

INSTRUCTION

Homebound Instruction

A. Purpose of Homebound Instruction

The purpose of homebound instruction is to sustain the continuity of instruction and to facilitate return to the classroom for those eligible students who must be temporarily confined at home or in a health care facility due to their medical needs, both physical and psychiatric, that do not allow school attendance for a limited period of time. Homebound services may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g. students receiving dialysis or radiation/chemotherapy; or students with other serious health conditions). Homebound services are temporary and not intended to supplant school services. Homebound services are not a guarantee that the student will progress in the academic program. Where practical and determined appropriate by the School Division, school based instructional options should be utilized including part time homebound services and online or other forms of technology.

B. General Conditions for Homebound Services

Homebound Services will be provided by the School Division for students who have been certified by a licensed physician, licensed nurse practitioner, licensed physician's assistant or licensed clinical psychologist as unable to attend public school because of a physical or emotional disability. In order to consider homebound instruction for students with mental

health disorders, the student must be actively engaged in counseling and a psychiatrist, a clinical psychologist, nurse practitioner, or physician's assistant working in a mental health facility must provide the medical documentation. If the student is referred for a mental illness, the certifying physician must be a licensed clinical psychologist or licensed psychiatrist. Students must be enrolled in the School Division to be eligible to receive homebound services.

1. Homebound referrals and services are processed by the Homebound Services Office and are for the current school year and/or for the time certified by the student's licensed physician, nurse practitioner, physician's assistant or licensed clinical psychologist within the current school year, whichever comes first. Homebound services will be approved for a time period not to exceed nine (9) calendar weeks. Extension of homebound services not to exceed four (4) calendar weeks will require review and approval by the appropriate team and office. Approval for homebound services is conditioned upon submission of all required documentation and permissions.
2. When a student is found eligible for homebound services, the Homebound Services Office will assign a homebound tutor, homebound mentor, and/or assign to an education virtual platform.
3. Students found eligible for homebound instruction will remain on the class roll and will be counted present unless the student has an unexcused cancellation of homebound tutoring sessions or refuses to comply with services (e.g., refusing to complete assignments, failing to provide dates for homebound service delivery, failing to attend or participate in services). Assignments and tests will be

provided to the homebound tutor by the student's classroom teacher(s).

4. A student who is pregnant is entitled to homebound services following delivery of her child for a period of six (6) calendar weeks. With appropriate medical documentation of complications, services may be provided prior to delivery and/or beyond six (6) calendar weeks post-partum.
5. Grades earned during homebound services, whether graded by the homebound tutor or classroom teacher, will be accepted by the student's home school and will be averaged together with all other classroom grades. On-time graduation is not guaranteed and students receiving homebound services must meet all diploma requirements for graduation.
6. Homebound services are designed so that a student does not fall significantly behind during the period of confinement. Accordingly, the hours of homebound services provided will not match school hours and priority will be given to core academic subjects rather than specialty classes (i.e., those requiring labs, special facilities or equipment) or elective classes. Homebound services will not be provided for all classes. Students receiving homebound services will be expected to complete school work outside of the presence of the homebound tutor and be prepared to participate in the instructional process.
7. Students receiving homebound services must be confined to the home. Students on homebound may not participate in school activities, sports or have a job while on homebound, unless prior approval is

obtained from the principal. Ability to participate in such activities may constitute reason to review the approval of homebound instruction and/or adjust the services provided.

8. If the School Division determines that the home setting is not appropriate for instruction and the student's condition allows, homebound services may take place at other locations determined appropriate and conducive to learning.
9. Information regarding the referral process, eligibility determination, services timelines and requirements, and other information regarding homebound services are to be found in the VBCPS ~~Procedures for Referral and Implementation of~~ Homebound Services Manual and the Virginia Department of Education's Homebound Instructional Service Guidelines.

C. Students with Disabilities

1. Students eligible for services under the Individuals with Disabilities Education ~~Improvement~~ Act (IDEIA) will have homebound services requests reviewed and approved by the student's Individualized Education Program (IEP) team, if it is determined that the student is eligible for homebound services. As part of its review and determination of a change in placement, the IEP team must review the approved medical certification of need for homebound services and determine the appropriate placement for the student based on the student's educational needs. Parental/legal guardian/eligible student consent must be obtained to amend the IEP, prior to initiation of homebound services.
2. If the IEP team determines that homebound services are appropriate, the team must include language in the IEP

that clearly defines the time period for the frequency and duration of the homebound services. The IEP may also include a statement that the IEP team will reconsider the need for continuation of services by a specified date. Homebound services provided under a student's IEP are temporary and do not constitute a permanent change in placement and are not to be considered the student's "stay-put" placement should the student's placement later be challenged through the IEP process.

3. For Section 504 eligible students, an updated Section 504 meeting must be held to document the change in placement after the referral for homebound instruction has been approved by the Homebound Coordinator. The referral document will delineate the number of homebound instruction hours the student will receive. Additionally, the Section 504 team should add a statement that addresses the fact that these services are temporary and do not constitute a permanent change in placement.

Legal Reference

Code of Virginia § 22.1-253.13:2, as amended. Standard 2. Instructional, administrative, and support personnel.

Code of Virginia § 22.1-253.13:3, as amended. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

Virginia Board of Education Regulations, 8VAC20-131-180, as amended. Off-site instruction.

Virginia Department of Education Homebound Instructional Services Guidelines (~~February 2012~~November 2018), as amended.

VBCPS ~~Procedures for Referral and Implementation of~~ Homebound Services Manual (Revised August 2012), as amended.

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APPROVED AS TO
LEGAL SUFFICIENCY

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