required"

## **2.0 PROCEDURE**

### **2.1 General**

- i. Home instruction provides up to five (5) hours weekly for direct individual instruction after the absence of 10 consecutive school days due to illness/medical condition.
- ii. The home school is responsible for the first 10 days of the student's education.
- iii. Home instruction will occur on school days as defined by Bluewater District School Board's calendar.
- iv. The goal of home instruction is to facilitate the student's return to a full-time program at school. Home instruction is not an alternative educational home program.

### **2.2 Process**

- i. The principal will determine when home instruction is appropriate and/or if the student is a candidate for home instruction via a virtual connection (see Appendix A).

- ii. The principal will recommend to the superintendent, in consultation with the learning resource teacher (LRT) or the system special education lead teacher (SSELT), the number of hours (to a maximum of five), and the duration of the home instruction.
- iii. Once AF 6230 has been completed by the parent/guardian and medical practitioner, the principal will submit the form to the superintendent of education responsible for home instruction.
- iv. The superintendent of education responsible for home instruction will review the request and approve or deny it based on established procedures. The superintendent of education will return the completed form to the home school.
- v. Pregnant students and mothers are eligible for a maximum of 36 hours of home instruction. Principals should refer to the attached Appendix B "Program Modifications for Pregnant Students and Mothers", for further information.
- vi. It is the principal's duty to arrange for a qualified home instruction teacher.
- vii. The principal will determine the program that will be taught and the evaluation requirements during the home instruction period.
  - a) A qualified home instruction teacher is:
    - a teacher or other employee of Bluewater District School Board who is a qualified teacher and in good standing with the Ontario College of Teachers
    - a teacher currently on one of Bluewater District School Board's occasional teacher lists
  - b) Any exceptions will be discussed by the principal and the superintendent of education responsible for home instruction.
- viii. For students who have a Individual Education Plan (IEP), a Strategies for a Successful Day (AF 6916-I or II), and/or a Positive Behaviour Safety Plan in place (see AP 6920-D "Positive Behaviour Safety Approach"), pertinent sections of these plans will be shared with the prospective home instruction teacher and modified as needed.
  - a) It is a teacher's choice whether to accept a home instruction assignment (or not accept). A teacher who accepts an assignment does not lose their right to a Work Refusal under the Occupational Health and Safety Act (AP 7525-D "Work Refusal").
- ix. A plan of care will be requested for students, which outline treatments aimed at returning students to regular attendance.
- x. The classroom teacher will supply the home instruction teacher with appropriate resources, program, and additional information as described in Section 2.3 - Duties and Responsibilities.
- xi. A schedule of visits is established based on the approved hours of instruction (and whether a virtual connection will be used).
- xii. An appropriate location for the home instruction will be determined (e.g., home, hospital, local library).
- xiii. Ongoing communication should be maintained between the home instruction teacher, the classroom teacher, and the principal. Consultation should precede the return of the student to the classroom.
- xiv. While the student is on approved home instruction they will remain on the school's register. The school will record absences in accordance with the *Ministry of Education Enrolment Register Instructions for Elementary and Secondary Schools (current year)*.
- xv. Discontinuation of home instruction may occur when the student has moved to another district school board or educational institution or when the student and/or parent/guardian refuse to reasonably cooperate with the home instruction procedures.

- xvi. When home instruction has ended, the principal, or designate, will:
- a) complete the bottom portion of AF 6230 "Request for Home Instruction" and file in the student's OSR;
  - b) provide a copy of form AF 6230 to the superintendent of education responsible for home instruction; and
  - c) notify the attendance counsellor.

## 2.3 **Duties and Responsibilities**

### i. **Duties of Principal**

- a) determine and request home instruction when applicable and implement the process (refer to section 2.2 above);
- b) notify the school's office manager and attendance counsellor when a home instruction request has been approved;
- c) arrange for a home instruction teacher or home instruction via a virtual connection;
  - i. If a virtual connection will be used to provide the home instruction a home instruction teacher may not be required.
- d) share appropriate/necessary portions of any IEPs, Strategies for a Successful Day and Positive Behaviour Safety Plans that are in place or the student with the home instruction teacher;
- e) arrange for an appropriate location and time for the delivery of instruction;
  - i. provide space for programs delivered outside of regular school hours on school premises.
- f) ensure sufficient access and training for teachers and students, where virtual programming is being delivered;
- g) supervise the student's program;
- h) facilitate co-operation between the school and home instruction teacher;
- i) provide access to necessary instructional material and academic information as required;
- j) approve and submit home instruction teacher's time sheets to superintendent responsible for home instruction;
- k) provide the home instruction teacher with the following information:
  - i. AF 4115 "Home Instruction Time Sheet"
  - ii. copy of Appendix A "Advice to the Home Instruction Teacher"
  - iii. BP 6951-D "Assessment, Evaluation and Reporting"
- l) complete Part III of form AF 6230 when home instruction is complete; file original AF 6230 in the OSR; and
- m) notify the attendance counsellor.

### ii. **Duties of the Classroom Teacher**

- a) communicate with home instruction teacher;
- b) provide program, resources and assessment tools; and
- c) collect summary report from home instruction teacher.

- iii. **Duties of Classroom Teacher (where a virtual connection is being used for home instruction)**
  - a) contact principal, or designate(s), to obtain material, academic information, and other necessary information;
  - b) communicate the educational program (including any requirements specific to using a virtual connection) to parents and students prior to the initiation the program;
  - c) be aware of the contents of all shared portions of any IEPs, Strategies for a Successful Day and Positive Behaviour Safety Plans that are in place or the student, and provide written acknowledgement to the principal that they have reviewed this information.
  - d) participate in meetings about the student as appropriate;
  - e) instruct and assess the student's progress;
  - f) contact parent/guardian as soon as possible if scheduled virtual connection session is no longer feasible; and
  - g) provide feedback to the parents/guardian/adult student and the principal.
- iv. **Duties of Home Instruction Teacher**
  - h) contact principal or designate(s) to obtain material, academic information, and other necessary information;
  - i) be aware of the contents of all shared portions of any IEPs, Strategies for a Successful Day and Positive Behaviour Safety Plans that are in place or the student, and provide written acknowledgement to the principal that they have reviewed this information.
  - j) communicate the educational program to parents and students prior to or at the first visit;
  - k) maintain and promote communication between the student and their home school's teachers;
  - l) participate in meetings about the student as appropriate;
  - m) instruct and assess the student's progress;
  - n) contact parent/guardian if unable to attend at arranged time/place;
  - o) provide feedback to the parents/guardian/adult student and the school;
  - p) submit a summary report to the classroom teacher upon completion of home instruction;
  - q) return borrowed instructional materials (textbooks, resource books etc.) to home school when home instruction is completed; and
  - r) submit AF 4115 "Home Instruction Time Sheet", as required, to the principal.
- v. **Duties of Parent/Guardian/Adult Student**
  - a) complete Part I of form AF 6230 as provided by the principal and ensure Part II is completed by a medical practitioner;
    - i. include plan of care (that outlines treatment plan required for return to school).
  - b) ensure that a responsible adult, in addition to the teacher, is present during teaching;
  - c) co-operate and provide a suitable learning environment for teacher and student;
  - d) provide transportation to and from agreed upon location, if required;
  - e) inform the home instruction teacher (or classroom teacher, if a virtual connection being used) of any relevant changes in the student's condition that may require a change in teaching style; and

- f) contact, with sufficient notice, the home instruction teacher regarding change of visit dates.

## **2.4 Home Instruction Time**

- i. Home instruction time may be approved up to a maximum of five hours per week.
- ii. Home instruction teacher submits AF 4115 to principal for approval and forwards to superintendent responsible for home instruction to facilitate payment.
  - a) Instruction time is defined as being direct instruction between the student and the teacher.
  - b) Preparation time is defined as being that time spent preparing, reporting, gathering, assessing, or evaluating materials for the student. (Maximum one (1) hour for every five (5) hours of instruction).
  - c) Mileage will be paid for travel in excess of 20 km. The BWDSB 'Travel Expense – Claim' app will be used to process all mileage reimbursements.
  - d) Instruction will occur on school days as defined by Bluewater District School Board's School Year Calendar.

## **2.5 Remuneration for Home Instruction Teacher**

Home instruction teachers will be paid at the current wage rates as outlined in the appropriate collective agreement.

**Appendix A**  
**Home Instruction - Advice for the Home Instruction Teacher**

The following suggestions are provided for your guidance:

1. Understand how the student's condition affects learning.
2. Learn all you can from the school about the student's program, achievement, strengths, needs and learning style.
3. Be aware that the student may only be able to do a limited amount of work.
4. Maintain on-going communication about the program and the student's progress with the student's classroom teacher(s) and the principal, including any assessment data generated.
5. Discuss alternatives with the principal if difficulties arise.

**A Typical Visit**

It is suggested that, when visiting a home for the purpose of home instruction, care should be taken to use all the available time profitably. For this reason, the student should be advised to have all materials ready for the teacher's visit.

It is recommended that all homework, between the periods of home instruction, be dated and maintained as a record.

**Parental Involvement**

During the visit, the teacher should be a good listener and, if the parent wishes, discreetly discuss the student's physical, social, and emotional status. It should be remembered, however, that the primary role of the home instruction teacher is an educational one. The parent(s) should be acquainted with the teacher's timetable and the outline of the program to be presented. Also, the parent(s) should be requested to support the completion of assigned work if appropriate.

**School Contact**

Contact with classmates and teachers may be encouraged through letter writing and telephone conversations, etc. It is important for the home-bound student to maintain as close a relationship as possible with the school. Visits from classmates can also be very helpful in this regard.

**Virtual Connections**

Where students have adequate access to technology, and where it is in the best interest of the student, a teacher may, in consultation with the school principal, consider using a virtual connection for home instruction, where a portion of the learning is provided through a virtual environment (e.g., Skype, shared documents).

## **Appendix B**

### **Home Instruction - Program Modifications for Pregnant Students and Mothers**

The following outlines a process that encourages students to continue in regular school programs for most of their pregnancy, and to re-enter regular classes with support at a point that best meets the needs of the student and her child. This process requires the support and co-operation of all concerned parties, the student, her family, the school staff, home instruction staff, and members of the health care profession.

Generally there are four distinct steps in this process:

- Assessment
- Program Modification
- Home Instruction
- Re-entry to regular classes

#### **Assessment:**

A school based team that may consist of the student, her family (if appropriate), teachers and a representative from the Learning Services Department, with representation from special education staff and administration, should meet to assess the student's current academic program. The team composition would depend upon the student's need. If the student is of compulsory school age, the attendance counsellor could be a member of the team. Academic and health concerns should be addressed at this time. Preliminary planning for the completion of the academic year should begin.

#### **Program Modification:**

Program modifications to increase the student's opportunity for success should be made as soon as possible. Courses that rely very heavily on class participation (e.g., vocal music and physical education) may need to be rescheduled for the student. Part time studies and/or combinations of regular classes and Supervised Alternative Learning (SAL) may be considered. Students should be counselled to remain in school as long as possible.

#### **Home Instruction:**

A maximum of 36 hours home instruction may be granted by the principal to those students who meet reasonable criteria. The principal in consultation with the school-based team will set out these criteria. The family doctor may be consulted to validate these criteria.

In setting out these criteria, the principal should examine the attendance and achievement records of the student and investigate the student's plans for the completion of secondary school.

In consultation with the school based team, "Hours of Home Instruction" instead of weeks of instruction, should be considered by the principal. "Hours of Home Instruction" encourages more flexibility such as grouping young mothers together. Grouping encourages a peer support system and an opportunity for the public health nurse to work with the students at the same time.

#### **Re-entry to Regular Classes:**

Staggered entry into regular classes may be encouraged as well as a combination of special education support and SAL for a student. If approval for "Hours of Home Instruction" has been granted, it may be appropriate to use some of these hours to aid in the transition back into regular classes. The school-based team should assess the student's needs and make program modifications if required. When planning the re-entry, consideration must be given to the health needs of both the mother and the child and to the family and community support systems that are available to the student.