

Out-of-School Support

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 including chronic medical conditions and students who may be transitioning between special education placements. 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 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.

Homebound and home-based instruction is typically provided by an hourly-paid teacher on a one-to-one basis. Instruction for homebound and home-based students may occur in the home, virtually, within a health care setting, a public library, or a community center. Hourly-paid homebound/home-based teachers instruct students individually in their core classes, generally up to five hours per week for elementary students and up to 10 to 12.5 hours per week for secondary students to support core content area instruction.

Temporary academic support is provided by temporary academic support 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 (SOSA) 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 available for some students who are going through the discipline referral to the Division Superintendent process. With hearing office permission select students may attend this program where teachers provide instructional support in the student's core classes.

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](#)

Overall Data

During the 2022-23 school year, 1205 students received homebound/based instruction or temporary academic support.

	SY2017-18	SY2018-19	SY2019-20	SY2020-21*	SY2021-22	SY 2022-23
Total students	1012	1064	763	148	833	1205
Gen Ed	517	525	348	66	410	639
SPED	495	539	415	82	423	566

83% of students (n=995) accessed homebound/based services virtually in SY 22-23, including 1:1 virtual instruction with a homebound/based teacher, concurrent instruction, and accessing digital curriculum.

3% of students (n=35) accessed homebound/based services primarily due to a Covid related justification including inability to get vaccinated due to health concerns and general safety concerns regarding immunosuppressed students accessing in-person instruction during this time.

5% of students (n=57) accessed an adapted curriculum via homebound/based services in SY 22-23. In SY 2022-23, students accessing an adapted curriculum (n=57) received services for an average of 116 days per student.

Homebound Data

During the 2022-23 school year, 517 students received homebound instruction.

	SY2017-18	SY2018-19	SY2019-20	SY2020-21*	SY2021-22	SY 2022-23
Total students	458	410	334	113	479	517
Homebound Gen Ed	278	251	189	63	275	315
Homebound SPED	180	159	145	50	204	202

Medical conditions necessitating homebound instruction:

The most frequent cause of students' inability to participate fully in classroom instruction relates to psychological diagnoses. Homebound services provided for psychological diagnoses represented 41% of all students requiring homebound instruction in SY2022-23. Examples of these diagnoses include depression, anxiety, and post-traumatic stress disorders. The second most common condition which resulted in the provision of homebound services (13%) was neurological conditions which include migraines, traumatic brain injury, and seizures. The third most common conditions were surgery and pregnancy both at 9%.

Homebound by medical diagnosis	Number of students	% of total
Cancer	32	6
Cardiac	12	2
Immune-Suppressed	29	6
Lyme/POTS	26	5
Metabolic/Gastro	25	5
Multiple*	3	.5
Neurological	65	13
Orthopedic	11	2
Pregnancy	47	9
Psychological	212	41
Surgery	46	9
Other**	9	1.5
Total homebound	517	100

*The category “multiple diagnoses” largely consists of medically fragile students with complex medical situations who are receiving services for IDS (Intellectual Disabilities-Severe).

**“Other medical issues” include different medical situations each impacting three or fewer students.

In SY 2022-23, students received homebound services for an average of 61 days per student.

School year	Number of students	Average # of days on homebound
2017-18	458	64
2018-19	410	64
2019-20	334	46
2020-21	113	67
2021-22	479	63
2022-23	517	61

Home-based and Temporary Academic Support Data

During the 2022-23 school year, 213 students received home-based instruction. 76% of students (n=162) received home-based instruction related to a disciplinary event that resulted in a suspension with a referral to the Division Superintendent. Students with chronic medical needs (n=27) account for 13% of students served and those transitioning between special education placements including Multi-Agency placements (n=24) account for 11%.

School Year	FCPS Overall Enrollment	FCPS % Increase	Home-based Overall Enrollment	Home-based Overall Enrollment % Increase/ Decrease
2017-18	194123	+.13	193	+19.14
2018-19	194563	+.23	250	+30.05
2019-20	195346	+.40	173	-30.80
2020-21*	176909	-0.94	27	-84.39
2021-22	188363	+6.47	142	+425.93
2022-23	188551	+0.10	213	+50.00

During the 2022-23 school year, 464 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.

	FCPS Overall Enrollment	FCPS % Increase/ Decrease	Temporary Academic Support Overall Enrollment	Temporary Academic Support Overall Enrollment % Increase/ Decrease
2018-19	194563	+0.23	399	+12.07
2019-20	195346	+0.40	251	-37.09
2020-21	176909	-0.094	8	-96.81
2021-22	188363	+6.47	211	+2537.5
2022-23	188551	+0.10	464	+119.43

Current 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 SY 2022-23, the area of focus will be on continuing to increase access to classrooms via concurrent and virtual instruction and expand access to digital curriculum for all high school students. Additionally, OSS will focus on proactive family engagement to gain needed feedback to fully support students academically and emotionally when they are unable to attend school.

Outcome Goals SY23-24:

Goal 1: By August of 2024, 95% of high school seniors receiving homebound instruction for a period of 60 or more days during the 2023-24 school year will graduate high school.

Goal 2: By August of 2024, 90% of high school seniors receiving home-based instruction or temporary academic support for a period of 60 or more days during the 2023-24 school year will graduate high school.

Goal 3: By August of 2024, there will be a 5% increase in percentage points of students receiving instruction virtually with a homebound/based teacher.

Goal 4: By August of 2024, 20% of all high school students accessing homebound and home-based instruction will be assigned at least one online course through digital curriculum.

Goal 5: 90% of high school students accessing homebound and home-based instruction using

digital curriculum will complete the courses with a passing grade.

Goal 6: By August 2024, OSS will survey 100 families following the completion of homebound and/or home-based services, to gain feedback and insight into their experiences.

Data Narrative SY 22-23:

Homebound Instruction

Goal 1: By August 2023, 95% of high school seniors receiving homebound instruction for a period of 60 or more days during the 2022-23 school year will graduate high school.

Outcome: This goal was not met. 90% of high school seniors who accessed homebound instruction for 60 or more days (n=19 / 21) graduated from high school.

Students who accessed homebound services and did not graduate in this sample experienced severe medical complications. OSS will continue to closely collaborate with school teams and families to explore options for medical withdrawal when appropriate for students who are unable to access homebound instruction due to the severity of their medical conditions.

Goal 2: By August of 2023, 90% of high school seniors receiving home-based instruction or temporary academic support for a period of 60 or more days during the 2022-23 school year will graduate high school.

Outcome: This goal was not met. 88% of high school seniors receiving home-based instruction or temporary academic support for 60 or more days (n=7 / 8) graduated from high school.

Students who accessed home-based services and did not graduate in this sample experienced chronic absenteeism. OSS will continue to closely collaborate with school teams and families to inform them when attendance issues arise for proactive intervention.

Goal 3: By August of 2023, there will be a 10% increase in percentage points of students receiving instruction virtually with a homebound/based teacher.

Outcome: This goal was met. In SY 21-22, 70% of students (n=585 / 833) received virtual instruction, including 1:1 virtual instruction with a homebound/based teacher, concurrent instruction, and accessing digital curriculum. This year, 83% of students (n=997 / 1205) received virtual instruction, including 1:1 virtual instruction with a homebound/based teacher, concurrent instruction, and accessing digital curriculum. This is a percentage increase of 13%, exceeding the anticipated goal of a 10% increase.

Goal 4: By August of 2023, 25% of all high school students accessing homebound and home-based instruction will be assigned at least one online course through digital curriculum, FCPS Online campus, or Virtual Virginia.

Outcome: This goal was not met. 434 total high school student accessed homebound/home-based instruction this year and of these, 74 students received instruction through digital curriculum. 17% of all high school students accessed an online course through homebound/home-based instruction this year.

The implications for the goal include a continued focus on expanding access for all students to digital curriculum including home-based students and students with disabilities who do not access this option as often as their general education peers. OSS will develop a plan to provide additional information and support to social workers to encourage all students to access digital curriculum as appropriate.

Goal 5: 90% of high school students accessing homebound and home-based instruction using digital curriculum or FCPS online campus will complete the courses with a passing grade.

Outcome: This goal was not met. 212 courses were attempted, and 23 courses resulted in a non-passing grade. 89% (n=189) of attempted courses were completed with a passing grade.

Students who accessed digital curriculum courses and did not pass in this sample were experiencing intensive medical and psychiatric issues that required residential treatment. While they had access to the courses, many could not fully participate and complete work due to the nature and severity of their difficulties. Next year, we will continue to encourage the use of digital curriculum for students accessing homebound and home-based instruction and work closely with social workers to make sure they are fully supported. Providing adequate support for students accessing these technologies to successfully complete courses will continue to be a priority for OSS.