



CLAYTON COUNTY PUBLIC SCHOOLS

HOSPITAL HOMEBOUND

2023-2024 Standard Operation Procedures (SOP) Manual



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CLAYTON COUNTY PUBLIC SCHOOLS

2023-2024 HOSPITAL HOMEBOUND STANDARD OPERATION PROCEDURES (SOP)



The Standards of Operation Procedures (SOP) Manual is made available through the Hospital Homebound Department (HHB), a division of Student Support Services in Clayton County Public Schools' (CCPS). CCPS is committed to ensuring the continuity of education for all eligible HHB scholars. While HHB services are provided to eligible students who are confined to the home, hospital, or a healthcare facility for medical reasons, HHB is a temporary provision and HHB students are expected to attend school as soon and as much as medically possible.

This SOP manual is designed to provide clarity and direction for the implementation of a HHB model that ensures the delivery of effective instruction and continued academic success of the HHB scholars. Successful HHB support also requires ongoing communication between parents/guardians, classroom and HHB teachers, counselors, healthcare providers, other school personnel, and stakeholders.

For answers to HHB questions and to request HHB forms, please email the HHB Department at quintella.harrell@clayton.k12.ga.us., log on to the HHB website at: https://www.clayton.k12.ga.us/departments/student_services/hospital_hospital., or call 678-817-3119.

Clayton County Public Schools Mission Statement:

The mission of Clayton County Public Schools is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.

Clayton County Public Schools Vision/Aspiration Statement:

The vision of Clayton County Public Schools is to prepare ALL graduates to have the skills to pursue and accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

The Five Priorities

1. Cultivate A School Safety Culture & Promote A Positive Working Environment
2. Increase Academic Achievement
3. Bolster Financial Stability
4. Strengthen Organizational Structure
5. Enhance Infrastructure & New Facilities

Professional Agreements

As a valued leader and team member with an important role to play in the overall success of Clayton County Public Schools, I consent and will adhere to the following professional agreements.

- I will own my work. At its core, taking ownership at work means taking initiative and responsibility for your growth and the success of your team or organization. In practice, taking ownership at work means being proactive, solution-oriented, accountable, and committed to continuous improvement.
- I will be collegial. I will respect others and collaborate with team members to solve problems. I will identify issues and be transparent about issues within my department. I will be forthcoming and honest when reporting challenges within my division or department.
- I will treat subordinates with respect. I will treat others the way I expect to be treated.
- I will listen to others. I will respect and hear the thoughts and opinions of others.
- I will exhibit professionalism. I will be punctual to work. For you to expect punctuality with your school teams, you must ensure you are the role model in this area. I will dress professionally. Dress the part. Professional dress is the requirement on most days with exceptions for special days designated by the superintendent or Division Heads. These exceptions should not be the norm.
- I understand that working from home is only an option when designated for all. Face-to-face meetings and onsite work are the norm for the organization. Working from home is only an option when designated for all.
- I will create and adhere to a culture of accountability. My team and I agree to be held accountable for understanding and doing our work assignments timely and in an effective manner.

Strategic Goal: Goal 4

To provide high quality, equitable support services delivered on time and within budget to promote high performance in the Clayton County Public Schools

Table of Contents

SECTION ONE: Hospital Homebound Policy and Procedures

Forward.....	5
Overview - GA State Board of Education Rule 160-4-2-.31).....	6
Background of Hospital Homebound Education	7
Hospital Homebound(HHB) Student Definition.....	7
Hospital Homebound Support vs. Home School Instruction	7
Hospital Homebound Referral Process.....	7
Summary of Hospital Homebound Referral Process.....	8
Hospital Homebound Eligibility Criteria	10
Hospital Homebound Eligibility for Pregnant Students.....	11
Options for Eligible Hospital Homebound Students	11
Educational Service Plan (ESP)	12
Individual Education Plan (IEP).....	13
HHB ESP/IEP Meeting Participants.....	13
HHB Approval Process.....	14
Hospital Homebound Enrollment	15

SECTION TWO: Hospital Homebound Instruction

Overview of Hospital Homebound Instruction.....	16
HHB Teacher Qualifications.....	16
Types of Hospital Homebound Instructional Support.....	17
Full-Time Hospital Homebound Instructional Support.....	17
Intermittent Hospital Homebound Instruction.....	17
Intermittent /Full-Time Hospital Homebound Instructional Support	17
Modified Schedule.....	17
Organization Structures for HHB Teachers.....	18
Extended Day Hospital Homebound Teachers.....	19
HHB Instructional Objectives.....	19
HHB Instructional Delivery.....	20
HHB Instructional Delivery Strategies.....	20
Locations of HHB Instructional Service.....	22
Curriculum and Materials.....	22
Assistive Technology	23
Assessments.....	23
Grades, Progress Reports, and Report Cards	24

SECTION THREE: HHB Roles and Responsibilities

District Responsibilities.....	25
HHB Teacher Responsibilities.....	25
Student Responsibilities	27
Parent/Guardian responsibilities.....	27
Hospital or Medical Facility Responsibilities.....	27
Home School Responsibilities.....	28
DES Case Manager Responsibilities	

SECTION FOUR: HHB Attendance

Attendance Recordkeeping.....	28
Attendance Coding.....	28

SECTION FIVE: Continuing, Extending, and Terminating Hospital Homebound Support

Extension and Continuation of Services	30
Returning to School.....	30
Termination, Dismissal, and Withdrawal from Hospital Homebound.....	31
Implications for Future Consideration for HHB Instruction.....	32

SECTION FIVE: Appendices

A. Glossary and Links.....	33
B. Georgia State Board of Education Administrative Rule.....	37
C. Frequently Asked Hospital Homebound Questions/Answers	39
D. Directions for Submitting Hospital Homebound Forms	45
E. Hospital Homebound Forms.....	45
I. Hospital Homebound Student Referral/Authorization Release/Parental Guidelines	
II. Medical Certification Form	
III. Medical Certification Form for Psychiatric Diagnosis.....	
IV. Hospital Homebound Re-Entry Form	
V. Hospital homebound Letter to Parents	

Forward

CCPS Hospital Homebound (HHB) Standard Operation Procedure

The intent of the Clayton County Public Schools(CCPS) Hospital Homebound (HHB) Standard Operation Procedure (SOP) is to provide a seamless roadmap for determining HHB eligibility, planning for instructional delivery, and providing HHB instructional support to eligible HHB students. This manual is fully aligned with the vision and mission of CCPS and connects with CCPS's broader curricular goals. Additionally, the purpose of this manual is to:

1. Provide a clear, written and detailed outline and layout of HHB services
2. Increase the efficiency of HHB
3. Minimize the possibility of errors
4. Deliver consistent outcomes
5. Serve as a blueprint for new and existing HHB educators, students, parents, and stakeholders.

It is recommended that HHB teachers, classroom teachers, school counselors, and attendance specialists refer to this manual as a guide for HHB instructional support services and recording HHB attendance. Although the manual is not a substitute for training, the procedures and guidelines within would establish a viable framework for the provision of homebound instruction.

Overview of Hospital/Homebound (HHB) Services
adapted from [Georgia State Board of Education Rule 160-4-2-.31](https://www.gadoe.org/Curriculum-Instruction-and-Assessment)
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment>

Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time (10 consecutive or intermittent school days). HHB 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). Students must be enrolled in a public school in Georgia to receive HHB services.

HHB services are not intended to supplant (replace) regular school services and are, by design, temporary. This program is not for remediation and is not designed to provide students with time to make up for previously missed assignments. It cannot duplicate the comprehensive classroom experience. Instruction is minimal and normal progression that would be expected through classroom instruction in the school setting cannot be guaranteed.

Ensuring continuity of the educational process of HHB students and keeping them as current as possible with classroom instruction often necessitates prioritizing and limiting the content areas to be taught by the homebound teacher based on the medical needs and limitations. The student's inability to attend school for a minimum of 10 consecutive or intermittent school days due to medical or psychiatric reasons must be certified by the licensed physician or psychiatrist who is currently treating the student for the diagnosis presented. The term "licensed physician" includes one who is qualified to assess the student's physical or psychiatric condition. The term is not limited to medical doctors and licensed psychiatrists. Physician assistants and nurse practitioners working under the direct supervision of the medical doctor, may also sign the medical certification statement instead of the physician; however, the name and license number of the licensed physician must be noted on the Medical Certification Form in addition to the signature of the physician's Assistant or nurse practitioner.

Students who have been evaluated and deemed eligible by qualified school board personnel for hospital homebound (HHB) services are entitled to all the rights and protections of the Individuals with Disabilities Education Act (IDEA), including a free appropriate public education (FAPE).

Background/History of Hospital Homebound

Homebound education started in 1939 in Newton, Iowa. At that time, homebound instructional support was provided by telephone. Homebound instruction by telephone continued until late 1958 when the Council for Exceptional Children (CEC) created the Division of Educators of Homebound/Hospitalized Children. Today, even with the advances in technology, the HHB delivery model is the most restrictive educational setting because, due to medical limitations and restrictions, HHB students are removed from other students.

Understanding the significant restrictive impact of the HHB delivery model, the HHB remains committed to using the best resources and instructional strategies available to provide the most effective instructional support in the least restrictive environment. Therefore, whenever appropriate, and in consideration of the medical limitations and restrictions, HHB recommends an intermittent, virtual, or modified instructional delivery mode, with the appropriate accommodations, for ambulatory students who are able to receive instruction in a school-like setting like a public library, community center, or recreational facility.

Hospital Homebound(HHB) Student Definition

A HHB student is a student who has been referred, deemed eligible, approved, and enrolled in HHB. Additionally, a HHB student has a diagnosis, physical or psychiatric, that has been certified by a Georgia licensed physician or psychiatrist as acute, catastrophic, chronic in nature, due to a persisting medical problem, or due to an injury. The Georgia attending physician/psychiatrist or licensed designee must anticipate that the certified diagnosis will confine the student to home, hospital, or medical facility and restrict activities for an extended period of time. CCPS defines that length of time as ten or more consecutive or intermittent days (5 days on a modified or block schedule).

Hospital Homebound Support vs. Home School Instruction

Hospital/Homebound instruction is not the same as Home Instruction. Home instruction is provided to special education students who are unable to leave home to attend school due to a severe medical condition, mobility impairment, or with severe behavioral challenges. While home instruction may occasionally be considered a short-term placement option, home school has a different set of eligibility criteria. In both Hospital Homebound and Home-school, a student's prevailing medical needs often limit the student's availability for the instruction or services. For additional information about Home School, please consult with your DES Coordinator or LTSE.

Hospital Homebound Referral Process

It is the responsibility of the parent /guardian, emancipated minor or authorized referring party to contact the school counselor, student's home school, or HHB to request HHB support as soon as it

is **anticipated** that the student will be absent for ten or more school days(or five days on a modified schedule) due a severe, prolonged, or chronic illness or injury. Referrals are usually made by the parent or student 18 years and older however the hospital, treatment facility, school nurse, supervising school nurses, school social worker, guidance counselor, physician/ psychiatrist, health care technicians, and DFACS may also make referrals.

The home school counselor is the first point of contact. An administrator or school nurse may also assist the referring party and provide required HHB forms. The required forms include 1) The HHB Student Referral/Authorization Release/Parental Guideline Form, and 2) the HHB Medical Certification Form(for all diagnoses other than psychiatric) or the Medical Certification Form for Psychiatric Diagnoses. The forms may also be obtained from the HHB department. The request can be made by phone at 679-917-3119, email quintella.harrell@clayton.k12.ga.us, or log on the HHB website at: https://www.clayton.k12.ga.us/departments/student_services/hospital_hospital.

A summary of the Hospital Homebound Referral Process is below.

1. Contact the student's guidance counselor or HHB to obtain the HHB Student Referral/Authorization Release/Parental Guideline Form and the appropriate HHB Medical Certification Form.
2. The school counselor will fill in the demographic information on the HHB Student Referral/Authorization Release/Parental Guideline Form and give it to the parent/guardian, emancipated minor, or student 18 years of age or older to initial and sign.
3. Once the HHB Student Referral/Authorization Release/Parental Guideline Form is filled out by the counselor and signed by the parent, the school counselor will take it to an administrator to get a signature and. send the form to HHB.
4. If the hospital or medical facility makes a referral, the HHB lead will coordinate the completion of the HHB forms with the school counselor and parent. **Please note:** Children's Healthcare of Atlanta(CHOA) has its own state/district approved HHB Student Referral, Medical Certification Form, and Authorization Release Forms. The parent/guardian must sign CHOA's HHB Referral Form in order for the student to be considered for HHB services. The parent's signature authorizes the release of medical information to HHB for educational purposes. CHOA also requires the parent's signature on an Authorization for the Release of Medical Information Form.
5. The parent/guardian, emancipated minor, or student 18 years of age or older should take the HHB Medical Certification or the Medical Certification Form for Psychiatric Diagnoses Form, whichever is appropriate, to the Georgia licensed physician/psychiatrist treating the student for the presenting diagnosis
6. The attending physician or psychiatrist must anticipate that the student will be absent for a minimum of ten (10) consecutive days per year or the equivalent on a modified calendar or indicate that the student has a chronic health condition that will result in the student being absent for a minimum of ten (10) nonconsecutive days. In some intermittent cases, a student should be absent for at least three school days, consecutive or

intermittent, for each occurrence before being deemed eligible for HHB services. The decision is left to the discretion of the HHB lead.

7. The Medical Certification Form or The Medical Certification Form for Psychiatric Diagnoses must be completed in its entirety, signed, and submitted by the licensed physician/psychiatrist currently treating the student for the diagnosis presented. The Medical Certification for Psychiatric Diagnosis should also list the name of the medications the student is taking and the impact of each on the student's ability to focus and receive instruction. Occasionally, a statement from a specialist may also be required.
8. Both medical certification forms must contain a statement that addresses the following information:
 - a. That the student is anticipated to be absent for a minimum of ten consecutive school days per year or the equivalent on a modified calendar due to the documented medical condition; or
 - b. That the student with chronic and long-term illness is anticipated to be absent for at least ten days intermittent days or the equivalent on a modified calendar which need not be consecutive; and
 - c. That describes the disabling condition or diagnosis with any medical implications for Instructional services.
 - d. That the student is able to participate in and benefit from an instructional program; and
 - e. That the student can receive instruction without endangering the health and or safety of the instructor or other students with whom the instructor may come in contact.
9. The completed Medical Certification Form or Medical Certification Form for Psychiatric Diagnoses should be faxed or emailed directly from the office of the attending physician/psychiatrist to the school counselor or emailed to the HHB department at quintella.harrell@clayton.k12.ga.us. Copies will not be accepted.
10. HHB will process the HHB forms and send written notification of the approval status to the school counselor and parent/guardian.

An incomplete application may cause a delay in services. An unsigned application will not be processed.

HHB Eligibility Criteria

Eligibility for HHB is determined after the HHB lead and/or designees review and evaluate a referred student's HHB forms and medical documentation to establish if there exists a need

for specially designed instruction due to his/her medical diagnosis, needs, limitations, and or restrictions. Georgia State Board of Education Rule 160-4-2-. 32 - Hospital/Homebound (HHB) Services, deems a student eligible for HHB instruction when all of the following criteria are met:

- The student must be enrolled in CCPS (K-12) prior to the referral for HHB
- The parent, guardian, primary caregiver, emancipated minor, or student over 18 must sign the HHB Student Referral, Authorization of Release of Medical and Educational Information, and Parental Guidelines Forms. These signed forms authorize HHB to receive and review medical and educational information required to evaluate the need for Hospital/Homebound instruction, Medical and educational information are essential in determining initial and continued HHB eligibility, both full-time and intermittent of the student receiving services.
- A Georgia licensed physician/psychiatrist must complete, sign, and submit a Medical Certification Form or Medical certification for Psychiatric Diagnosis that includes the following:
 1. A description of the disabling condition with any medical implications for instruction
 2. A statement that the student is unable to attend school for at least 10 days (5 on a block schedule), “Start Date” and End Date”.
 3. A plan of treatment and re-entry to school, including effect(s) of medication
 4. Recommendations regarding re-entry to school
 5. The estimated duration of the condition or a prognosis(“Start Date” and “End Date”)
- The signed Medical Certification Form or Medical Certification form for a Psychiatric Diagnosis should also state the following:
 - A. That the student is under medical care for illness or injury, which is acute, catastrophic, or chronic in nature
 - B. That the student is expected to be absent from school for at least 10 consecutive school days (or the equivalent on a block schedule) due to a physical or psychiatric condition, or for at least 10 school days (or the equivalent on a block schedule), which need not run consecutively, due to a chronic condition
 - C. That the student is confined to the home or hospital
 - D. That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact
 - E. That the student will be able to participate in and benefit from an instructional program
 - F. That the student does not have a communicable disease.

HHB Eligibility for Pregnant Students

The Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services, states the following Title IX statement pertinent to pregnancy-related medical conditions:

“The eligibility criteria for pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery shall be treated as any other temporary medical condition/disability. If the school does not have a leave policy for students, or in the case of a student who does not otherwise qualify for leave under the policy, the school shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student’s licensed physician.”

HHB recognizes that while the medical condition(s) or complications necessitating services may be related to pregnancy, the pregnancy, in and of itself, does not constitute HHB eligibility. As such, pregnant students must satisfy the same eligibility requirements as students who are not pregnant. In addition to the diagnosis, the attending physician or nurse midwife must provide the estimated delivery date; and the estimated length of time the student will be confined to home or hospital and certify that there exists a specific medical condition, in addition to pregnancy, that necessitates HHB service.

A pregnant student is eligible for post- partum HHB instructional support. The length of HHNB support is determined by the type of delivery, medical condition of the mother, and/or recommendations from the attending physician.

Options for Eligible HHB students

Whenever possible, placement options other than full-time HHB placement may be considered for the students. Other examples of placement options for a HHB eligible student are intermittent, intermittent/full-time, full-time/intermittent, or a modified school schedule or enrolled virtual courses.

If the determination is made that the student is not eligible for HHB, the parent is provided written informed notice of ineligibility, in accordance with Georgia State Board of Education Rule 160-2-.31.

The HHB Department makes the final determination of a student’s eligibility and approval for HHB instructional support services. Full consideration will be given to the signed medical documentation submitted by the attending physician. However, a recommendation for HHB by a treating physician does NOT guarantee Hospital Homebound approval.

Educational Service Plan (ESP)

Once approved, a Hospital/Homebound student must have an Educational Service Plan (ESP). The plan is developed by a team consisting of the hospital homebound teacher, parent (or designee), a lead supervising nurse, the school counselor, an administrator, and the 504 or IEP team. The ESP is individualized and details how hospital homebound instructional support will be delivered to each student. The plan must include the following information:

- Student demographics
- Certified Medical Diagnosis
- Anticipated length of absence
- Recommendation for Full-time or Intermittent HHB •
- Medical Limitations, restrictions
- Accommodations recommended by licensed physician/psychiatrist •
- Instructional delivery method (direct instruction, virtual learning, etc.)
- Location of instruction
- Name of adult or designee required to be present during HHB session,
- Names and signatures of all participants in the meeting
- Re-entry plan for student
- Testing participation plan with special accommodations for students with an IEP or 504 plan

Individual Education Plan (IEP)

The IEP provides information that will be helpful to the HHB teacher(s) in supporting and maintaining academic progress until the student is well enough to return to the school setting. While the medical documentation should be considered for instructional implications, the medical Certification form is not an appropriate source for determining the present levels of a HHB student's performance.

An IEP meeting is held for students with a current IEP and who have been determined eligible for HHB services. During the meeting, the IEP must be revisited and revised to reflect a change in the delivery of instruction. HHB will be in full compliance with the student's accommodations, modifications, assistive technology needs, and other related services received prior to being referred for HHB support. Although there may be changes in delivery strategies due to the medical limitations and restrictions, HHB will comply with the accommodations, modifications and related services that are in place.

HHB/IEP Participants

The IEP team with a reasonable number of participants shall include:

The parent(s) of the student

At least one general education teacher of the student

The HHB teacher. This teacher will provide HHB services for the student

A representative of the school district who is

- qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities,
- is knowledgeable about the general curriculum,
- is knowledgeable about the availability of resources in the school district
- An individual who can interpret the instructional implications of evaluation results who may also be a member of the team as listed above

At the request of the parent or the school district, other individuals or advocates who have knowledge or special expertise regarding the student.

The IEP/HHB team will consider the special factors, including medical factors, that could affect the student, including:

- Behavioral issues that hinder the student's learning
- Language needs of the student as those needs relate to the student's IEP
- Braille instruction for students who are blind or visually impaired
- Communication needs
- Assistive technology devices and service needs

If the HHB/IEP team determines that the student needs assistive technology to benefit from HHB instruction, a referral for an assessment should be made. HHB is not obligated to provide therapy related to the certified injury or illness. Therapy services provided by CCPS are based on educational, not medical, needs.

HHB Approval Process

1. Once the required forms are received, they should be submitted to the HHB Lead or authorized designed for review.
2. The HHB Lead or appropriate designee will review the application to ensure that the student meets the minimal eligibility requirements and contact the school counselor and HHB teacher with the HHB approval status.
3. Within five school days of receiving the completed *Hospital-Homebound Student Referral/Authorization of Release/Parental Guidelines* **and** *Medical Certification Form* or *Medical Certification Form for Psychiatric Diagnoses*, the appropriate HHB personnel shall notify the parent, guardian, emancipated minor or student 18 years of age or older of the time and place of the school team or IEP meeting to discuss HHB services. A video conference or other electronic communication may be considered a meeting.
4. The school team or IEP team will develop an Educational Service Plan (ESP) for each designated HHB student. This plan must address the disabling condition, anticipated length of absence, accommodations and modifications recommended by the licensed physician, instructional delivery method, location of instruction, adult parent designee if the student is under 18 years of age, team members participating, and strategies for the student's reentry to school upon his or her return.
5. The plan must give all parties enough information to adequately serve the student's needs.
6. For hospitalized students, a contractual agreement between the LEA and hospital that provides the instructional services shall be enter into a contract prior to the hospital providing HHB services.
7. If the doctor does not address reentry on the medical referral form, HHB may want to contact the doctor directly. If such information is not provided, the school team can develop the reentry plan without doctor input.

8. A minimum of three hours of instruction per week must be provided. The ESP shall identify the number of hours necessary to meet the instructional needs of the student. To comply with the Georgia State Board of Education Rule 160-4-2-.31 HHB Services and meet attendance requirements. HHB can provide additional instructional hours. That is a local option on behalf of CCPS.
9. The ESP shall identify the appropriate course load for the student during the approved period of HHB instruction. It is noted that HHB instruction is not structured to supplant the regular school day and may, therefore limit the number and type of classes offered.
10. Parents/guardians of students, emancipated minors, or students 18 years of age or older who are hospitalized must follow the application process in order for the LEA to provide HHB services in the hospital setting.

Hospital Homebound Enrollment

A student is officially enrolled in HHB after all participants sign the Educational Service Plan (ESP) forms and the ESP Meeting is adjourned. The HHB teacher and counselor will notify all classroom teachers and the attendance clerk. The attendance clerk will receive the following information

- ✓ Student Name/Student Number
- ✓ HHB Teacher contact information
- ✓ Type of HHB instructional support the student will receive
- ✓ Full-time, Intermittent, Intermittent/Full-time or Full-time/Intermittent
- ✓ HHB “Beginning Date”
- ✓ HHB “End Date”

SECTION TWO: Hospital Homebound Instruction

Overview

The purpose of HHB services is to meet the student’s special educational needs during confinement to the home or hospital. Every attempt is made to maintain continuity of curriculum and learning by providing an appropriate instructional program. This continuity is attained by parents, home school personnel, and HHB personnel working together to meet the needs of the student who is ill.

HHB services should be viewed as a temporary intervention and are not intended to replace the classroom experience. It is understood that the student’s health care needs are the first priority. A student confined to home or hospital often does not perform as well academically as in the regular classroom setting. Steps must be taken to provide an instructional program that does not interfere with the student’s health or well-being while, at the same time, motivating the student to continue to learn.

Materials, instructional methods, and length of instruction may vary, but the same curriculum standards taught throughout the district are to be taught to students receiving HHB services. Although there are no regulations concerning the number of courses that must be provided

by HHB or the number of instructional hours, emphasis should be placed on keeping the student current in required courses.

A modified curriculum may be used for students with significant cognitive disabilities. For these students, the IEP team may decide that the general curriculum is inappropriate and document on the IEP that the student is following a modified curriculum. Every attempt should be made to match the modified curriculum being taught in HHB to the student's school classroom.

HHB Teacher Qualifications

An individual employed as a Hospital/Homebound teacher in CCPS must hold a Georgia teacher's certification. The HHB teacher must be employed and supervised by a designated official of the LEA. To adapt instruction to the individual needs and medical limitations of each HHB teacher, all HHB teachers have a broad background of professional training and experience.

HHB teachers are also able to adjust to a variety of home situations and be knowledgeable of cultural diversity existing within his or her community. HHB teachers providing educational services in a hospital must also hold Georgia teacher's certification and possess similar characteristics as CCPS teachers.

Types of Hospital Homebound Instructional Support

The type of HHB instructional support provided to students will fall in one of the categories below.

- Full-Time Hospital Homebound Instructional Support
- Intermittent Hospital Homebound Instruction
- Full-Time/Intermittent Hospital Homebound Instructional Support
- Intermittent /Full-Time Hospital Homebound Instructional Support

Full-Time HHB Instructional support is provided for students, regular and special education students with a certified injury illness or medical diagnosis that confines them to the home or hospital for an extended period time (over ten consecutive days) which significantly impacts their education. Full-time HHB students are unable to leave the home or hospital due to the medical limitations. Georgia Department of Education's HHB guidance states that a full-time HHB student may not be employed in any capacity, go on vacation, or regularly participate in extracurricular activities. If the student violates any of these stipulations, then services may be terminated. Full-time HHB students must be re-evaluated every 9 weeks to see if full-time HHB services should continue. While a full-time HHB student usually receives up to 3 hours of HHB instruction per week, this may vary, depending on the severity of the injury or illness.

Intermittent HHB Instructional support is provided to HHB students with chronic health conditions to have HHB services whenever it is anticipated that they will be absent for a minimum of ten consecutive school days or for intermittent periods anticipated to exceed ten

school days during the school year (Ex: sickle cell anemia, diabetes, kidney) In most cases, a physician may recommend and certify that a student attend school on an intermittent basis due to a chronic medical or mental health condition and indicate the attendance parameters based on the illness or injury of the student. HHB students receiving intermittent services should be absent a minimum of three consecutive days before HHB services will be provided, unless the student has a chronic illness requiring long-term intermittent services, such as sickle cell anemia. Intermittent HHB students should attend school when the medical condition is not active. If an intermittent HHB student misses extensive consecutive days of school, then the HHB lead or teacher will reach out to the physician's office for more information and schedule a meeting to revisit the ESP.

Full-time/Intermittent HHB instructional support is provided at the physician's recommendation. Initial instructional support will be provided on a full-time basis and gradually (at the time specified by the attending physician) changes to intermittent support. This time of support is usually provided when a student has surgery and as the student recovers or receives rehab, the student will be able to attend school intermittently.

Intermittent/Full-time instructional support is provided intermittently until the student undergoes surgery or a medical procedure that requires the student to become confined to the home or hospital for an extended period of time.

HHB Instructional Objectives

All HHB instruction is provided in compliance with the guidelines set forth in Georgia State Board of Education Rule 160-4-2-.31 - Hospital/Homebound (HHB) Services.
<https://www.gadoe.org/CurriculumInstruction-and-Assessment/CTAE/Documents/HHB-Guidelines.pdf>.

Objectives for HHB include but not be limited to the following: may include the following:

- * Continuity of the educational process
- * Academic achievement consistent with ability and current level of performance
- * Preparation for reentry into an appropriate educational setting when health permits
- * Development and/or retention of good study habits

Additionally, to ensure the continuity of education for our HHB students and to work within the confines of their unique medical restrictions and limitations to support their specific needs, HHB will:

- Design/deliver instruction with specific medical needs, limitations, and restrictions in mind.
- Serve students in the least restrictive educational environment
- Maintain high expectations of all HHB students
- Create and use engaging strategies for delivering HHB support
- Input data on the HHB Student Achievement Instrument

- Compile, analyze, and share data gained from the HHB Student Achievement Instrument for diagnostic and planning purposes
- Periodically review the HHB Student Achievement Instrument
- Communicate with the classroom teachers regularly.
- Review test taking and time management skills, when necessary
- Maintain an environment that promotes active engagement within the scope of the medical limitations and restrictions
- Engage in relevant and ongoing staff development.

Organization Structures for HHB Teachers

The HHB department puts forth every effort to assign HHB teachers to the subject area consistent with their certification, strengths, expertise, and training. The following factors are considered when determining a model for HHB instruction:

- The average number and age of HHB students served annually
- The average distances traveled and the time allowed for travel
- Travel reimbursement rates
- An instructional schedule that includes planning time
- A HHB instructional plan that is documented on each teacher's calendar and updated as soon the instructor is notified of the change.

The following are options for the HHB instructional Staff

- Full-time HHB instructors
- The advantages of this model are that it provides for the following:
 - Instruction during the regular school hours, reaching the student at peak learning time
 - Experience and training of teachers whose only responsibility is HHB students
 - Expedient scheduling of HHB students
 - Teacher training opportunities specific to the needs of HHB students
 - Availability of HHB materials and equipment
 - Professional collaboration focused on the needs of HHB students

Extended Day HHB Teachers

Extended day HHB teachers are full-time CCPS teachers approved to serve HHB students with IEP's after normal school hours. Extended day DES teachers are a vital part of providing HHB services. The advantages of this model are that it provides for the following:

- Flexible scheduling for the specific medical need of HHB students when a parent can only provide an adult in the home during the late afternoon or early evening
- Availability of expert certified personnel for DES students with specific medical and educational needs.

- An option for CCPS when HHB student enrollment increases suddenly (epidemics and pandemic)
- Expanded pool of instructional expertise
- An option for middle-sized or small school districts that do not have the student enrollment to support a full-time HHB staff
- An option for districts to supplement full-time staff when student enrollment is large
- Greater parental contact with knowledge of daily classwork and activities when the extended day HHB teacher is also the classroom teacher

HHB Instructional Delivery

Research reveals that serious chronic illnesses have a detrimental impact on academic achievement, school attendance, and student engagement, leaving affected students at risk of failing to meet their educational potential (Glasner, Stern, Sferdensch, & McCabe, 2010). The absence of documented collaboration on HHB services and data on the perceived effectiveness experienced by both the HHB providers and recipients of HHB instruction place HHB students at a greater risk of academic failure (Irwin, M. et.al, 2014; Lum, A. et.al, 2017). In an effort to mitigate this risk, HHB will do the following:

1. Improve collaboration between HHB, schools, parents, hospitals, healthcare facilities, and CCPS' Circle of Support
2. Make every attempt to provide greater access to the CCPS curriculum for HHB students.
3. Demonstrate that HHB remains relentlessly focused on meeting the needs of our HHB population by creating a HHB strategic plan that is directly aligned with the strategic goals outlined in CCPS' Strategic Improvement Plan.
4. Seek to increase academic achievement for HHB students in CCPS as evidenced by district, state, and assessment results.
5. Encourage parents and emancipated HHB students to create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
6. Create an instrument developed by HHB to determine the overall effectiveness of HHB instructional support on HHB student achievement. The instrument will also take in consideration the impact of various factor that influence the effectiveness of HHB support (severity of diagnoses, attendance, technology, engagement, completion of assignments, etc.).

HHB teachers are required to add all instructional sessions on a calendar to be shared with the Director of Student Services, HHB lead teacher, and other HHB staff. HHB teachers must document each instructional session including the time, activities completed, performance on each task, future assignments forms, irregularities, and the name of the adult present for the instructional session. HHB teachers will also enter data on HHB students' progress, and report such information to administrators.

HHB Instructional Delivery Strategies

When students are away from school for prolonged periods of time due to medical conditions, there is a greater need for special accommodations and a variety of delivery strategies. Parents, HHB teachers and classroom teachers at a HHB student's home will work together to pursue a variety of instructional strategies, including technological innovations to assist the HHB student maximize achievement while confined to home or hospital. Distance learning includes, but is not limited to, the following: The following can instructional delivery strategies will also be used with instruction for HHB students:

The following instructional delivery strategies will also be used to instruct HHB students:

- Scheduled one-on-one instructional sessions
- Telephone or visual connection with the regular classroom
- One-on-one Zoom or Google meet
- E-mailed assignments
- Web-based conferencing
- Document sharing over the Web
- CCPS' Virtual School, Edgenuity, Georgia Virtual,
- Other CCPS approved virtual platform

Students enrolled in a CCPS' Virtual program who get injured or receive a diagnosis of a chronic illness may apply for short-term or intermittent HHB. Accommodations, such as extended time and reduced assignments, may be available to virtual students approved for intermittent HHB.

The following modes of delivery should be considered to serve students in the least restrictive environment (LRE). Students can be:

- Served exclusively through HHB services
- Served exclusively in the hospital
- Served between the HHB teacher and hospital teacher
- Served intermittently between the school and HHB (e.g., a student with a chronic condition)

Served part-time in the home school and part-day through HHB services. An intermittent HHB student who is medically diagnosed as chronically ill must have a 504 to be considered for a modified schedule that allows the student to attend for as many hours per day or days per week as recommended by the attending physician, HHB, and home school. HHB will provide instructional support services when an eligible student has been approved to attend school on a modified schedule.

The following is also pertinent to all the delivery and provision of HHB instructional support.

1. HHB instructional delivery shall focus on the core subjects, i.e., reading, language arts, mathematics, science, and social studies. However, elective courses may, at the discretion of the LEA, be included in HHB instruction for graduating seniors.

2. All HHB teachers, whether serving in the home, library, recreational center, hospital or health care facility, must hold Georgia teacher's certification and be employed and supervised by a designated official of CCPS. The HHB teacher should have a broad background of professional training and experience so that he/she will be able to adapt instruction to each student's needs. Additionally, the HHB teacher must be able to adjust to a variety of home situations and be knowledgeable of cultural diversity that exists in Clayton County. All HHB instructional support is based on the agreement as set forth in the Educational Service Plan (ESP) and IEP (if applicable) and shall take into consideration the cognitive ability and medical condition of the student.
3. HHB instruction can be offered on a one-on-one basis or in a small group at the home of the student, at the hospital, at the health care facility where the student is confined, or other locations as identified by the ESP such as a public library, community center, or recreational facility. HHB instruction may be in person or through district approved online learning platforms such as the Georgia Virtual School.
4. A minimum of three hours of instruction per week. HHB instructional delivery shall focus on the core subjects, i.e., reading, language arts, mathematics, science, and social studies. However, elective courses may, at the discretion of the LEA, be included in HHB instruction for graduating seniors or students participating in online learning courses such as the Georgia Virtual School or other approved courses, the HHB teacher may facilitate the learning process, monitor assignments and provide tutoring assistance as defined in the ESP. Participation in an online course will meet the requirement of the minimum of three hours of HHB instruction per school week for the HHB student to be considered present by the school.
5. HHB teachers shall provide direct delivery of the course materials provided by the student's classroom teacher. The classroom teacher is required to provide the HHB teacher the following: a course syllabus, assignments on Canvas, tests, and any supplementary materials (i.e., study guides for quizzes/tests, chapter notes, etc.) in a timely manner. Grades will be assigned by the classroom teacher
6. All state mandated tests shall be administered unless the student is approved to take the assessment in the homeschool. The decision to administer final examinations shall be included in the ESP.
7. Full credit shall be given for work completed as stipulated in the ESP.

Locations of HHB Instructional Services

The following settings are appropriate for providing instruction to students determined eligible for HHB services. An adult must be present and the HHB teacher cannot transport a student to or from any instructional location.

1. Instruction in a hospital in Clayton County—The hospital administrator or designee in a Clayton County hospital and the HHB teacher will establish a schedule for teacher visits and provide appropriate space for the HHB teacher and student to work. Such procedures may be established and confirmed through an interagency agreement.

2. Instruction in a home—The parent, guardian, or primary caregiver provides a quiet, clean, well-ventilated setting where the teacher and student will work; ensures that a responsible adult is present; and establishes a schedule for student study between teacher visits that takes into account the student’s medical condition and the requirements of the student’s coursework. For the protection of both the student and the teacher, the presence of a responsible adult is always required.
3. Instruction in a hospital outside Clayton County. CCPS contracts with the hospital for instructional support to be provided by a state certified teacher in the hospital/facility outside of Clayton County. CCPS pays the contracted hospital/facility. These procedures must be established through a contractual agreement
4. Instruction in a psychiatric facility where the facility’s administrator or designee provides appropriate space for the HHB teacher and student to work and allows for the establishment of a schedule for student study between teacher visits. CCPS, HHB, and the medical facility must establish and agree on these procedures before instruction is provided.
5. Other settings—when unique circumstances dictate the need for instruction to occur outside the hospital or home setting. CCPS makes these decisions on an individual basis.

Curriculum and Materials

Instruction through HHB is intended to enable students with medically diagnosed conditions to continue to receive a planned educational program when regular school attendance is not possible. The approved district/statewide curriculum should be followed. CCPS will provide a set of teacher manuals for all district-adopted instructional materials. The student’s home school should be responsible for providing the student’s laptop and classroom instructional materials. The parent is responsible for getting the school supplies.

Assistive Technology (AT) Equipment

- If the student enrolled in public school has an IEP developed prior to enrollment in HHB, then the student must be provided all technology and services stated in the IEP unless the IEP team, upon placement in HHB, decides differently.
- A student enrolled in public school who did not have an IEP prior to enrollment in HHB, but for whom the IEP team thinks AT is necessary, must be referred for assessment.
- District procedures for an assistive technology evaluation must be followed to determine the student’s need for AT and base their recommendations on the results of the evaluation.
- The student must be provided with all assistive technology determined by the evaluation team and stated in the IEP at no cost to the parents.
- It is a requirement that a device, textbooks, and materials be available to all HHB students. Visually impaired HHB students may be eligible for books in accessible formats (braille, large print, or audio).
- It is a requirement that a device, textbooks, and materials be available to all HHB students. Visually impaired HHB students may be eligible for books in accessible formats (braille, large print, or audio).

Home School Support

HHB students will receive the specially designed instructional support outlined on the Educational Service Plan. Instructional support for HHB students with an IEP, 504, and/or related services will be determined through both the ESP and IEP. However, all HHB students are provided specialized instruction with consideration of the medical restrictions, effects of the student's medications, and medical limitations. The home school should provide the following

- Course Syllabus
- Lesson Plans
- Special Project assignments along with a rubric
- Copies on all assignments for classroom or online platforms
- Deficiency Letters
- Grade Reports in a timely Manner

HHB will put forth every effort to provide instruction parallel to what is currently being taught in the student's classroom. Teachers or guidance counselors may be contacted to obtain assignments and materials. Instruction should not be delayed because of a lack of response from the school.

Assessments

All state mandated tests shall be administered to HHB students unless:

1. The student is approved to take an alternate assessment as stipulated in the Educational Service Plan (ESP)
2. The school's HHB designee, the school's testing coordinator, the classroom teachers and the homebound teacher will arrange for the administration of required testing. If the HHB student is ambulatory, he/she will return to his/her local school on each of the testing days to complete the required testing.
3. The attending physical/ medical team completed and submitted a letter requesting a waiver from the district/state mandated assessment for medical reasons and the district approved the request.

Grades, Progress Reports, and Report Cards

The HHB student's classroom teacher is the teacher of record and, in most cases, is responsible for assigning grades to HHB students. The following exceptions are applicable:

If a student is receiving HHB services through a virtual platform, then the HHB teacher is responsible for reporting all grades to the school counselor. If a student is co-enrolled, then each respective teacher will report on student performance.

Work completed with the HHB teacher will be submitted to the classroom teacher to be graded and uploaded in Infinite Campus. Once the work product is graded, the classroom should return the work to the homebound teacher to ensure that the HHB student receives timely and is getting regular and relevant feedback on academic performance. When appropriate, the HHB teacher may provide frequent updates to the classroom teacher about the student's medical condition. The classroom teacher should be informed of the HHB student's progress frequently and the classroom teacher should inform the HHB teacher of the student's grades in a timely

manner. Grading HHB students demands strong communication and effective collaboration between the classroom teacher, HHB teacher, counselor, and at times, an administrator. .

Since not all classroom activities will be appropriate in a homebound setting, some assignments may be eliminated, altered, or replaced for a student in the homebound setting. While course requirements for the individual student may be revised by the classroom teacher, standards must be met for the student to earn course credit. If the student is receiving Hospital/Homebound instruction via online courses, then the home school's virtual teacher will oversee the student's progress and grades. The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the classroom teacher in collaboration with the HHB teacher. Academic progress reports and grades are to be reported to the parents by the teacher of record at the home school. HHB students may receive an "Incomplete" on the report card until all required assignments are completed.

SECTION THREE: Roles and Responsibilities

School District

The district is responsible for maintaining documentation that a teacher's credentials have been examined and the teacher is certified and eligible for employment. Teachers are employed and supervised by the local school district. All teachers working in the HHB program must hold current GAPSC certification.

A broad competency base for the HHB teacher is of utmost importance. The teachers who work with students of varying educational and cultural backgrounds and with many kinds of disabilities and capabilities should be able to adjust to versatile environments .

CCPS will ensure

- Compliance with district, state, and federal regulations related to students with disabilities
- Provision of an educational program for students in need of HHB services
- Instructional delivery to eligible students by a qualified and certified staff
- Assess to the general curriculum with accommodations or modifications as identified in the 504 or IEP
- District and/or statewide assessment of HHB students

HHB Teacher Responsibilities

Hospital/Homebound teachers have the unique responsibility of serving as liaisons between the HHB student and the school to help ensure the continuity of education. The goal is to provide a continuous educational program for all ill or injured HHB students . through the combined efforts of a HHB teacher, classroom teacher, school counselor, school administrators, and the parent, a continuous educational program for all ill or disabled students. Symptoms associated with HHB students' medical diagnoses often complicate the learning process to an extent that specially designed instructional procedures are necessary. In such cases, the HHB teacher may need to work closely with the regular classroom or special education teacher. Additionally, HHB teachers should:

- Demonstrate broad knowledge of curriculum:
- Be able to deliver basic-to-advanced content instruction
- Be knowledgeable of educational alternatives and strategies to meet individual student needs
- Be knowledgeable in the content area or level for which he/she is providing instruction
- Assess each student's situation and additional factors affecting student performance such as the:
 - Effects of medication
 - Severity and nature of the illness
 - Impact of family stress
 - The home or hospital environment
 - The length of absence prior to the referral to HHB

- The length of time the student is expected to receive HHB instruction
- The requirements of the courses the student is taking
- Be sensitive to the stress that the student's illness may be causing the family
- Evaluate the appropriateness of resources
- Use specialized equipment and materials
- Identify school personnel and locations of instructional materials and resources
- Evaluate usefulness of materials with various instructional strategies
- Become knowledgeable about various exceptional education programs apply knowledge when appropriate
- Initiate and assist in the referral process if a student needs an evaluation or a change placement prior to returning to school
- Demonstrate positive interpersonal skills
- Establish a good rapport with parents, students, teachers, administrators, healthcare providers, school and community agencies
- Be a visible link between the HHB and the student's home school
- Provide a supportive environment
- Demonstrate a positive and accepting attitude toward each student
- Encourage students to be independent and responsible learners
- Exhibit flexibility and ability to organize and coordinate time with student appointments and instructional planning (e.g., teacher's schedule may need to accommodate clinic and therapy sessions, medications, and other medical procedures)
- Adapt to frequent changes (e.g., revision of student schedules, student turnover, varying student population, diverse student/family interactions, and multiple settings for instruction)
- Demonstrate awareness of limitations when planning instructional time and assignments for hospitalized students who are generally more seriously ill than homebound students
- Respect confidentiality and follow HIPPA and CCPS district procedures regarding confidentiality
- Ensure the appropriateness when sharing information regarding a student's education, health, or family situation
- Follow district attendance policies and procedures
- Maintain updated and accurate records, including student attendance, HHB
- Visitation/ activity logs, Infinite Campus contact logs, teacher schedules, and teacher calendars.
- Arrive at the time scheduled
- Ensure student engagement throughout the entire scheduled instructional session
- Immediately document any changes in the schedule and/or calendar.
- Notify the home or hospital prior to the instructional period and advise the person in charge of teacher scheduling if the teacher is going to be late/absent
- Be informed of current trends and best practices
- Participate in professional development activities

Roles and Responsibilities of the DES Case Manager

- A student with a disability may be eligible for homebound placement if the student meets the eligibility criteria set forth by Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services. In the case of a student with a disability, the HHB team, in collaboration with the IEP team will meet to discuss the student's need for HHB and, if it is determined that the student needs HHB instructional support and that the student meets the eligibility criteria, HHB team and the IEP team will discuss HHB placement based on the student's diagnoses, medical limitations, and IEP accommodations. The final decision will be made by the HHB Lead.
- The DES case manager is responsible for the following.
- Ensuring services and supports are in place and provided as determined by the student's Individualized Education Program (IEP)
- Fully complying with the guidelines set forth by Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services
- Ensuring that legal responsibilities for implementing the IEP are followed. This includes the revision of the IEP services, updating the IEP, and updating IEP progress.
- Considering HHB placement only upon certification by a Georgia physician or psychiatrist licensed to treat the diagnosis presented that certifies that:
 1. a student requires HHB instructional support, either intermittent or full-time
 2. a student is expected to be absent from school for at least (10) intermittent or consecutive school days due to an injury, or a chronic , catastrophic, or acute physical or mental condition
 3. the student is accessible for instructional support
 4. the student will benefit from HHB instructional support
 5. the student can receive instruction in a HHB placement without endangering the safety or health of personnel providing the instruction
- Scheduling an IEP/ESP meeting and notifying the HHB teacher of a time and date for IEP and Educational Service Plan(ESP) meetings for DES student within five of approval notification
- Being present and involved in all IEP meetings for DES students on their caseload that receive HHB instructional support
- Providing a copy of the prior written notice to all required recipients.
- Sharing case manager contact information for the DES teacher of record is shared with the HHB teacher before HHB instructional support begins.

- Ensuring that the HHB teacher is provided the lesson plans, assignments, instructional materials and assessments in a timely manner as determined by the IEP/ ESP
- Grading, recording, and uploading HHB student's completed work.

HHB Student Responsibilities

It is the responsibility of each student to:

- Ask for any assistance or clarification needed to complete assignments
- Be prepared and present for scheduled class times
- Complete homework and other assignments independently
- Attend to class activities and interact to the extent that the student is physically and emotionally able
- Return materials, supplies, and all assignments before returning to the school setting
- Log/Call in at a specified time, a requirement for students served virtually.

Parent/Guardian Responsibilities

It is the responsibility of the parent/guardian to:

- Ensure that a responsible adult is present and on time for each instructional session
- Provide access to the student's home and help schedule teacher visits to prevent time conflicts with instruction, medical treatments, therapy, or doctor's appointments
- Provide a quiet, clean, well-ventilated setting where the teacher and student will work
- Keep all visitors, pets, siblings, and other children out of the room during instructional time
- Help the student schedule time for study, with consideration of the student's medical condition and course requirements
- Provide the necessary supervision for the student to complete assignments and ensure that appropriate instructional materials are available
- Notify the teacher in advance if the scheduled lesson must be cancelled
- Notify the teacher in advance if there is a contagious illness
- Work cooperatively with teachers and provide them with suggestions for improved academic performance

Hospital and Psychiatric Facility Responsibilities

The hospital or psychiatric administrator or his/her designee signs an agreement to accept responsibility to:

- Enter into a contractual agreement with CCPS to provide HHB instructional support
- Provide appropriate space for the teacher and student to work
- Assist the teacher in establishing a schedule that takes into consideration clinic and therapy sessions, medications, and other medical procedures
- Provide information as to the educational implications and limitations of the illness so that the teacher can plan assignments and instructional time
- Establish a schedule for student study between teacher visits

- Return completed assignments to HHB teacher or designee
- Notify the teacher prior to the instructional period if the student will not be able to participate

Open communication is an integral part of providing cohesive, comprehensive, and seamless services contributing to achievement of the shared goal of maintaining a successful educational program for students who are homebound or hospitalized. Cooperative agreements and contracts should clearly delineate roles and responsibilities of each participating organization or person in the development, implementation, and monitoring of the educational component.

Districts may establish procedures for collaboration with hospitals and/or psychiatric facilities through a memorandum of understanding or an interagency agreement. The following should be included in either form of collaboration:

- Effective date and anticipated duration
- Mutually agreed-upon procedures for implementation
- Any agreements concerning funding sources for students served
- Process for mediating problems
- Contact persons and phone numbers

Responsibilities of the Home School

The involvement of the school principal and counselor is essential to the effectiveness of HHB services. Responsibilities of the principal, or designee, include the following:

- Ensure that the ESP meeting is held within five days of the approval notice, the IEP has been written or updated, and the parents have given written consent for placement so that a student is considered enrolled in HHB
- Raise the awareness level of school staff on HHB purpose and procedures services
- Encourage school staff to report any student who may be eligible for HHB services
- Encourage classroom teachers to share course syllabus, lesson plans, and all assignments to the HHB teacher in a timely manner
- Provide parents with information about HHB
- Provide contact information for classroom teachers and make provisions for the HHB teachers to consult with the student's classroom teachers for planning and evaluation
- Ensure the provision of materials and curriculum information

SECTION FOUR: HHB Attendance

Hospital/homebound students are provided instruction by CCPS even though it is not in a regular setting. The home school is required to maintain daily attendance in Infinite Campus. The student should be counted as present on days when the teacher visits the hospital/homebound student, is not scheduled to visit, or is scheduled but unable to visit.

How the attendance and the indication of teacher visits are collected and how often they are entered into the automated system is the district's option. This may be once a week or once a

month so long as accurate and complete information has been entered prior to the four FTE survey periods.

One document commonly used by CCPS' HHB teachers is the HHB Student Visitation/Activity Log. This form documents the dates and times that HHB instructional support was provided as well as level of assignment completion, name of adult present, and irregularities, if any, that occurred during the HHB instructional session. This document is maintained by the HHB teacher and serves as an excellent resource for reporting and recording attendance.

CCPS HHB Attendance Protocol

Procedure for Coding Attendance for CCPS Students Receiving HHB Services

When a student meets HHB eligibility criteria and is approved for HHB services, the HHB lead assigns the student to a HHB teacher. The HHB lead or designee will reach out to the HHB teacher and school counselor with an approval notice and HHB Approval Letter for the Parent.

The home school counselor or case manager (for students with an IEP) will reach out to the HHB teacher, classroom teacher, parents, healthcare technician, supervising nurse and other parties, if specified, to schedule a date and time to meet, discuss, and develop an Educational Service Plan (ESP) for the HHB student. All parties in attendance should attend and sign the ESP. At the adjournment of the ESP meeting, the student is enrolled in HHB.

Once a student is officially enrolled in HHB, the HHB teacher will complete the HHB Enrollment Form, share the HHB Enrollment Form with the school counselor and attendance clerk, and upload the HHB Enrollment in Infinite Campus. The HHB Enrollment Form specifies the start date and end date of HHB services and the type of HHB services, intermittent or full-time.

Full time HHB students will receive at least three hours of instructional support weekly. When the student receives three hours of HHB instructional support, the HHB teacher will notify the attendance clerk that the student should be marked present for the entire week. If, for medical reasons, the student does not receive three hours of instructional support, the HHB teacher will notify the attendance that the student did not receive three hours of support and let the attendance clerk know that a make-up session is planned.

Intermittent HHB students are expected to attend school daily. When the HHB teacher is informed that an intermittent HHB student is absent from school due to symptoms associated with the certified diagnosis or medical treatment/ therapy for the certified diagnosis, the HHB teacher will contact the parent to schedule instructional session(s) based on the number of days the student missed school.

If the student is hospitalized, the hospital or parent usually notifies the school or the HHB teacher. Once informed, the HHB teacher will reach out to the attendance clerk with the options of marking the student absent-excused during the hospital stay or waiting on HHB to report

attendance once the student is discharged. Again, the school's attendance staff must know the type and length of HHB services provided.

Detailed HHB attendance and FTE information can be found in the HHB Guidelines set forth in Georgia State Board of Education Rule 160-4-2-.31 - Hospital/Homebound (HHB) Services. <https://www.gadoe.org/CurriculumInstruction-and-Assessment/CTAE/Documents/HHB-Guidelines.pdf>.

Student is absent from school. The appropriate absence code is entered in Infinite Campus. (Ex. absence is marked "excused" or "unexcused")

***Note:** the "H" code can only be entered in a student's record after the HHB teacher verifies and reports that HHB services have been provided. Under no circumstance should a HHB student's attendance show the "H" before a student receives HHB services. HHB teachers will report attendance on a weekly basis.

SECTION FOUR : Continuation, Extension, and Termination of Hospital Homebound

Continuation of HHB Support

For a student who is medically diagnosed as chronically ill or has repeated intermittent illness due to a persisting medical problem, an annual medical examination and medical report must be obtained from the physician to continue in the program after the “End Date” on the Medical Certification Form or Medical Certification form for Psychiatric diagnoses. If the student has an IEP or 504, the team will review the medical information as part of an annual review.

Re-certification of the chronic or recurring medical condition is not required after each absence. Occasionally, the HHB lead or designee may request a reexamination and a medical report by a licensed physician or specialist on a basis more frequently than annually. This may be required if an intermittent student misses more days than anticipated for intermittent eligibility or when the HHB teacher observes and notifies the HHB lead that a HHB student does not appear medically able to return to school on the designated re-entry date and when a HHB students with an injury or illness needs an extension of time to complete a district or state mandated assessment.

Returning to School

When the student no longer requires services from the HHB program and is ready to return to school, a re-entry meeting is required. If the returning HHB student has an IEP, then an IEP/ESP Re-entry meeting is required.

During this meeting, the IEP will be revisited, reviewed, and amended, when necessary, to include the accommodations, modifications, or related services needed to meet the specific educational needs of the returning HHB student. Occasionally, a reevaluation is also required to determine if the student requires additional services. The amended IEP will also reflect the discontinuation of HHB services and a change in instructional delivery. The IEP will also include the reinstatement of the specialized instruction and related services the student will receive upon his/her return to school. Occasionally, a reevaluation is also required to determine if the student requires additional services. At the conclusion of the IEP meeting, the parent/guardian is provided a written notice of the proposed change.

HHB teachers, parents, and the home school will work together to assist the student in making a smooth, successful transition back to school. The student’s learning state, physical condition, length of stay, and progress while on HHB are factors to be considered when preparing the student to return to his or her previous school program.

Often the student is able to return to his or her school program with minimum intervention. However, it may become necessary to develop a specific plan for the student's return. Physicians, educators, family members, and the HHB student should share information to assist in determining which, if any, adjustments are needed to facilitate a smooth transition back to school.

For HHB students who were not previously identified as a student with a disability, a referral for evaluation may be initiated if there are indications that the student may be eligible for a program that provides specialized instruction and related services. For some students, a referral for eligibility under Section 504 may be more appropriate.

Termination/Withdrawal of HHB Services

HHB students should return to school when homebound services are no longer medically necessary, regardless of whether their assignments are complete and up to date.

Hospital/Homebound services will terminate for the following reasons:

1. At the "end date" or projected return date as stipulated on the Medical Certification Form
2. When the licensed physician/psychiatrist treating the student for the diagnosis presented indicates that the medical condition has improved or changed and the student is medically able to return to school.
3. The student's absences extend beyond the estimated length of service stated by the physician. (The parent will be required to obtain an updated form from the physician).
4. The HHB student withdraws from the school district.
5. The HHB student graduates
6. The school year ends. Students must reapply for HHB each year.
7. When the student fails to assume responsibility for the completion of assignments
8. When the student refuses to cooperate and fully participate in HHB instruction.
9. When the full-time HHB student is employed in any capacity, goes on vacation, regularly participates in extracurricular activities, or is no longer confined to home. Should it be confirmed that a full-time HHB student is in violation of this expectation, the HHB services will terminate immediately.
10. When the student returns to school or can return to school for any portion of the school day other than to participate in state-mandated standardized testing. There are exceptions when the student re-enters school with a 504 and/or modified schedule due to the certifiable diagnosis. Should this occur, HHB teachers are encouraged to provide some HHB support.

11. When the parent/guardian cancels three HHB instructional sessions without providing 24-hour notice.
12. When the conditions of the location where HHB services are provided are not conducive for instruction, or pose a threat to the health and welfare of the HHB teacher.
13. When the parent chooses to end HHB services

Implications for Future Consideration for HHB Instruction

The following are suggestions for future consideration for implementing and or accommodating curriculum standards for HHB students :

- ❖ Focus on course outcomes and performance standards rather than requiring each exercise be completed.
- ❖ Consider allowing high school students to earn credit through a virtual platform.
- ❖ Work closely with district curriculum content staff to identify and develop an appropriate assessment instrument to demonstrate mastery for students with new medical limitations and restrictions.
- ❖ Consider allowing oral examinations, recorded assignments, and/or adaptive equipment as a means of allowing the student to demonstrate his/her knowledge.
- ❖ Extend the time of instruction to allow the student to complete a course.
- ❖ Consider encouraging HHB students to make use of the summer school or extended school year courses.

APPENDIX A - Glossary

504 Plan

An individualized plan for a student with a disability who may not meet the eligibility criteria for exceptional student education (ESE) but who requires accommodations under Section 504 of the Rehabilitation Act of 1973, which requires identification, evaluation, provision of services, parental notification, and procedural safeguards.

Accessibility

Adapting building structures and equipment to accommodate the special needs of individuals with a disability.

Access Points

Access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. The three levels of complexity include participatory, supported, and independent with the participatory level being the least complex.

Accommodations

Changes that can be made to the way students with disabilities are instructed and assessed. Accommodations can be made to instructional methods and materials, assignments and assessments, learning environment, time demands and schedules, and special communication systems.

Adult Parent or Designee - an individual who is at least 21 years of age and who the parent designates to be present during homebound instruction.

Alternate assignment

A service delivery model for students whose severe, chronic, or intermittent health conditions necessitate frequent placement in the HHB program. These students are assigned to both the school-based and the HHB program and move from one to the other as needed.

Assessment

Measuring, collecting, and bringing together information about a child's present level of performance.

Classroom assessment includes the tests and observations made by a teacher of the student's day-to-day learning in a class.

District/Statewide assessment includes the standardized tests given to students in CCPS' to determine how well they are learning the knowledge and skills in the district's e Standards.

Assistive technology

Any item, piece of equipment, or product system—whether acquired commercially, modified, or customized—that is used to increase, maintain, or improve functional capabilities of individuals with disabilities, as defined by IDEA 20 U.S.C. Chapter 33, Section 1401 (21). This term does not include a medical device that is surgically implanted, or the replacement of such device.

Chronic Health Condition - a medical condition marked by a long duration or frequent recurrence.

Consultation

General education teachers, ESE teachers, and others meet regularly to plan, implement, and monitor instructional alternatives designed to ensure successful access to the general curriculum for a student with a disability.

Course requirement

In the CCPS' Course Descriptions, course requirements list what students will be able to do after completing a particular course. Each course requirement is correlated to benchmarks for the CCPS curriculum.

Georgia Department of Education (GADOE)

The organization within the state of Georgia that is responsible for all public education programs.

Disability

A physical or mental impairment that substantially limits one or more major life activities.

Due process rights -

Rights that give school personnel and parents ways to solve problems and settle disagreements. They include: the right to participation, the right to have notice, the right to give consent, and the right to a due process hearing.

Exceptionality

A characteristic of a student that qualifies him or her as an exceptional student.

Free appropriate public education (FAPE) - A federal regulation that specifies that all children with disabilities, age 3 through 21, including children with disabilities who have been suspended or expelled from school, are entitled to a free and appropriate public education. CCPS ensures the provision of FAPE to all eligible students with disabilities.

Hospital/homebound - Instructional program for those students who are unable to attend school because of a medically certified physical or psychiatric condition which is acute, catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital, and restricts activities for an extended period of time. The medical diagnosis shall be made by a Georgia licensed physician/ psychiatrist.

Hospital/Homebound (HHB) Services - academic instruction and other services provided to eligible students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the student for the presenting diagnosis.

Individual educational plan (IEP) - A written plan to identify the annual goals and objectives and special education and related services designed to meet the individual needs of a student with a disability. The IEP is developed by teachers, parents, the student, and others, as appropriate, and is reviewed annually.

Instruction - the teaching of standards as defined by Georgia Performance Standards (GPS), the Georgia Quality Core Curriculum (QCC), Section 504 plan, IEP, and any local curriculum for the classes in which the HHB student is enrolled and under the direction of the classroom teacher(s).

Intermittent HHB Service - HHB instruction and other services for eligible students who have a medically diagnosed chronic health condition which may cause the student to be absent at least a total of 10 school days for intermittent periods per year or equivalent on a modified calendar or five school days per year on a high school block schedule.

Least restrictive environment (LRE) - To the maximum extent appropriate, students with disabilities are educated with students who are not disabled; and removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved

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Licensed physician/psychiatrist - The term licensed physician, as used in this rule, is defined as a Georgia licensed physician one who is qualified to assess the student's physical or psychiatric condition. The physician should be licensed to practice medicine in an area related to the medical diagnosis presented by the student. For example, a podiatrist should not complete a Medical Certification Form for a pregnant student or a gastroenterologist should not complete a Medical Certification Form for a student presenting symptoms of psychiatric disorder.

Long-term HHB Service - HHB instruction and other services for eligible students who have a medically diagnosed chronic health condition which may cause the student to be absent from school for more than nine consecutive weeks per year or equivalent on a modified calendar.

Modifications - Changes made in what a student is expected to learn. These changes may include changes to content, requirements, and expected level of mastery. Modifications may include partial completion of course or program requirements, expectations substantially below grade level, alternate curriculum goals, or use of alternate assessments.

Procedural notice - Written notice of policies about evaluation, prior written notice, parental consent, placement, complaints, due process, mediation, court action, and appeals given to the parents of a child with disabilities including notification of IEP/ESP meetings and HHB re-entry meetings.

Regular class - A basic general education class in the academic curriculum as opposed to a class designed specifically for DES students.

Related services -Transportation and such development, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, including, but not limited to, speech-language pathology and audiology services; psychological services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Significant regression - Inability to maintain developmental levels due to a loss of a skill, set of skill competencies, or knowledge.

Specially designed instruction- Instruction in which the content, methodology, or delivery of instruction has been adapted, as appropriate to the needs of a student with a disability, and provides access to the general curriculum so that the student can meet the educational standards that apply to all students.

Special education- Specially designed instruction provided at no cost to parents, which meets the unique needs of a student with a disability. Special education includes instruction in the classroom, in the home, in hospitals, and other settings.

Special education services - Those services related to specially designed instruction for a student with an exceptionality. Special education adapts lesson delivery, content, and instructional methods to the student's needs and provides services, such as instruction in braille, additional individualized practice, or social skills training.

Standardized test -A test designed to be administered, scored, and interpreted the same way, no matter where or when it is given. Some examples are college entrance exams—like the ACT or SAT

Supplementary aids and services - Aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with children who are not disabled to the maximum extent appropriate in accordance with the least restrictive environment decision-making process.

Temporary HHB Service - HHB instruction for eligible students with a medically diagnosed and certified physical or psychiatric condition, which confines the student to home or hospital and restricts activities for nine weeks or less, but for a minimum of ten consecutive school days or equivalent on a modified calendar or a minimum of five consecutive days on a high school block schedule

Virtual Learning Course - a district/state approved course of instruction directly aligned with the state-approved curriculum that is delivered via the Internet or in any electronic medium.

APPENDIX B -

Georgia State Board of Education Administrative Rule [Georgia State Board of Education Rule 160-4-2-.31](#)

APPENDIX C - Frequently Asked Hospital Homebound(HHB) Questions

The following Frequently Asked Questions (FAQs) are provided to assist schools, local education agencies (LEAs), parents, guardians, and others regarding Hospital/Homebound (HHB) services. The answers supplied are general in nature and may vary depending upon other facts involved in an individual case.

1. What is the purpose of Hospital/Homebound (HHB) instruction?

Answer: The purpose of Hospital/Homebound (HHB) instruction is to sustain continuity of instruction for students who will be absent from school for medical or psychiatric reasons for a minimum of ten consecutive school days per year (five school days on an approved block schedule) or intermittent periods of time for a minimum of ten days per year (five school days on an approved block schedule), and to facilitate the student's return to school.

2. Can I request homebound services for a child having mental health issues?

Answer: Yes. Students with absences due to psychiatric and/or emotional disorders as defined in the latest edition of the Diagnostic and Statistical Manual (DSM) are eligible for HHB services for a length of time as determined by the Educational Service Plan (ESP) provided that they satisfy the eligibility requirements as set forth in the Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services.

3. How do parents request HHB services?

Answer: The actual procedure for requesting homebound services is not determined by the state, but by each education agency (LEA).

4. Who provides HHB instruction?

Answer: Instruction is provided by a Georgia certified teacher.

5. Is homebound instruction the same as home schooling?

No. In home schooling parents are responsible for their child's education. The local education agency (LEA) provides HHB services to enrolled students with medical or psychiatric conditions that prevent them from attending school for a minimum of ten consecutive days per school year.

6. Can private school or home school students receive HHB services?

Answer. No. The student must be enrolled in the public school system in which he or she is requesting this service.

7. If a student lives in one LEA in Georgia and attends school in another LEA, which LEA has the responsibility for providing HHB services?

Answer. The LEA in which the student is enrolled must provide HHB services. Georgia Department of Education Georgia Department of Education Mr. Richard Woods, State School Superintendent April, 2016 - Page 31 of 32 All Rights Reserved

8. Is a pregnant student eligible for HHB services?

Answer. Students with absences due to pregnancy, related medical conditions, services or treatment; childbirth; and recovery are eligible for HHB services provided that they satisfy the eligibility requirement for HHB service. [The Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services reflects the following Title IX, statement: Pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery shall be treated as any other temporary medical condition/disability. If the school does not have a leave policy for students, or in the case of a student who does not otherwise qualify for leave under the policy, the school shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's licensed physician, at the conclusion of which the student shall be reinstated to the status which she held when leave began.

9. How much instructional time is provided for a student eligible for HHB services?

Answer. Although the local school team or IEP team determines the number of hours necessary to meet the instructional needs of the student, the student must receive a minimum of three hours of HHB instruction per school week to be considered present by the school system. This requirement does NOT apply to students receiving instruction via the Georgia Virtual School or other online/telecommunication courses.

10. When students enrolled in a public school are hospitalized in health care or psychiatric facilities that do not provide education services, is the LEA obligated to provide HHB instruction in the health care facility?

Answer. Yes. Each LEA must provide academic instruction to students who are confined in a healthcare facility for periods that would prevent them from attending school based upon

certification of need by the licensed physician who is treating the student for the condition for which the student is requesting HHB services.

11. When students are hospitalized in out-of-state health care or psychiatric facilities, is the LEA obligated to provide HHB services in the out-of-state facilities?

Answer. Yes. The LEA is obligated to provide services even if the student is hospitalized out-of-state. The LEA must arrange with or contract directly with the health care facility, the LEA in which the health care facility is located, or the appropriately certified teachers in the geographic area in which the health care facility is located.

12. What courses are available for students approved for HHB services?

Answer. Core subjects (reading, language arts, mathematics, science, and social studies) are the focus of instructional delivery with students' receiving hospital/homebound services; however, elective courses may be included for graduating seniors.

13. Who will provide the grades for HHB students?

Answer. The classroom teacher (in collaboration with the HHB teacher) is responsible for assigning grades.

14. Is it permissible to use medical information/referral submitted by a nurse, dentist, chiropractor, social worker, licensed professional counselor, or psychologist to determine eligibility for HHB services?

Answer. No. Only the licensed physician (or Advanced Nurse Practitioner) treating the child for the presenting diagnosis can provide the certification of need (medical referral form) for students to receive HHB. Georgia Department of Education Georgia Department of Education Mr. Richard Woods, State School Superintendent April, 2016 - Page 32 of 32 All Rights Reserved

15. Can HHB services be denied if there is reason to believe the medical condition identified for the student to miss school is not legitimate?

Answer. Only a person licensed to practice medicine under state law can determine if a student is unable to attend school because of illness. School personnel can discuss the situation with the doctor if the parent or guardian has signed the medical release. The school may also request a second medical opinion. It is best for the LEA in this situation to consult its local board attorney for advice.

16. Can the LEA provide more than three hours of instruction?

Answer .The number of hours of instruction is determined by the local school team or IEP to meet the specific needs of the individual student as identified in the ESP.

17. Does the LEA have to provide HHB services during the summer?

Answer. Services do not have to be provided during the summer unless the student is in the special education program and the IEP requires it.

18. Are LEAs required to make-up missed sessions?

Answer. Make-up sessions are provided at the discretion of the LEA.

19. It is difficult to get doctor's input into the medical referral plan, it will be impossible to get input into a reentry plan.

Answer. The input of the licensed physician regarding the student's current physical or psychological condition is important and is part of the medical referral plan; if the attending physician fails to provide such information, the school team can proceed to develop a reentry plan without the input.

20. How are students counted for attendance purposes?

Answer. A student is counted present for the week if he or she receives three hours of instruction. If the student is unable to receive a scheduled HHB instructional session during the school week due to his or her medical condition as documented by the licensed physician who is treating the student a make-up instructional session may be provided. Once the student completes the instructional session the student shall be counted in accordance with the attendance rule.

21. Is there ever a time when a child is counted present but no HHB service is provided?

Answer. No. The student must receive a minimum of three hours of instruction to be counted present for that week.

22. Can students participate in extra-curricular activities while on HHB?

Answer. The decision should be based on the student's ESP, the physician's statement, and the LEA if there is not a stated policy.

23. Must students be absent from school for three weeks before they can apply for HHB services?

No. The physician must indicate that the estimated duration of absence from school will be three weeks or more, but no prior absence is required. Districts are encouraged to be proactive in

initiating procedures to establish eligibility for HHB services to avoid any interruption of the student's education.

24. Is a pregnant student eligible for HHB services?

Answer. Pregnancy and recovery from childbirth, in and of themselves, are not considered medical conditions that meet eligibility for HHB services unless the student experiences medical complications that meet the criteria in rule. The eligibility criteria for participation in the HHB program are the same for all students, whether they are pregnant, or not pregnant, or have given birth.

25. Are students who have emotional problems eligible for HHB services?

Answer. Yes, if the emotional problems result in the student's inability to attend school for the specified amount of time as stated in the State Board Rule. For a student who is being considered for HHB due to a psychiatric condition, the district may require that an evaluation be conducted by a psychiatrist. However, such an evaluation must be provided at no cost to the parent. A report by a psychologist or counselor does not qualify as a medical report. In this situation, the issue is not the type of physical or mental illness but whether it interferes with the student's ability to attend school for an extended period.

26. Does the evaluation form signed by a licensed physician mandate service?

Answer. No. The evaluation by a licensed physician represents student assessment data to be considered by the staffing committee to determine whether to recommend eligibility for HHB services. The staffing committee may request additional information regarding the educational implications of the medical condition.

27. May an evaluation from a chiropractic physician be used to determine eligibility for the HHB program?

Answer. Some school districts in Georgia allow chiropractic physicians to evaluate and determine HHB eligibility. This decision is left up to the discretion of the local LEA.

28. If a student has related services identified on the IEP, must the related services be provided to the student while the student is on HHB?

Yes. A student who is served in the HHB program must be provided with related services if the following criteria are met:

- The student is determined to be a student with a disability eligible for such services
- The IEP team determines that these services are necessary to provide the student with an appropriate educational program

29. Is the IEP team required to include occupational therapy, physical therapy, or any other related service in the HHB student's IEP if the parent requests it?

Answer. No. Related services are defined broadly under the IDEA and can include a variety of services, including transportation, developmental corrective, and other supportive services. To be included on the IEP, the team must determine that the student requires the services to benefit from special education.

30. May the IEP team revise the services identified on the initial HHB IEP?

Answer. Yes. The special education and related services identified on the IEP are what the student with a disability needs to access the general curriculum. If those needs change because of a change in educational placement, the IEP team is justified in changing the services. The IEP team may decide that the previously determined services are not appropriate due to the current medical condition. The IEP team must include the teacher.

31. What is the specified number of days a student must be expected to be absent to qualify for HHB services if a school uses a block schedule?

Answer. Districts will have to determine on a school-by-school basis what time period is equivalent to 15 school days.

32. Can instruction for a student who is served by the program for students who are homebound or hospitalized be provided in a setting other than the home or hospital?

Answer. Yes. There may be unique circumstances that dictate the need for instruction to occur outside the hospital or home setting. Decisions must be made on an individual basis. The recommendation should be included in the meeting notes.

33. If a student remains on HHB from one year to the next, must a new eligibility staffing be held?

Answer. Yes. The Georgia HHB House HHB rule requires that a medical evaluation be provided annually. This information should be obtained in advance of the student's annual review/IEP meeting.

34. May our program serve a pre-kindergarten child who has been admitted to the hospital?

Answer. Yes, only if the prekindergarten child has been determined to be eligible as a child with a disability and has an active IEP prior to needing HHB services.

35. If a student from out of state is admitted to a psychiatric hospital, may this student be placed on HHB in CCPS?

Answer. Yes. The student must be enrolled in a CCPS' public school first. The district may work with the psychiatric facility to help school enrollment of the student. However, if an out-of-state student has been placed in a Georgia facility, the LEA in the other state would work with the facility to serve the student.

36. If a student who is identified as gifted becomes eligible for HHB services, does an IEP need to be developed?

Answer. No. Only the HHB Educational Service Plan (ESP) for must be developed.

37. If a student who has an SST or a 504 plan becomes eligible for HHB services, should changes be made to the SST or 504.

Answer. Yes. The SST assists the student in meeting state and district expectations for proficiency for promotion in reading, writing, mathematics, and science. The 504 plan provides accommodations within the general education environment to allow eligible students an equal opportunity to participate. A student may have both. As noted above, the student would now be considered a student with a medical diagnosis which impacts attendance, and possibly academic performance. The SST and or 504 must be revisited and, if necessary, revised to include additional accommodations and or strategies . The content of these plans should be considered in developing the HHB Educational Service Plan (ESP).

APPENDIX D – Directions for Completing and Submitting Hospital Homebound Forms

APPENDIX E - Hospital Homebound Forms

- [1. Hospital Homebound Student Referral/Authorization Release/Parental Guidelines](#)**
- [2. Medical Certification Form \(for all diagnoses other than psychiatric\)](#)**
- [3. Medical Certification Form for Psychiatric Diagnoses](#)**
- [4. Directions for Completing and Submitting HHB Forms](#)**

APPENDIX F - References

[Georgia State Board of Education Rule 160-4-2-.31](#)
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Hospital-Homebound-Services.aspx> <https://scribehov.com/library/sop-manual>