

**MARTINSVILLE CITY PUBLIC SCHOOLS  
HOMEBOUND INSTRUCTIONAL SERVICES  
GUIDELINES**

Adapted from the Virginia Department of Education  
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# **GUIDELINES FOR HOMEBOUND INSTRUCTION**

## **Revised August 2020**

The Board of Education through the regulations establishing *Standards for Accrediting Public Schools in Virginia* requires in 8 VAC 20-131-180 that:

Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program committee must revise the IEP, as appropriate, to direct off-site instruction. Credit for the work shall be awarded when it is done under the supervision of a teacher licensed by the Board of Education and meets the requirements of 8 VAC 20-131-110.

Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribe by 8 VA 20-131-30.

### **Local Policies and Procedures**

Martinsville City Public Schools (MCPS) should establish policies and procedures for homebound instruction. These policies should include, at a minimum, the following:

- The process for implementing and discontinuing services
- Required documentation (i.e., certification of medical need for homebound instruction)
- The process for extending services beyond the original requested time frame
- Timelines
- Hours of instruction
- Methods for resolving disputes regarding homebound instructional services
- The use of online methods of instruction
- The administration of Standards of Learning (SOL) tests while receiving services
- The student's ability of participate in extra-curricular activities, non-academic activities, community activities, and work while receiving homebound instruction.

## Overview of Services

MCPS is responsible for providing instructional services for public school students who must be temporarily confined at home or in a health care facility. MCPS is also responsible for providing homebound services to a student enrolled in the school division who is confined in another county or city in Virginia and to qualified students confined in another state, if those students meet homebound eligibility requirements. Students must be enrolled in order to receive homebound instruction.

The goals of homebound services are to sustain continuity of instruction and to facilitate the student returning to school. Homebound instructional services are not a guarantee that the student will progress in the academic program.

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 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).

## Eligibility for Homebound Services

Eligibility for homebound instructional services should be a collaborative decision between the treating health care provider, parent/guardian, and school personnel. Prior to requesting homebound services, the parent/guardian should explore options for school-based instruction with school personnel. If homebound services are needed, approval of services is based upon a completed medical certification of need.

The medical certification of need is the health care provider's documentation of the student's illness, treatment plan, and the estimated length of recovery time. The certification must be fully completed, **including** parental permission to contact the treating physician or licensed clinical psychologist, in order for the student to be considered for homebound services. The school division reviews all requests for completeness of information and appropriateness of the request and will follow up with the treating physician or licensed clinical psychologist to clarify the need for homebound instruction versus school-based instruction with appropriate accommodations, as necessary. Homebound services are for student illness/injury only; services are not appropriate to compensate for absences related to family care or illness.

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*. 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 instruction and determine the appropriate placement for the student based on the student's educational needs. Parental consent must be obtained to amend the IEP, prior to initiation of homebound services.

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. The IEP Team should add a statement that addresses the fact that these services are temporary and thus do not constitute a permanent change in placement and are not the "stay put" placement should the IEP Team and parents later disagree over the continuation of homebound services.

### **Initiation of Service**

The medical certification of need is submitted by the parent/guardian school's homebound coordinator. Homebound instruction should be initiated as soon as possible following receipt of a complete certification, but no later than five instructional days upon **approval** of the request. In cases where the student has an IEP, the certification should be promptly transmitted to the IEP Team by the homebound coordinator for review and determination of a change in placement for the student.

When administrative processing delays the initiation of homebound services, efforts to provide homebound services should be documented and delays explained to the parent/guardian.

### **Types of Homebound Services/Settings for Services**

Homebound services may be provided on a daily basis for students whose acute illnesses prevent them from attending school for a short period of time. Some students have chronic illnesses that may "flare up" necessitating shorter, more frequent periods of time away from school. For these students, it is appropriate for the physician or licensed clinical psychologist to request intermittent homebound services. These are services that would start and stop, based on pre-defined triggers. Examples of students who may require intermittent homebound services are those with cancer, while they are receiving chemotherapy or are immune suppressed; or, children with sickle cell disease who are in "crisis." The homebound instructional services for these students should be individualized to minimize the interruption of instruction. School divisions may wish to consider whether or not to allow students with such conditions to present certification from the doctor for longer than the suggested nine calendar weeks. For these students, it may be appropriate to extend medical certification for the duration of the condition.

Based on the premise that instruction should take place in the school setting to the fullest extent possible, MCPS encourages part-time homebound instruction for students who can tolerate less than a full day in the classroom setting. This is a transition strategy for students who have been on extended homebound or who lack the endurance for a whole day in the school setting.

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.

### **Review and Termination of Service**

Students receiving homebound instruction should return to school-based instruction as soon as possible. Homebound services are not approved for periods in excess of nine calendar weeks. If it is necessary for homebound instruction to continue beyond nine weeks, an extension or reauthorization form, including treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting, will be required from the treating health care provider to document the need for extended services.

The homebound teacher will assist the student, family, and school personnel with the student's transition back to the classroom setting. However, other support staff, such as the school nurse, school counselor, IEP case manager, or school psychologist, may be more appropriately assigned to the student for transition purposes depending on the nature of the student's needs.

If a student has an IEP, the IEP Team must amend the IEP upon the ending period of homebound services in order to either return the student to the school setting or continue the homebound placement.

### **Hours of Homebound Instruction**

Homebound instruction is designed so the student does not fall significantly behind during the period of confinement. 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. Every effort will be made to ensure academic progress; however, course credit must still be **earned** according to class requirements. Priority will be given to core academic subjects. Specialty classes (i.e., those requiring labs, special facilities or equipment) may not be comparable. Elective courses are not guaranteed.

**Figure 1**

| <b>Homebound Instruction IS:</b>  | <b>Homebound Instruction IS NOT:</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• <b>Designed so that the student does not fall significantly behind during the period of confinement</b></li><li>• <b>Interactive; the student is expected to participate in the instructional process and complete assignments</b></li><li>• <b>Expected to include homework</b></li><li>• <b>Intended to make every effort to ensure academic progress</b></li><li>• <b>Intended to provide priority to core academic subjects</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Intended to supplant school services</b></li><li>• <b>Expected to have all work completed in the presence of the homebound teacher</b></li><li>• <b>A substitute for course credit that must be earned according to class requirements</b></li><li>• <b>A guarantee that specialty classes (i.e., requiring labs, special facilities or equipment) will be comparable</b></li><li>• <b>Automatically inclusive of elective courses</b></li><li>• <b>A guarantee of on-time graduation; all diploma requirements must be met for graduation</b></li></ul> |

The following represents the minimum hours of instruction to be provided. These hours may not be applicable in all instances (i.e., for students with IEPs, the IEP Team determines the hours required in accordance with the student’s educational needs).

1. Elementary school students – one hour per day
2. Middle school students – eight hours per week
3. High school students – two hours per core academic subject per week; other accommodations on an individualized basis

## **Responsibility for Provision of Services**

### **The School Division**

MCPS responsibilities in the provision of homebound instructional services include:

1. Developing policies and procedures for providing homebound services
2. Designating an individual to coordinate the services for the school division, including supervision of instruction provided
3. Submitting an annual report for reimbursement
4. Employing teachers licensed to teach in Virginia
5. Facilitating the return of the student to school
6. Providing services in a timely manner
7. Ensuring the continuity of instructional services to the student
8. Ensuring that students who receive homebound services are included in Virginia’s State Assessment program

### **The Program Coordinator**

The individual designated to coordinate homebound services for a school division is a vital link in the appropriate provision of services. MCPS shall include processes for the following activities in its local procedures:

1. Documenting the receipts of requests for homebound instruction
2. Validating requests for homebound instruction or for students with IEPs, submitting such requests to the IEP Team for determination of a change in placement
3. Communicating the status of the request to appropriate school personnel
4. Coordinating the overall provision of services in a timely manner
5. Considering the possibility of available technology (distance broadcasting, robotics, etc.) for the student to participate in certain classroom activities from home
6. Verifying ongoing treatment and/or therapy and monitoring progress towards transition back to the school setting
7. Facilitating the student's return to instruction in the classroom
8. Completing the annual report
9. Providing oversight of instruction
10. Documenting that students who receive homebound services are included in Virginia's State Assessment program

### **The School Homebound Coordinator and Classroom Teacher**

A student receiving homebound instruction is maintained on the class roll. The classroom teacher with the assistance of the school homebound coordinator will:

1. Provide the homebound teacher with appropriate instructional materials and information
2. Be responsible for grading procedures in collaboration with the homebound teacher
3. Maintain close contact with the homebound teacher or the program coordinator supervising online instruction to monitor the instructional progress of the student
4. Collaborate with the homebound teacher about the curriculum and appropriate instructional strategies

### **The Student/Parent/Guardian**

1. Notifying the school division that homebound services may be needed, discussing the process for initiating services, and signing a release of information form so the school can share information with the physician about homebound services prior to the official request being made
2. Obtaining the medical certification of need from the physician or licensed clinical psychologist requesting homebound services and completing parental signature forms in order to begin homebound instruction
3. Having a responsible adult in the home during the entire period of instruction
4. Providing adequate facilities for teaching (quiet room without interruptions, with a table, chairs and appropriate supplies) or provide transportation to another agreed upon facility
5. Having the student ready for instruction at the time designated by the homebound teacher

6. Supervising daily homework
7. Notifying the teacher, prior to the scheduled visit, if there is a contagious illness in the home or if there is an emergency
8. Keeping all appointments with the homebound teacher (excessively missed appointments may result in suspension of services for general education students and may relieve the school division from providing make-up services to students with disabilities)
9. Making every effort to complete school assignments
10. Advising the homebound teacher of any change in the student's status that would necessitate modification or termination of homebound services
11. Notifying the school division coordinator of missed appointments or tardiness by the homebound teacher
12. Following the health care provider treatment plan by keeping appointments, therapy sessions, and so forth.

## **The Homebound Teacher**

### **Professional Qualifications**

An individual employed as a homebound teacher or supervising online instruction must hold a teacher's license issued by the Virginia Board of Education (*Code of Virginia* § 22.1-299). Homebound teachers must be employed and supervised by designated officials of the school division. A homebound teacher should have a broad background of professional training and experience to adapt instruction to each student's needs. Teachers engaging in academic instruction in the home should also be able to adjust to a variety of home situations and be knowledgeable of cultural uniqueness.

### **Teacher Qualifications for Teaching Homebound Instruction for Students with Disabilities**

In determining the appropriate teacher to provide homebound instruction for students with disabilities, the same requirements that must be met for "in school" instruction must be met for those students receiving instruction at home. Matching teacher credentials/qualifications to student needs will need to be done on a case-by-case basis.

.If the person delivering the service does not meet all of the qualifications, he or she must be supervised by someone who does and is actively involved in the child's case; i.e., the homebound teacher must receive direct supervision concerning the child and instruction from a highly qualified teacher.

### **Responsibilities of the Homebound Teacher**

Persons serving as homebound teachers must:

1. Maintain close contact with the student's teachers, counselor, or the program coordinator to receive and implement appropriate educational programs;
2. Use assignments and materials provided by the classroom teacher or supervisor of instruction;

3. Maintain an accurate record of the hours of instruction provided for each assigned student and file such information with the Executive Director of Special Education and Student Services;
4. Submit the student's completed work to the designated school representative prior to the end of the grading period and maintain written documentation of work completed with the homebound records, and
5. Document any instructional time that is interrupted because of the child not being available for the instruction period.

The homebound teacher is an essential part of the team of persons who provide materials and instruction to enable the homebound student to maintain academic progress while not attending the regular school program. Homebound instruction is a modification of the general education program. It is the homebound teacher's responsibility to grade academic assignments during the time the student is receiving homebound services. If work is returned to the classroom teacher for grading, prompt feedback to the homebound teacher and student is expected, and necessary, in order to ensure progress in the academic program.

### **Role of Physician or Clinical Psychologist Providing Certification**

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. At the time of the initial request, the physician or clinical psychologist providing medical certification of need for homebound instruction must provide in writing to the school division the following:

1. Name of the student
2. Certification that the student is "confined at home or in a health care facility"
3. Nature and extent of the illness, including whether the condition(s) prohibit attendance for a full day or a portion of the day
4. Date of examination or diagnosis
5. Whether the illness is chronic or intermittent
6. Accommodations the school could make that would allow the student to attend
7. Any particular aspects of the illness that may impact the way in which instruction is delivered (e.g., the student will be unable to write or type)
8. Estimated date of return to school (the parent and health care provider should be informed that if this date is beyond nine calendar weeks, additional steps must be taken as outlined below)
9. Ongoing treatment and/or therapy being provided
10. Frequency of treatment and/or therapy
11. Specific plans to transition the student back to the school setting
12. Signature, date, office address, and phone number

Since homebound instruction is not intended to supplant school services, if it is necessary to extend homebound instruction beyond the initial time frame or longer than nine calendar weeks, a transition plan is required outlining the following:

1. Name of the student
2. Justification for the extension of homebound instruction
3. Additional time homebound instruction is anticipated
4. Specific steps planned to return the student to classroom instruction
5. Changes in amount and kind of activity for the student during extended homebound instruction
6. Signature, date, office address, and phone number

## APPENDIX A

### The Glossary of Terms and Phrases

**Confined** – the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and absences from home are infrequent, of relatively short duration, or to receive health care treatment. The definition does not apply to situations wherein students are confined due to discipline or non-medically based situations.

**Eligible Student** – a student enrolled in a public school for which the need for homebound instruction has been appropriately documented and certified.

**Home-based Instruction** – means services that are delivered in the home setting (or other agreed upon setting) in accordance with the child’s Individualized Education Program (8 VAC 20-80-10). The student’s IEP Team makes this placement decision based upon the student’s educational needs and consideration of the student’s least restrictive environment. Medical certification is not necessary for such a placement and no reimbursement is provided for these services. Also known as **administrative homebound**, this type of instruction may be provided to students who are removed from school by the division for disciplinary or other reasons.

**Homebound Instruction** – academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon medical certification of need by a licensed physician or licensed clinical psychologist. For a student with a disability, the IEP Team must determine the delivery of services, including the number of hours of services.

**Home Instruction** – instruction of a child or children by a parent or parents, guardian, or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the *Code of Virginia* (COV). This instruction may also be termed home schooling. (COV § 22.1-254.1, 8 VAC 20-80-10)

**Home Tutoring** – instruction by a tutor or teacher with qualifications prescribed by the Virginia Board of Education, as an alternative to attendance in a public or private school and approved by the division superintendent in accordance with the provisions of the *Code of Virginia*. This tutoring is often used as an alternative form of home schooling but is not home instruction as defined in 22.1-254.

**Interim Homebound** – homebound services that start and stop, based on pre-defined triggers for students with chronic illnesses that may “flare up” necessitating shorter, more frequent periods of time away from school.

**Licensed Clinical Psychologist** – a psychologist licensed by the Virginia Board of Psychology. For the purposes of eligibility, the licensed clinical psychologist must either be in a treatment

relationship or establishing a treatment relationship with the student to meet requirements for requesting homebound services.

**Licensed Physician** – an individual who has been licensed by his/her state Board of Medicine to practice medicine. In regard to the provision of homebound services, it is expected that the physician will only certify those conditions that fall within their documented experience and training.

**Licensed Teacher** – an individual who has met all the current requirements for a teacher in the Commonwealth of Virginia and holds a license from the Virginia Board of Education, or, if teaching online, a license from Virginia or another state.

**Medical Certificate of Need for Homebound Instruction** – physician or licensed clinical psychologist's written documentation of the medical need for homebound instruction. The certification shall include, but not be limited to, the current illness requiring the student to be confined at home, estimated date of return to school, and the plan of treatment.

**Nurse Practitioner** – a registered nurse who has met the requirements for licensure as stated in 18VAC90-30-60 et seq. Nurse practitioners are registered nurses with additional education and are jointly licensed by the Boards of Nursing and Medicine.

**Psychiatrist** – an individual who has been licensed by the Virginia Board of Medicine and trained to practice in the science of treating mental diseases. A psychiatrist is a medical doctor (M.D.).

**Regular School Year** – the period of time between the opening day of school in the fall and the closing day of school for that school term.

**Student with a Disability** – is one who has been found eligible for special education and related services in accordance with federal and state regulations governing special education.

**Temporary** – existing for a short time, or for a limited time. The term implies an arrangement established with the intent of preparing the student for returning to school as soon as possible. It is expected that the time determined for homebound services will be based on the premise that every student should be maintained in the regular school setting to the greatest extent possible.

**Transition Plan** – plan provided by the licensed physician or licensed clinical psychologist to explain the need for extended homebound instruction. The plan shall include: name of the student, justification for the extension of homebound instruction, additional time homebound instruction is anticipated, and specific steps planned to return the student to classroom instruction.

**APPENDIX B**  
**Homebound Instruction Medical Certification of Need**

Homebound instruction shall be made available to students who are **confined** at home or in a health care facility for periods that would prevent normal school attendance (8VAC20-131-180). The term “**confined at home or in a health care facility**” means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and, absences from home are infrequent, for periods of relatively short duration, or to receive health care treatment. Students receiving homebound instruction may not work or participate in extra-curricular activities, non-academic activities (such as field trips), or community activities unless these activities are specifically outlined in the student’s medical plan of care or the Individualized Education Program (if applicable).

**To be completed by the licensed physician or licensed clinical psychologist providing care to the student for the condition for which the services are requested.**

1. Name of Student:
2. Name of School:
3. Grade:
4. Nature and extent of illness:
5. Date of examination or diagnosis of this illness:
6. Is the student confined at home or in a health care facility? Yes  No
7. Could this child attend school if accommodations are made by the school? Yes  No   
If yes, please list the accommodations required. If no, please explain:
8. Estimated date of return to school:
9. Explain ongoing treatment and/or therapy being provided:
10. Frequency of treatment:

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Signature of Licensed Physician/Clinical Psychologist Date

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Print Physician/Psychologist Name Telephone Number

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Office Address City, State, and Zip Code

Students may receive instruction in the home, a health care facility, or any other approved facility as agreed upon by the school division and parent or student who has reached the age of majority (eligible student). If it is necessary for homebound instruction to continue beyond nine weeks, an extension or reauthorization form, including treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting, will be required.

**To be completed by the parent/guardian or eligible student.**

Name of Parent/Guardian or Eligible Student:

Home Phone:

Work Phone:

Cell Phone:

Street Address:

City:

State:

Zip Code:

**Acknowledgement/Release:** I acknowledge this request and agree with the need for homebound services. I further acknowledge that the requested homebound services for students receiving special education services shall be subject to review by the student's IEP Team pursuant to the *Individuals with Disabilities Education Act*. I will provide an environment conducive to learning, ensure that a responsible adult is in the home for the duration of instruction, or provide transportation to another agreed upon facility. I will keep appointments with the homebound teacher or contact the teacher or homebound coordinator if an appointment must be missed.

I understand that the local school division has established policies and procedures for homebound instruction that provide more detail than this certificate of need.

By my signature, I authorize the release and exchange of medical information between the health care provider, listed on the reverse side, or his/her designee, and school division personnel. My signature provides the health care provider(s) with the authorization necessary to disclose protected health information and records regarding said student as it pertains to the condition for which homebound instructional services are being requested. This authorization may be withdrawn at any time in writing.

**Please note: This form, including parental permission to contact the treating physician or psychologist, must be fully completed in order for the student to be considered for homebound services. If you have questions about completing this form, please contact:**

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**Signature of Parent/Guardian or Eligible Student**

**Date**

## APPENDIX C

### Frequently Asked Questions and Answers

The following Frequently Asked Questions are provided to assist school divisions. The answers supplied are general and may vary depending upon other facts involved in an individual case.

**Question: Can either the school division or parents appeal the appropriateness of the services or the certification?**

**Answer:** Decisions about the appropriateness of services can be made after all the facts and other information have been collected. While no formal appeal procedure is set in the handbook, in special education cases there are dispute resolution options available to resolve the issue through complaints, mediation, or a due process hearing. Visit [Resolving Disputes](#) on the VDOE website.

**Question: If a student lives in one school division in Virginia but attends school in another division or another state, which division has the responsibility for providing homebound services if they are needed?**

**Answer:** For general education students, eligibility for homebound services is based upon the student's enrollment in public school and the inability to attend school. Responsibility for providing services rests with the public school division in which the student is enrolled. Enrollment is based on the residency requirement set forth in the *Code of Virginia* (§22.1-3). For students with disabilities under IDEA, enrollment is not a prerequisite for the provision of a free appropriate public education (FAPE). Responsibility for the provision of services in such cases should be determined in accordance with the provisions of 8 VAC 20-81-30.

**Question: If two or more eligible students need instruction in the same subject at the same time and they live in the same home, such as a foster home or other group living facility, can they be instructed in a group?**

**Answer:** In this instance, it is reasonable to provide homebound services in a group setting, unless age and grade level or other circumstances unique to a student's condition would dictate a one-to-one situation. For students with disabilities, this arrangement must be determined to be appropriate by the IEP Team and listed in the student's IEP.

**Question: When students enrolled in a public school are hospitalized in health care or psychiatric facilities that provide no education service, is the school division obligated to provide homebound instruction in the health care facility?**

**Answer:** Eligibility for homebound services is based upon the student's enrollment in a public school and the inability to attend school. Responsibility for providing the homebound services, regardless of location, is with the public school division where the student is enrolled, or for students with disabilities, by the school division indicated in 8 VAC 20-81-30. School divisions may contract with other school divisions to provide homebound services when distance is a factor.

**Question: Will the VDOE reimburse a school division for homebound services for a student to remain at home to care for a newborn child?**

**Answer:** No. The VDOE can only provide reimbursement for the eligible student (mother) until such time as the student is recovered and able to return to school. Homebound services are for student illness/injury only; services are not appropriate to compensate for absences related to family care or illness.

**Question: Will the VDOE reimburse a school division for providing homebound instruction to a group of pregnant teenagers at a school location?**

**Answer:** No. The VDOE will only reimburse school divisions for providing homebound services to students confined to home or health care facility for medical reasons. If a student is able to attend school to receive educational services, the student is not eligible for homebound instruction.

**Question: Does the VDOE reimburse a school division for homebound services for a student parentally placed in a private school?**

**Answer:** No, homebound services are provided only to students enrolled in public schools.

**Question: Should students in schools using block scheduling receive more homebound services than other secondary school students?**

**Answer:** The number of hours of services a student receives is designed to meet the needs of the individual student, and determined by the school division representative or IEP Team for a student with a disability.

**Question: Does the VDOE reimburse school divisions for special education students who need homebound services?**

**Answer:** Yes, but the VDOE will reimburse school divisions for homebound instruction provided only to those students for whom there is a complete certification of need by a licensed physician or a licensed clinical psychologist and the IEP Team has determined the delivery of homebound instructional services.

**Question: Does the VDOE reimburse school divisions for expenses incurred in providing homebound instruction to special education and general education classroom students for reasons other than medical concerns (discipline, home-based instruction, or non-medically based situations)?**

**Answer:** No.

**Question: Can a student's schedule be modified while on homebound?**

**Answer:** Yes, a student's schedule can be modified.

**Question: Is it appropriate to assume a student will receive course credit for instruction received?**

**Answer:** Instruction is provided for students to progress in courses. While every effort is made to encourage academic progress, course credit is not guaranteed for students receiving homebound instruction.