This regulation supersedes Regulation 2140.7.

I. PURPOSE

Homebound instruction is designed to provide continuity of educational services between the classroom and home or health care facility, for students whose medical needs, both physical and psychiatric, do not allow school attendance for a limited period of time. Homebound instruction may also be used to supplement school-based instruction for students with health impairments whose condition may interfere with regular school attendance. Homebound instruction is only provided after the school team eliminates the possibility of school-based accommodations for attendance. Homebound instruction is temporary and not intended to supplant school-based instruction. Homebound instruction is considered on the basis of a medical or psychiatric certification of need. Every effort will be made to ensure academic progress; however, course credit must still be earned according to class requirements. A student receiving homebound instruction is maintained on the class roll.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

The regulation has been rewritten in its entirety.

III. ELIGIBILITY FOR HOMEBOUND INSTRUCTION

Eligibility for homebound instruction is determined on the basis of a medical or psychiatric certification of need (forms listed in next section) submitted by a licensed physician, nurse practitioner, psychiatrist, or a licensed clinical psychologist, herein referred to as health care provider. The medical or psychiatric certification of need is the health care provider’s documentation of the student’s illness, treatment plan, and the estimated length of recovery time. Approval decisions require a minimum of 20 predicted absences from school and are made by the Out-of-School Support (OSS) program manager or designee. Homebound instruction is for student illness and/or injury only; instruction is not appropriate to compensate for absences related to family care.

IV. IMPLEMENTING AND DISCONTINUING HOMEBOUND INSTRUCTION

A. Required Documentation
One of the following forms will be provided to the parent and/or guardian by the school social worker or appropriate staff member after the school team eliminates the possibility of school-based accommodations for attendance:

1. The *Medical Certification of Need* form (SS/SE-193) is the health care provider’s documentation of the student’s medical illness, treatment plan, and the estimated length of recovery time. The certification must be fully completed, including parental permission to contact the treating health care provider, for the student to be considered for homebound instruction.

2. A psychiatrist or a licensed clinical psychologist must complete the *Psychiatric Certification of Need* form (SS/SE-307) in order for the student to be considered for homebound instruction for a psychiatric diagnosis. The certification must be fully completed, including parental permission to contact the treating health care provider, for the student to be considered for homebound instruction.

The *School Homebound Referral* form (SS/SE-191) is completed by a school team member and submitted to OSS along with the certification of need form (SS/SE-193 or SS/SE-307) appropriate for the student’s condition. The OSS program manager or designee reviews all requests for completion of information and appropriateness of the request and will follow up to clarify the need for homebound instruction.

**B. Homebound for Students Receiving Special Education Services**

After a completed *School Homebound Referral* form (SS/SE-191) along with the appropriate certification of need form (SS/SE-193 or SS/SE-307) has been reviewed and approved by OSS, the requested homebound instruction for students receiving special education services shall be subject to review by the student’s individualized education program (IEP) team pursuant to the Individuals With Disabilities Education Act (IDEA). Parental consent must be obtained to amend the IEP prior to initiation of homebound instruction. If the IEP team determines that homebound instruction is appropriate, the team must include language in the IEP that clearly defines the time period for the frequency and duration of the homebound instruction. The IEP must also include a statement that the IEP team will reconsider the need for continuation of homebound instruction by a specified date. The IEP team will add a statement that addresses the fact that homebound instruction is temporary and thus does not constitute a permanent change in placement. Homebound instruction is not the "stay put" placement should the IEP team and parents and/or guardians later disagree over the continuation of homebound instruction.

**C. Types of Homebound Instruction**

1. Students who cannot attend school may be provided full homebound instruction.

2. Students who are unable to attend a full day in the classroom setting may be eligible for partial or part–time homebound instruction.
3. Students who have chronic illnesses that may “flare up” necessitating shorter, more frequent periods of time away from school may be eligible for intermittent homebound instruction.

D. Settings for Instruction

Homebound instruction may be provided in the home or health care facility. If the home setting is not deemed appropriate for instruction and the student’s condition allows, homebound instruction may take place at the school, public library, or other agreed upon location.

E. Hours of Instruction and Courses Supported

Homebound instruction is designed so the student does not fall significantly behind during the period that the student is unable to attend school. It is necessary for the student to participate in the instructional process and complete assignments. Homework should be expected. Not all work will be completed in the presence of the homebound teacher. The following represents the hours of instruction to be provided. These hours may not be applicable in all instances (that is, for students who receive special education services, the IEP team determines the hours required in accordance with the student’s educational needs).

1. Elementary school students – One (1) hour per day or five (5) hours per week.

2. Middle school students – Two and a half (2.5) hours per core academic subject per week.

3. High school students – Two and a half (2.5) hours per core academic subject per week and other accommodations on an individualized basis. World languages or Economics and Personal Finance may also be supported according to the diploma option.

When the initiation of homebound instruction is delayed, efforts to provide homebound instruction will be documented and delays explained to the parent and/or guardian. If there is a delay in finding a licensed teacher, the OSS program manager will determine whether compensatory services for the student are warranted. For students receiving special education services, the IEP team must review and determine whether compensatory instruction for the student is warranted.

Homebound instruction will be provided on days when Fairfax County Public School students are in attendance. Instruction may be provided during the school day, in the afternoons, and during the evening hours. Instruction will not be made up when divisionwide closures take place (for example, inclement weather days, weather-related cancellations of after school activities, teacher work days, and so on). Homebound sessions missed due to cancellation by the homebound teacher will be rescheduled. Homebound sessions that are cancelled by the parent and/or guardian will require approval from the OSS program manager or designee in order to be considered for
rescheduling. An excessive number of homebound session cancellations by the parent and/or guardian may result in the discontinuation of homebound instruction.

F. Extension of Homebound Instruction

Students receiving homebound instruction should return to the school setting as soon as possible. Homebound instruction should not be approved for periods in excess of nine (9) calendar weeks. If it is necessary for homebound instruction to continue beyond nine (9) calendar weeks, a Medical Request for Extension of Homebound Instruction form (SS/SE-306) or a Psychiatric Request for Extension of Homebound Instruction form (SS/SE-305), including a treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting, will be required from the health care provider to document the need for extended homebound instruction. When extending homebound instruction for students who receive special education services, the IEP team must review and amend the IEP following an approval to extend the homebound placement.

G. Discontinuation of Homebound Instruction

Students receiving homebound instruction should return to the school setting as soon as possible. Schools teams will utilize Return to Learn plans to support the transition of all homebound students back to school. In order to return a student who receives special education services to the school setting, the IEP team must also amend the IEP.

V. SCHOOL HOMEBOUND COORDINATOR, CLASSROOM TEACHER, AND HOMEBOUND TEACHER

A. School Homebound Coordinator

The principal of each school will designate an individual to serve as the school homebound coordinator. This individual will act as the school liaison with OSS to ensure continuity between school-based instruction and homebound instruction for each student. It is recommended that this individual be a school-based administrator or school social worker. This individual will serve as the school point of contact with OSS and will ensure that a student receiving homebound instruction is maintained on the class roll.

B. Classroom Teacher

The classroom teacher, with the assistance of the school homebound coordinator, will:

1. Provide appropriate instructional materials and information to the homebound teacher.

2. Collaborate with the homebound teacher about the curriculum and appropriate instructional strategies.
3. Maintain contact with the homebound teacher to monitor the instructional progress of the student.

4. Remain responsible for grading and reporting in collaboration with the homebound teacher.

C. Homebound Teacher

The homebound teacher will:

1. Initiate and maintain contact with the student’s teachers, school social worker, and/or the school homebound coordinator.

2. Utilize appropriate instructional materials provided by the classroom teacher.

3. Document and submit a weekly record of instructional hours provided to each assigned homebound student to the OSS program manager or designee.

4. Submit the student’s completed work to the classroom teacher and provide a weekly record of sessions to the OSS program manager or designee.

5. Document and submit any instructional time that is cancelled by the parent and/or guardian or is the result of the student not being present at the agreed upon time to the OSS program manager or designee.

VI. ALTERNATIVE MEANS TO DELIVER HOMEBOUND INSTRUCTION

When possible, alternative means to deliver homebound instruction shall be explored to accommodate student needs through emerging technologies. This includes the use of online classes, Virginia Department of Education approved digital curriculum, or the use of telepresence technology to promote virtual school attendance.

VII. ACCESS TO REQUIRED TESTING FOR STUDENTS RECEIVING HOMEBOUND INSTRUCTION

Students receiving homebound instruction are provided access to all required testing. Testing should be administered in school when circumstances permit.

VIII. METHODS FOR RESOLVING DISPUTES REGARDING HOMEBOUND INSTRUCTION

A. Initial contacts for complaint resolutions should be directed to the school homebound coordinator, a school administrator, or the OSS program manager or designee.

B. The parent, guardian, or student aged 18 years or older may appeal, in writing, a denial decision to the director of Intervention and Prevention Services, Department of Special Services, or designee. An appeal must be received within 15 calendar days of the
receipt of notification of the decision not to approve homebound instruction. The director of Intervention and Prevention Services' appeal decision, made in collaboration with the appropriate region assistant superintendent, shall be final.

C. Parents and/or guardians of students who receive special education services may initiate dispute resolution options available through due process complaints, mediation, or hearings.

D. Disputes surrounding grading and reporting should be resolved in accordance with the current version of Regulation 2601, Student Rights and Responsibilities Booklet.

IX. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND NON-ACADEMIC ACTIVITIES

A. Individual determinations for students receiving homebound instruction to participate in extracurricular or non-academic activities may be made following a review for medical appropriateness or safety. These will be collaborative decisions between the OSS program manager or designee and school-based administration.

B. Schools must notify students receiving homebound instruction of extracurricular and non-academic activities in the same manner as all students.

C. Schools may discuss a student receiving homebound instruction’s participation in extracurricular or non-academic activities at 504 or IEP meetings.

D. Schools should avoid blanket statements indicating that students receiving homebound instruction are not permitted to attend extracurricular or non-academic activities.

Legal reference: Virginia Administrative Code, 8 VAC 20-131-180

See also the current versions of:
- Policy 2140, Homebound Instruction
- Regulation 2137, Instructional Services for Pregnant, Parenting, and Lactating Students
- Regulation 2601, Student Rights and Responsibilities Booklet
- Regulation 2610, Rules of Conduct and Disciplinary Procedures
- Virginia Department of Education Homebound Instructional Services Guidelines, April 2018

FAIRFAX COUNTY PUBLIC SCHOOLS