

Instructional Program or Service Name: Out-of-School Support

Contact: Kate Salerno/Kurt Mills

Date: 2020-21

Program Overview

Out-of-School Support (OSS) consists of homebound instruction, home-based instruction, and temporary academic support. OSS provides continuity of educational services between the classroom and home, health care facility, or other situation for a student who, because of illness or disciplinary action, is unable to attend school.

- **Homebound instruction** is provided to students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance. Referrals, that include medical documentation, may be made for students who miss a minimum of 20 consecutive school days due to a medical condition. Students who lack the stamina to attend all classes may receive homebound instruction on a part-time basis. There are also circumstances in which students may qualify for intermittent homebound services if they are only able to attend school sporadically due to medical treatments or relapses. Homebound services are mandated by the Code of Virginia.
- **Home-based instruction** is provided through the individualized education program (IEP) process for students who receive special education services and have been removed from a school setting by the Hearings Office acting on behalf of the Division Superintendent for disciplinary or other reasons. Services for home-based students are consistent with those provided to homebound students. Students suspected of having a disability also receive home-based services during the disciplinary process, pending the outcome of evaluation and determination of eligibility.
- **Temporary academic support** is available for students who are unable to attend school due to a principal's out-of-school suspension with a referral to the Division Superintendent. The goal of temporary academic support is to keep the student as engaged as possible with classroom instruction in order to minimize academic loss.

Students in the disciplinary process who receive special education services are eligible to receive temporary academic support for the period of the suspension in advance of any home-based services recommended by an IEP team. Once home-based or other IEP-determined services begin, temporary academic support is replaced by these services. As an alternative to home-based instruction, students in grades 7-12 may access on-site temporary academic support at designated locations.

Homebound and home-based instruction is typically provided by an hourly-paid teacher on a one-to-one basis. Homebound or home-based instruction is also provided by using existing and emerging technologies. Instruction for homebound students usually occurs in the home or health care setting in order to meet the needs of students who are unable to attend school for medical reasons. Instruction for home-based students occurs in the student's home, community setting, or other location. Hourly-paid homebound/home-based teachers instruct students individually in their core classes, generally five hours per week for elementary students and 10 to 15 hours per week for secondary students.

Temporary academic support is provided by OSS case managers who make regular contact with the school and family to ensure that the student continues to receive, complete, and return classwork during the entire suspension period. High school students are case managed by the systems of support advisors assigned to their schools. Middle schools, elementary schools, alternative programs, and special education centers are supported by a small number of centrally assigned case managers who are paid stipends. On-site temporary academic support is staffed by teachers who provide direct instruction to students receiving temporary academic support in order to minimize academic loss. Transportation is provided to students eligible for on-site temporary academic support.

Virginia State Code and guidelines governing homebound instruction include:

- Code of Virginia 8VAC20-131-180-Off-Site Instruction
- Code of Virginia 8VAC20-131-110-Standard and Verified Units of Credit
- Virginia Department of Education Homebound Instructional Services Guidelines

FCPS School Board regulations governing homebound/home-based instruction include:

- Regulation 2137, Instructional Services for Pregnant, Parenting, and Lactating Students
- Regulation 2140, Homebound and Home-based Instruction for Students
- Regulation 4314, Employment of Teachers for Homebound Students

Details

Out-of-school support services are available to every eligible student in Fairfax County Public Schools (FCPS).

Homebound

*Due to Covid-19, data was calculated through March 12, 2020, the last day FCPS schools served students in school settings for the 2019-20 school year. When schools transitioned to distance learning, student’s receiving services via homebound instruction participated in their classroom teacher’s distance learning plan. In certain circumstances, homebound teachers provided additional assistance to their current homebound students. Since all FCPS students participated in the distance learning plan, no homebound applications were submitted after March 12, 2020.

During the 2019-20 school year, 334 students received homebound instruction.

	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20*
Total students	527	472	458	410	334
Homebound Gen Ed	314	283	278	251	189
Homebound SPED	213	189	180	159	145

Medical conditions necessitating homebound instruction:

The most frequent cause of students' inability to participate fully in classroom instruction relates to psychiatric diagnoses. Homebound services provided for psychiatric diagnoses represented 33 percent of all students requiring homebound instruction in SY2019-20. Examples of these diagnoses include depression, anxiety, and post-traumatic stress disorders. The second most common conditions which resulted in the provision of homebound services were neurological conditions which include migraines, traumatic brain injury, and seizures; and surgery each at twelve percent. These were followed by pregnancy followed by childbirth at eleven percent.

Homebound by medical diagnosis	Number of students	% of total
Cancer	23	7
Cardiac	2	<1
Immune-Suppressed	11	3
Lyme's/POTS	24	7
Metabolic/Gastro	16	5
Multiple	24	7
Neurological	40	12
Orthopedic	8	2
Pregnancy	37	11
Psychological	109	33
Surgery	40	12
Other	0	0
Total homebound*	334	100

In SY2019-20, students received homebound services for an average of 46 days per student.

School year	Number of students	Average # of days on homebound
2015-16	527	66
2016-17	472	71
2017-18	458	64
2018-19	410	64
2019-20*	334	46

Home-based instruction and/or temporary academic support

* Data is calculated through March 12, 2020 the last day FCPS schools were in session for the 2019-20 school year. When schools transitioned to distance learning, students receiving temporary academic support and/or home-based instruction followed their classroom teacher's distance learning plan. In certain circumstances home-based teachers provided additional assistance to their current home-based students. OSS case managers periodically checked in with their students receiving temporary academic support. No new students were added to temporary academic support or home-based instruction after March 12, 2020.

During the 2019-20 school year, 251 students across Fairfax County received temporary academic support related to a disciplinary event that resulted in a suspension with a referral to the Division Superintendent.

During the 2019-20 academic school year, 173 students across Fairfax County received home-based instruction related to a disciplinary event that related in a suspension with a referral to the Division Superintendent.

School Year	FCPS Overall Enrollment	FCPS % Increase	Home-based Overall Enrollment	Home-based Overall Enrollment % Increase/ Decrease
2015-16	191932		122	
2016-17	193862	+1.00	162	+32.79
2017-18	194123	+.13	193	+19.14
2018-19	194563	+.23	250	+30.05
2019-20*	195346	+.40	173	-30.80

Assessments

Students receiving homebound instruction, home-based instruction, and temporary academic support are provided access to all required testing. Testing should be administered in school when circumstances permit.

Approved Instructional Materials

The classroom teacher will provide appropriate instructional materials and information to the homebound teacher.

The homebound teacher will utilize appropriate instructional materials provided by the classroom teacher with the student and submit the student's completed classwork to the classroom teacher.

Current and Future Areas of Focus

Students who access OSS are expected to return to school with progress commensurate with the level maintained before accessing OSS. High school students who access homebound instruction, home-based instruction, or temporary academic support will graduate or be promoted at rates that approach or exceed the district's graduation average.

OSS will continue to focus on expanding the use of existing and emerging technologies. This is necessary to provide effective and efficient instructional programs to increasing numbers of students. *The Virginia Department of Education Homebound Instructional Services Guidelines* states that, "Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means." In SY2020-21 the area of focus will be on continuing to increase the use of robotic telepresence of homebound students into classrooms and leveraging the FCPSOn initiative. All FCPS high schools and middle schools are FCPSOn schools. In FCPSOn schools, each student receives an FCPS-issued laptop. Students will be able to work on school assignments anywhere, anytime. The FCPSOn implementation approach includes strategies to provide equity to devices and access to the internet for all students.

OSS will continue to work collaboratively with school staff, parents, and private clinicians to explore, identify, and secure appropriate private clinical treatment and educational alternatives to homebound instruction for students experiencing school anxiety, school avoidance, depression, or other psychological conditions. When students are provided homebound instruction for psychological reasons, OSS, school staff, parents, and private therapists will work together to develop student resiliency so that they may return to school as quickly, safely, and responsibly as possible.

Outcome goals:

Homebound Instruction

Goal 1: By August 2021, ninety five percent (95%) of high school seniors receiving homebound instruction for a period of sixty (60) or more days during the 2020-21 school year will graduate high school.

Goal 2: By August 2021, forty percent (40%) of all high school students accessing homebound instruction, and whose curricular needs permit, will be assigned at least one online course through a VDOE approved digital curriculum, the FCPS Online Campus, and/or receive courses using robotic telepresence. Ninety percent of these students will complete these courses with a passing grade.

Home-based Instruction

Goal 3: By August 2021, ninety percent (90%) of all high school seniors receiving home-based instruction due to a referral to the Division Superintendent during the 2020-21 school year will graduate high school.

Temporary Academic Support

Goal 4: By August 2021, ninety-six percent (96%) of seniors who accessed temporary academic support or on-site temporary academic support during the 2020-21 school year will graduate high school.

Data Narrative

Homebound Instruction

Goal 1: By August 2020, ninety-five percent (95%) of high school seniors receiving homebound instruction for a period of sixty (60) or more days during the 2019-20 school year will graduate high school.

Goal 1 Results: This goal was not met as eighty-eight percent (88%) of seniors who accessed homebound instruction for sixty (60) or more days graduated from high school. The Covid19 school closures on March 12, 2020 created an abnormally small data set (n=17) of students who received sixty (60) or more days in homebound instruction. Fifteen of these students graduated and two were retained.

The total homebound senior graduation rate was ninety three percent (93%) when sixty (60) days in homebound were not calculated (N=38/41).

Goal 2: By August 2020, forty three percent (43%) of all high school students accessing homebound instruction, and whose curricular needs permit, will be assigned at least one online course through a VDOE approved digital curriculum, the FCPS Online Campus, and/or receive courses using robotic telepresence. Ninety percent of these students will complete these courses with a final grade of B or higher.

Goal 2 Results: This goal was met. Due to Covid19 and the FCPS's Distance Learning Plan (DLP), more than ninety percent (90%) of homebound high school students accessed school virtually through use of telepresence platforms alongside their peers or accessed VDOE approved digital curriculum, online campus, and/or robotic telepresence and received a grade of B or higher.

Home-based Instruction

Goal 3: By August 2020, ninety percent (90%) of all high school seniors receiving home-based instruction due to a referral to the Division Superintendent during the 2019-20 school year will graduate high school.

Goal 3 Results: This goal was met as one hundred percent (100%) of seniors receiving home-based instruction due to a referral to the Division Superintendent during the 2019-20 school year graduated high school. The Covid19 school closures on March 12, 2020 created an abnormally small data set (N=9/9).

Temporary Academic Support

Goal 4: By August 2020, ninety percent (90%) of seniors who accessed temporary academic support or on-site temporary academic support during the 2019-20 school year will graduate high school.

Goal 4 Results: This goal was not met as eighty eight percent (88%) of seniors who accessed temporary academic support or on-site temporary academic support during the 2019-20 school year graduated high school (N=23/26).