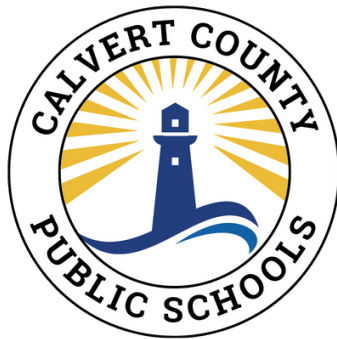


Calvert County Public Schools Home & Hospital Instruction/Chronic Health Impaired Program for Students

Guidelines and Procedures Manual



Contents

Calvert County Public Schools.....	1
Home & Hospital Instruction/Chronic Health Impaired Program for Students.....	1
COMAR Regulation for Home and Hospital Instruction.....	3
Introduction and Program Description	6
Chronic Health Impaired Program for Students (CHIPS)	6
Initial Application Process.....	7
Re-verification.....	8
Transition Plan	8
Students with an IEP	9
Hospitalization	9
Eligibility.....	10
Attendance.....	10
Assignments and Lesson Plans.....	11
Exams	12
Grading.....	12
CHIPS Make-Up Work	14
Planning	14
State-mandated testing	15
School Responsibilities.....	15
Classroom Teacher Responsibilities.....	17
School Psychologist Responsibilities.....	18
Special Education Case Manager Responsibilities	18
Pupil Personnel Worker (PPW) Responsibilities	19
Parent/Guardian Responsibilities	19
Student Responsibilities.....	20
Home and Hospital Teacher Responsibilities.....	20
Home and Hospital Office Responsibilities	21
Home and Hospital Contact Information.....	21

COMAR Regulation for Home and Hospital Instruction

COMAR Regulation 13A.03.05 – Home and Hospital Instruction

Title 13A STATE BOARD OF EDUCATION

Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

Chapter 05 Administration of Home and Hospital Teaching for Students

Authority: Education Article, 2-205,6-704, 7-101, 7-301, and 8-403, Annotated Code of Maryland

.01 Scope.

- A These regulations, which establish a minimum requirement, apply to the provision of instructional services to public school students who are unable to participate in their school of enrollment due to a physical or emotional condition.
- B In implementing these regulations, all school systems shall comply with the Individuals with Disabilities Education Act, Americans with Disabilities Act, and §504 of the **Rehabilitation** Act of 1973, as appropriate.
- C Concurrent delivery of instructional services and enrollment in a public school shall be provided for a student whose physical condition requires the student to be absent from school on an intermittent basis. These conditions include, but are not limited to, kidney failure, cancer, asthma, cystic fibrosis, and sickle cell anemia.
- D Instructional services shall be provided to an identified student with disabilities in accordance with federal and State special education laws and regulations, including COMAR 13A.05.01. The student and parents shall be involved in the process and are entitled to all rights and due process procedures included within these laws and regulations.
- E Excluded from these regulations are the home-based programs operated through the Office of Children, Youth, and Families and the Maryland Infants and Toddlers Program for the birth through 2-year-old disabled population and Home Instruction as defined in COMAR 13A.10.01.01.

.02 Definitions.

- A In this chapter, the following terms have the meanings indicated.
- B Terms Defined.
 - (1) “Local school system” means the public school system in which the student is enrolled, or for an identified student with disabilities, the public school system that has responsibility for the education of the student.
 - (2) “Nurse practitioner” means a nationally board certified, advance practice nurse with a master’s or doctorate degree who, by reason of certification under COMAR 10.27.07, may practice in Maryland as a nurse practitioner under the terms of that chapter or, if out of State, as a nurse practitioner in the state in which services are provided.

- (3) "Psychiatric mental health nurse practitioner" means an advanced practice registered nurse, possessing a master's or doctorate degree, who, by reason of national certification under COMAR 10.27. 12, is recognized as being trained and certified to diagnose and treat individuals who have mental health needs and substance abuse issues.
- (4) "Therapeutic treatment center" means any day or residential facility, licensed by a unit of State government, providing treatment for medical, physical, or emotional conditions including drugs or alcohol dependency, or both.

.03 Responsibility of Local School Systems.

A Nature

- (1) Each local school system shall make instructional services available to students who are unable to participate in their school of enrollment for those reasons set forth in this chapter. In making instructional services available, local school systems shall consult with the parent, guardian, student, psychologist, and physician, psychiatrist, and nurse practitioner, as appropriate.
- (2) Instructional services, as outlined in this chapter, shall be available to all students during convalescence or treatment time in a medical institution, or therapeutic treatment center, and at the student's place of residence, or all of these.

B Services Delivery

- (1) Each local school system shall:
 - (a) Determine the manner in which instructional services shall be delivered to a student;
 - (b) Develop safety procedures, including training, to ensure an appropriately supervised safe environment for teachers and students; and
 - (c) Develop a review process to resolve any disagreement that arises in the implementation of this chapter.
- (2) Beginning July 1, 2001, instructional services as outlined in this chapter shall be delivered by an individual possessing a minimum of a bachelor's degree from an institution of higher education as defined in COMAR 13A.12.01.02B. This requirement does not apply to an individual who has demonstrated satisfactory performance as a home and hospital teacher in a local school system before July 1, 2001.

C Delivery Options. The local School system may:

- (1) Provide direct instructional services to a student;
- (2) Contract with private providers to deliver instructional services;
- (3) Contract with other local school systems to provide instructional services; or
- (4) Combine any of the delivery options described in §C(1)----(3) of this regulation.

D Attendance and Time of Instruction.

- (1) A local school system shall either maintain a student on the regular school roll and count the student as present, except when a student is not available for the scheduled instructional service, in which event the student is counted absent, or establish a school for record-keeping

purposes called a home and hospital school with a local school number. In the latter event, a student identified for home and hospital teaching shall be withdrawn from the roll of the school the student attends and transferred to the roll of the home hospital school. The student shall be counted as present, except when the student is not available for the scheduled instructional service. In this instance, the student is counted absent.

- (2) The length of instruction for a student in a full-day program is a minimum of 6 hours a week.
- (3) The length of instruction for a student in half-day programs is a minimum of 3 hours a week.
- (4) The instructional service shall begin as soon as possible, but not later than 10 school calendar days following the:
 - (a) Notification to the local school system of the inability to the student to attend the school of enrollment; and
 - (b) Receipt of the verification of the need for services as provided in Regulation .04 of this chapter.

.04 Verification Procedures.

- A The local school system shall determine initial service need through verification of the physical condition, including drug and alcohol dependency, by a licensed physician or certified nurse practitioner, or verification of emotional condition by a certified school psychologist, licensed psychologist, licensed psychiatrist, or licensed psychiatric mental health nurse practitioner.
- B The student's parent or guardian shall submit a statement from a practitioner designated in § A of this regulation verifying that the current physical or emotional condition prevents the student from participating in the student's school of enrollment.
- C Continuation of Service Need.
 - (1) Continuation of service need is subject to review and determination by the local school system and requires reverification of the physical or emotional condition in the manner set forth in §§ A and B of this regulation.
 - (2) Except as provided in § C(3) of this regulation, service need shall be reverified as follows:
 - (a) 60 calendar days after the initial determination of eligibility and every 60 calendar days thereafter; or
 - (b) Sooner at the request of the parent, guardian, or local school system.
 - (3) Service needs shall be reverified annually for students who receive concurrent delivery of instructional services pursuant to Regulation .01C of this chapter.

.05 Implementation

By September 1, 1994, each local school system shall certify to the State Superintendent of Schools that written procedures are in place to implement this chapter.

Introduction and Program Description

Home and Hospital Teaching (HHT) is a program designed to provide short-term instructional services to public school students, at home or in hospitals, who are unable to participate in their school of enrollment due to a physical or emotional condition. Instructional services will be available to qualified students during convalescence or treatment time. Instructional services may be provided in a medical institution or therapeutic treatment center, at the student's place of residence (in person or virtually), or at a public facility, such as a library or community center. Students who will be out of school for a minimum of three (3) weeks may be eligible to receive services.

The parent/guardian must apply for the services. A physician or nurse practitioner must certify in writing a medical condition and a licensed psychologist, psychiatrist or licensed psychiatric mental health nurse practitioner must certify in writing an emotional condition, when a student will be unable to attend school for a minimum of three (3) weeks to a maximum of 60 calendar days due to the physical or emotional condition. The parent/guardian is responsible for obtaining the Health Care Provider's signature. The parent/guardian is also responsible for submitting all appropriate paperwork in a timely manner for Home and Hospital services to be considered.

Regulations require the local school system to begin providing HHT services within ten (10) school days of receiving verification of the need for HHT services. State regulations require a minimum of six (6) hours of instruction per week for students enrolled in full-day programs and three (3) hours of instruction per week for students enrolled in half-day programs. If the licensed psychologist, psychiatrist, or licensed psychiatric mental health nurse practitioner recommends intermittent HHT for an emotional condition, it will be managed as Chronic Health Impaired Program for Students (CHIPS Please see below. The number of hours provided for special education students will be determined by the IEP (Individualized Education Program) team depending on the intensity of their program and the requirements of their IEPs.

Chronic Health Impaired Program for Students (CHIPS)

The intent of the Chronic Health Impaired Program for Students (CHIPS) is to provide short-term, intermittent instructional services to students with documented absences due to a chronic health problem, physical or emotional, diagnosed by a physician, nurse practitioner, or licensed psychiatric mental health nurse practitioner. Students diagnosed as having a chronic illness (such as asthma, cancer, sickle cell anemia, kidney failure, diabetes, cystic fibrosis, cardiac disorder, or other health conditions identified by a medical professional will be eligible for CHIPS services without an anticipated three-week absence. Once eligibility is determined, a tutor will be assigned and will provide services on days of absence due to chronic illness.

Students will receive one (1) hour and fifteen (15) minutes of CHIPS services for each day absent. **The cause of the absences must be related to the specified chronic illness.** Students enrolled in half-day programs will receive forty-five (45) minutes of CHIPS services for each day absent. Students remain on school rolls and are counted present when absences from school are due to the illness documented on the CHIPS application once the student receives CHIPS tutoring. Absences for any reason other than the documented CHIPS condition should be recorded following standard attendance procedures. **The parent/guardian is responsible for notifying the Home and Hospital office and the assigned CHIPS teacher of the need for services.** All work should be returned to school, usually by the student, and the regular classroom teachers determine the grades.

Initial Application Process

- Parent/guardian obtains the application from the school or Home and Hospital office.
 - *If the application is for an **emotional condition**, a **licensed psychologist, school psychologist, psychiatrist, or psychiatric mental health nurse practitioner (PMH-NP)** must sign the paperwork. The treating professional must also complete a treatment plan.*
 - *If the application is for a **medical condition**, a **medical doctor, nurse practitioner, or physician assistant** must sign the paperwork.*
- Parent/guardian submits the application to the school. A treatment plan must be provided if the student requires Home and Hospital services for an emotional condition.
- Upon receipt of the application, the school completes the student information page. All signatures need to be provided on the application before submitting it to the Home and Hospital office.
- The Home and Hospital office must approve all applications before initiating any services. A parent/guardian signature is required for the application to be approved.
- The Home and Hospital office has the right to deny an application due to insufficient information, medical diagnosis, or the lack of the appropriate medical professional's signature.
- If the parent/guardian does not consent to the school system contacting the medical professional, the application will be denied, and the student will not receive services through the Home and Hospital Program. The student will be marked absent.
- The Home and Hospital office will communicate with the school regarding the status of the application.
 - A confirmation email will be sent to the school confirming the approval of the application.
 - If additional information or clarification is needed, a school-based designee (Home and Hospital representative, Pupil Personnel Worker (PPW), school psychologist, or school nurse) should contact the doctor's office. The supervisor of school health or nurse specialist may call for more complex health cases. The parent/guardian signature on the application provides a release of information.

- The school-based Home and Hospital representative (PPW) will contact the parent/guardian about the application status if it lacks information. A parent/guardian signature is required to approve the application.
- Once the application is approved, the school-based Home and Hospital representative (PPW) is responsible for contacting the appropriate team member if the student has an Individualized Education Program (IEP), Section 504, or Student Support Team (SST) Plan.
- The Home and Hospital office will mail a letter to the parent/guardian confirming approval of the application.
- The initial Home and Hospital application provides services for 60 calendar days; any continuation beyond 60 calendar days requires a re-verification of service.

Re-verification

- Home and Hospital applications must be re-verified every 60 calendar days. The healthcare examination must be within 1 week of the medical professional's signature.
 - A new treatment plan AND a transition plan must be submitted with each re-verification for a student requiring services for an emotional condition.
- The application must be submitted before the end of the current period of Home and Hospital instruction. If a new application is not received, services will be terminated. The student will be marked absent.
- If an application is received after termination, new services may not be provided retroactively.
- The IEP Team must hold an IEP meeting every 60 school days for a student receiving special education services that require continuation beyond 60 calendar days.
- Students with an IEP receiving Home and Hospital services due to an emotional condition cannot exceed 60 consecutive days.
- If the student was on full-time Home and Hospital for an emotional condition, the team must implement a transition plan after the initial 60 calendar days before services can be continued, even if a re-verification has been received from the medical professional.

Transition Plan

- According to COMAR, Home and Hospital is a temporary support service, and not an alternative placement. From the beginning of the process, emphasis is placed on returning the student to school. The parent/guardian and student will meet with the school-based team (school counselor, administration, and other personnel) to plan for the student's return to school.
- Once the school team and/or private therapist or physician feels the student may return to school, the team should develop methods to enhance the transition back to school.
- The following transitional strategies and supports are helpful:
 - The student initially attends school for a portion of the day.

- The student returns for a small amount of time to meet with the school psychologist or counselor and engages in nonacademic activities or actively plans for their return to school.
- The student's daily schedule is modified to best meet current needs.

Students with an IEP

➤ Initial Home and Hospital application:

- An IEP meeting will take place to review and revise the student's IEP.
 - Determine the instructional services and make needed revisions to the IEP to be implemented in the Home and Hospital setting.
 - Complete the Request for Special Education Services form documenting the instructional hours as well as any related services. Submit the completed form to the Home and Hospital office.
 - If the student is receiving Home and Hospital services due to an emotional condition, the student's IEP team may need to consider additional services to address the emotional condition that precipitated the student's need for the services
 - Provide a copy of the student's active IEP and a list of related services to the Home and Hospital office.
 - Schedule a follow-up meeting within 60 school days to discuss a transition back to school.
 - Students with an IEP receiving Home and Hospital services due to an emotional condition should not exceed 60 consecutive calendar days unless it is an unusual circumstance.
 - If the student was on Home and Hospital for an emotional condition, the team must implement a transition plan after the initial 60 calendar days before services can be continued, even if a re-verification has been received from the medical professional.

Hospitalization

When a student is admitted to an outside facility or hospital, Calvert County Public Schools' Home and Hospital staff may provide instructional services after the student's discharge.

Although a student admitted to an outside facility or hospital may be eligible for Home and Hospital services, they may not be available to receive those services. Calvert County Public Schools' Home and Hospital staff will communicate with the facility to determine what, if any, educational services are offered there. The student's anticipated length of stay will be a consideration when providing instructional services. In some circumstances, the student may need to be withdrawn from CCPS and re-enrolled upon discharge.

The parent/guardian is responsible for informing the home school when a hospitalization is imminent and when the student has been discharged.

Eligibility

To be eligible for HHT services, COMAR 13A.03.05 requires that a student have a physical or emotional condition, verified by a physician, licensed nurse practitioner, licensed psychologist, psychiatrist, or licensed psychiatric mental health nurse practitioner, that prevents the student from attending school. School systems must consult with the parent or guardian, student, physician, licensed nurse practitioner, licensed psychologist, psychiatrist, or licensed psychiatric mental health nurse practitioner, as appropriate.

Students who will be out of school for a minimum of three (3) weeks may be eligible to receive HHT after the physician, licensed nurse practitioner, licensed psychologist, psychiatrist, or licensed psychiatric mental health nurse practitioner verifies the physical or emotional condition. Such verification must specifically state that the condition prevents the student from participating in the student's school of enrollment. Each student's situation is carefully considered in consultation with doctors before authorization. All applications and extensions must be approved **before any services are initiated or continued**. Home and Hospital instructors do NOT have the authority to authorize services.

The HHT regulations allow a student to receive:

- ❖ **HHT services for sixty (60) calendar days for special education students and sixty (60) calendar days for regular education students.** Any continuation beyond sixty (60) calendar days requires a re-verification of need for service.
- ❖ **CHIPS services for chronic physical illness are verified once a school year. CHIPS services for an emotional condition must be re-verified every sixty (60) calendar days.**

Attendance

The Home and Hospital teacher shall document student attendance. The student shall be counted as present, except when the student is not available for the scheduled instructional service. In this instance, the student is counted absent. **Home and Hospital teachers will report the dates of any absences for the grading period on the student's report form, indicate whether the absence is lawful or unlawful, and submit those dates to the Home and Hospital office.**

Attendance guidelines in the CCPS Student Code of Conduct apply to students on HHT. If the absence is due to illness, a doctor's appointment, death in the family, or any other state-approved lawful absence, the student is recorded as having a lawful absence. **Absences for any reason other than those cited as lawful are to be considered unlawful.**

An attendance chart for the Home and Hospital teacher's record keeping is provided. Submit the attendance charts to the Home and Hospital office with grade sheets at the end of the marking period or the end of the assigned HHT period. **These attendance sheets reflect the legal record of students'**

attendance. (The logs are not considered an adequate record of attendance.) Attendance for CHIPS students will be maintained on the **CHIPS Teaching Log**.

Submit all attendance charts, CHIPS logs, communication logs, and mileage sheets to Marlene Stewart for signature in Student Services at the end of each month. Timesheets should be turned in bi-weekly.

Home and Hospital teachers may reschedule and make up time for students' lawful absences. If the time is made up, the absence will not be recorded. **Time is not to be made up for unlawful absences.**

Absences due to the Home and Hospital teacher **must** be made up.

Student Services will update the attendance of students who receive CHIPS tutoring to present using the "CH" code once tutoring has been completed for a specific date. Absences for any reason other than the documented CHIPS condition are to be recorded following standard attendance procedures. **The parent/guardian is responsible for notifying the HHT office of the need for services.**

Assignments and Lesson Plans

Home and Hospital teachers are expected to continue the curriculum content as indicated on the syllabus from the regular classroom teacher. The specific lesson plans, additional resources, and evaluation strategies are at the discretion of the Home and Hospital teacher. Home and Hospital teachers should document students' progress with a file or portfolio of sample work, quizzes, and tests.

The classroom teacher will provide the general objectives and outline of the subject material to be covered. The Home and Hospital teacher is responsible for developing lessons that cover the material. Although some teachers will voluntarily attach worksheets, quizzes, etc., the Home and Hospital teacher is responsible for evaluating the student's progress.

If the provided materials are unclear, **Home and Hospital teachers should communicate with the classroom teacher.** Specific questions can be directed to the teacher by email or through the student's assigned school counselor. If materials have not been received within one (1) week, the Home and Hospital teacher should contact the counselor or appropriate administrator for assistance. Additional requests for missing materials should be made to the HHT office. **Please make sure work and books provided by the school are picked up in a timely manner and returned when finished.**

Home and Hospital teachers may need to access additional community resources, such as the public library or online resources, to help a student meet educational objectives.

Students should be expected to do homework between HHT visits. This may include practice drills, writing assignments, and projects. Because of the limited number of hours of actual instruction, **students must do independent work to maintain their progress in the regular curriculum.**

For CHIPS students, the school should provide missed assignments due to illness to the student or parent in a timely manner. As appropriate, the school will provide copies of textbooks and curriculum guides to the CHIPS tutor.

Exams

Home and Hospital teachers may generate their own exams or use classroom teacher-provided exams for some courses. Any student taking a credit-bearing course needed for high school graduation will be required to take the end-of-year state exam to show proficiency in the course. If the student is scheduled to return to school before the end of the school year, the Home and Hospital teacher should prepare the student to take the county and state generated exams using review sheets supplied by the classroom teacher or the study guide provided by the school. It is the student's school testing coordinator's responsibility to contact the parent to schedule in-county and state testing. **The HHT office will work with home and hospital teachers and the school of enrollment in extenuating circumstances.**

As appropriate, final exam review materials will be provided to the CHIPS tutor for CHIPS students.

Grading

Home and Hospital grades cover the period of time during which the student is out of school and receiving HHT services. Home and Hospital teachers assign grades based on the student's performance on the outlined syllabus supplied by the classroom teacher along with the Home and Hospital teacher's prepared assignments. In addition to assigned quizzes and tests, students should complete regular homework assignments and participate fully in HHT sessions. Grading should be calculated in accordance with the CCPS Grading Policy and Procedures, available on the CCPS website.

Home and Hospital teachers should be mindful that HHT students receive only a portion of the regular classroom experience when assigning grades. Although students doing superior work should be recognized, there is a danger of grade inflation because of the one-on-one nature of the teaching situation. **Only truly outstanding performance in all areas of work should result in honor roll grades.**

When students have extensive absences leading up to the start of Home and Hospital services, school administrators must advise classroom teachers, on a case-by-case basis, on how to handle the scoring of missed assignments. While students are on Home and Hospital Instruction, classroom teachers must enter assignment scores of X for each assignment the student misses.

If students leave Home and Hospital Instruction before the end of a marking period, generally their Home and Hospital grades must be submitted to the home school guidance office and the Home and

Hospital office **within one week of the placement ending.** Home and Hospital teachers must report all student grades in numeric form.

If students are on Home and Hospital Instruction at the end of a marking period, submit grades to the home school guidance office and the Home and Hospital office three days before **the end of each marking period.** Home and Hospital teachers must report all student grades in numeric form.

The school will send the numeric grades earned during Home and Hospital Instruction to each classroom teacher for entry into TAC:

- If the student was on Home and Hospital Instruction for the entire marking period, the teacher must enter the grade earned directly on the Report Card screen as an override in TAC for submission to eSchoolPlus by the school's grading deadline.
- If the student was on Home and Hospital Instruction for a portion of the marking period, the teacher must apply the Home and Hospital grade to every assignment the student missed on the GB > Entry screen in TAC using the following steps:
 1. Convert the numeric grade earned to a decimal by moving the decimal point two places to the left. For example, if the grade earned is 83%, use 0.83.
 2. Multiply your value from the previous step by the points possible for each missed assignment. For example, for a 10-point assignment, calculate $10 \times 0.83 = 8.3$ points; for a 58-point assignment, calculate $58 \times 0.83 = 48.14$ points.
 3. Replace each X with these values.

After replacing each assignment score of X, the TAC Gradebook > Entry screen will display the overall marking period grade earned, combining the Home and Hospital grades and the classroom teacher's grades. If it's the end of a marking period, the teacher may go to the Report Card screen in TAC, click Load from GB, enter any necessary comments, and click Save to submit the student's overall marking period grade into eSchoolPlus before the school's grading deadline.

This way, numeric grades earned during the HHT period will be averaged with the classroom teacher's grade, representing the proportion of the marking period during which the student received HHT services.

In cases where the Home and Hospital grade is not available before the grading deadline for teachers, but report cards have yet to be issued:

- Initially, the teacher must override the marking period grade on the Report Card screen in TAC to INC before saving grades into eSchoolPlus.
- If the student was on Home and Hospital Instruction for the entire marking period, the office may replace the INC directly on the Report Card Summary screen in eSchoolPlus.
- If the student was on Home and Hospital Instruction for a portion of the marking period, the classroom teacher must follow the same process as above to apply the Home and Hospital grade to all missed assignments and report a new marking period grade to the office to replace the INC. **Exception:** If MP4 grades for Home and Hospital Instruction are obtained after teachers are gone for the summer, please submit a Help Desk ticket using the Application Technology form with the following information:
 - Teacher
 - Period or course-section

- Student name
- Numeric grade from the Home and Hospital Teacher

The grades will be entered into TAC, and a new combined MP4 grade will be sent back to the school for entry into eSchoolPlus using the guidelines above.

In cases where the Home and Hospital grade is not available before the grading deadline for teachers and report cards have already been issued:

- Initially, the teacher must override the marking period grade on the Report Card screen in TAC to INC before saving grades into eSchoolPlus.
- If the student was on Home and Hospital Instruction for the entire marking period, a Grade Change Form must be completed, and the office may replace the INC directly on the Report Card Summary screen in eSchoolPlus, then reprint a new report card after rerunning necessary calculations.
- If the student was on Home and Hospital Instruction for a portion of the marking period, the classroom teacher must follow the same process as above to apply the Home and Hospital grade to all missed assignments and report a new marking period grade to the office via a Grade Change Form. See the [Exception](#) above if MP4 grades are obtained after teachers are gone for the summer. The office will replace the INC, then reprint a new report card after rerunning necessary calculations.

Interim grades are not required for secondary students on Home and Hospital Instruction.

All books and materials should be returned to the home school guidance office within five days of completing HHT.

CHIPS Make-Up Work

Students in the CHIPS program are responsible for returning work directly to the classroom teacher, and the classroom teacher remains responsible for determining the student's grade in the course. However, if a CHIPS teacher supports a student in completing missed work and it is completed after the student's classroom teacher's deadline, the work should be emailed by the CHIPS teacher to the classroom teacher with the following language: "The attached work was completed as part of the CHIPS program. Because of the circumstances requiring the student's participation in CHIPS, makeup work may be submitted outside the standard make-up work timeline established in the CCPS grading procedures. Please accept this work and evaluate it based on its accuracy and completeness."

Planning

All Home and Hospital teachers will be paid for fifteen (15) minutes of planning for each hour of HHT. Home and Hospital teachers will NOT be paid for planning for the CHIPS program.

Planning time that exceeds these parameters will be adjusted by the Home and Hospital office.

State-mandated testing

- Students in grades 3-8 will have an opportunity to participate in the Maryland Comprehensive Assessment Program (MCAP) and the Maryland Integrated Science Assessment (MISA) at the home school. Parents/guardians are responsible for contacting the school-based testing coordinator for specific testing dates and times.
- Special testing arrangements will be made for students who are enrolled in a high school course with an assessment required for graduation. The school-based testing coordinator will contact the parent/guardian to inform them of the testing procedures and dates.
- For students who entered the 9th grade during the 2023-2024 school year or later and are enrolled in the LSN Government course, the Government state assessment will count as 20% of their final grade in the course, just as it would if the student were in school. A student will receive a score of 50% if they do not take the assessment. A medical exemption would not excuse the student from the EOC (End of Course) requirement.
- For students who entered the 9th grade during the 2023-2024 school year or later and are enrolled in the Biology course, the Maryland Integrated Science state assessment will count as 20% of their final grade in the course, just as it would if the student were in school. A student will receive a score of 50% if they do not take the assessment. A medical exemption would not excuse the student from the EOC (End of Course) requirement.

School Responsibilities

- Receive, review, and date applications.
- Upon receipt of the application, complete the student information page of the application. All signatures need to be obtained on the application before submitting to the Home and Hospital office.
- If additional information or clarification is needed, a school-based designee (Home and Hospital representative (PPW), school psychologist, or school nurse) should contact the doctor's office. The parent/guardian signature on the application provides a release of information and is required for the application to be approved.
- Communicate with the parent/guardian about the approval process.
- To provide home and hospital services, the home and hospital office must receive an initial application at least 3 weeks before the last day of instruction.
- Contact and communicate with the appropriate team members if the student has an Individualized Education Program (IEP), Section 504, or Student Support Team (SST) Plan.
- Maintain the student on the regular school roll and ensure teachers mark the student with HHI codes whenever the office entry shows HH. HHI codes will not be included in the class attendance total for middle school and high school report cards.

- Upon application approval, the student's schedule may be adjusted to reflect the classes available through Home and Hospital Instruction.
- When a student has extensive absences before HHT services begin, school administrators must provide case-by-case guidance to classroom teachers on how to address missed assignments. Options may include assigning an "X," replacing missed assignment grades with the final HHT grade, or leaving the missing assignment grades unchanged, as appropriate.
- Interim grades: Interim grades are not issued for students on Home Hospital Instruction and must be left blank. Teachers have been instructed to leave interim grades blank. Double-check each Home and Hospital student's Progress Report Summary page and delete interim grades for courses that should be blank before printing interims into HAC.
- Report card grades: Forward Home and Hospital grades to classroom teachers for entry into TAC at the end of each marking period (or when obtained if the student's Home and Hospital placement ends before the end of a marking period).
 - If grades for the entire marking period are obtained after the grading deadline for teachers, replace the INC grade with the Home and Hospital grade on the Report Card Summary page in eSchoolPlus. If necessary, rerun calculations and reprint a new report card. Complete a Grade Change Form if the Home and Hospital grade is obtained after report cards are printed.
 - If grades for a portion of the marking period are obtained after the grading deadline for teachers, forward the grades to the classroom teachers. **Exception:** If MP4 grades for Home and Hospital Instruction are obtained after teachers are gone for the summer, please submit a Help Desk ticket using the Application Technology form with the following information:
 - Teacher
 - Period or course-section
 - Student name
 - Numeric grade from the Home and Hospital Teacher

The grades will be entered into TAC, and a new combined MP4 grade will be sent back to the school for entry into eSchoolPlus. Replace the INC grade on the Report Card Summary page in eSchoolPlus with the new combined grade from the classroom teacher. If necessary, rerun calculations and reprint a new report card. Complete a Grade Change Form if the Home and Hospital grade is obtained after report cards are printed.
- Communicate with the parent/guardian regarding the student's academic status.
- Promote and encourage the student's re-entry to school by collaborating with the family and all appropriate staff to develop a transition plan.
- Provide a reminder to the parent/guardian as the re-verification due date approaches.
- Request updated documentation every 60 calendar days via phone, email, and/or a letter. Please provide the Home and Hospital office with any documentation of this request.
- Provide a device and hotspot, if needed, to the student, as well as required resources for any courses not available through the Home and Hospital office.

- Provide work, instruction, and grades for courses not available through the Home and Hospital office.
- Document and take notes of all meetings where Home and Hospital services are discussed.
- Communicate any questions or concerns with the Home and Hospital office.

Classroom Teacher Responsibilities

- Provide the general objectives and outline of the subject material for each course to the Home and Hospital teacher. The Home and Hospital teacher will develop specific lessons to cover the material and evaluate the student's progress.
- Students in the CHIPS program will be responsible for returning work directly to the classroom teacher, and the classroom teacher will remain responsible for determining the student's grade in the course.
- If a student is on HHT when the high school quarterly assessment is given, the student will be excused from taking the quarterly assessment, and an X will be entered for the assignment in Gradebook.
- Act as a resource for and collaborate with the Home and Hospital teacher via email or through the student's assigned school counselor.
- TAC attendance: Any student on Home Hospital Instruction who has an office entry of HH must be marked absent in TAC with a code of HHI when they are physically absent from your class. HHI codes will not count toward the class attendance sum for middle school and high school report cards. If no office-entered HH code exists, use ABS to indicate that the student is absent.
- TAC assignment scores: When students have extensive absences leading up to the start of Home and Hospital services, handle missed assignments as directed by your school administrator. Enter assignment scores of X for each assignment completed by the rest of the class while the student is on Home and Hospital Instruction.
- TAC interim grades: Interim grades are not issued for students on Home and Hospital Instruction and must be left blank when submitting grades on the Interim Progress screen in TAC.
- TAC report card grades: If the student was on Home and Hospital Instruction for the entire marking period, enter Home and Hospital grades as an override on the Report Card screen in TAC before the grading deadline. If the student was on Home and Hospital Instruction for a portion of the marking period, apply the Home and Hospital grade to every assignment the student missed on the GB > Entry screen in TAC using the following steps:
 1. Convert the numeric grade earned to a decimal by moving the decimal point two places to the left. For example, if the grade earned is 83%, use 0.83.
 2. Multiply your value from the previous step by the points possible for each missed assignment. For example, for a 10-point assignment, calculate $10 \times 0.83 = 8.3$ points; for a 58-point assignment, calculate $58 \times 0.83 = 48.14$ points.
 3. Replace each X with these values.

After replacing each assignment score of X, the TAC Gradebook > Entry screen will display the overall marking period grade earned, combining the Home and Hospital grades and the classroom teacher's grades. If it's the end of a marking period, go to the Report Card screen in TAC, click Load from GB, enter any necessary comments, and click Save to submit the student's overall marking period grade into eSchoolPlus before the school's grading deadline.

This way, numeric grades earned during the HHT period will be averaged with the classroom teacher's grade, representing the proportion of the marking period the student received HHT services.

Exception: In cases where the Home and Hospital grade is not available before the grading deadline for teachers:

- Enter an INC on the Report Card screen in TAC before the grading deadline.
- If the student was on Home and Hospital Instruction for a portion of the marking period, the Home and Hospital grade will be provided to the teacher as soon as it is available. The teacher must apply the grade to all missed assignments as directed above and report a new marking period grade to the office to replace the INC. Submit a Grade Change Form if report cards have already been issued.

School Psychologist Responsibilities

For students who are receiving services through Home and Hospital for a diagnosed emotional or behavioral condition, the school psychologist should:

- Review the application.
- Develop a transition plan with the assistance of the school team, as needed.
- Collaborate with private providers to plan and program transition schedules.
- Participate in ongoing reviews of Home and Hospital services.

Special Education Case Manager Responsibilities

- Contact the Home and Hospital office for the home and hospital teacher's contact information.
- Communicate with and support the home and hospital instructor in implementing the Individualized Education Program (IEP).
- Provide the Home and Hospital office and home instructor with a copy of the student's IEP, along with data collection sheets, to progress-monitor the goals and objectives outlined in the IEP.
- Participate in ongoing reviews of Home and Hospital services for the student.
- Contact the home instructor before the IEP meeting to collect progress data and information.
- Communicate any questions or concerns with the Home and Hospital office.

Pupil Personnel Worker (PPW) Responsibilities

- Advocate for appropriate interventions for students in need.
- Provide community-based connections.
- Communicate consistently with the family regarding the child's medical status.
- After being notified by the Home and Hospital office, follow up with the family regarding any attendance concerns.
- Develop or assist with a transition plan, as needed.
- Participate in ongoing reviews of Home and Hospital services for the student.

Parent/Guardian Responsibilities

- Provide the school with the initial Home and Hospital application signed by an appropriate medical professional.
- Provide updated medical documentation every 60 calendar days should there be an extension of services, including an updated treatment plan for an emotional condition.
- Secure a device from the school or your student before starting home and hospital services, especially for secondary students.
- Continually collaborate with the child's school administration, counselor, teachers, and medical personnel.
- Communicate and coordinate with the home and hospital teacher to develop a consistent instructional schedule.
- Adhere to the instructional schedule and ensure the student is available.
- Ensure someone 21 or older is available in the home during the instructional session.
- Parents should communicate with the home and hospital office or home and hospital teacher in a timely manner, if possible, to cancel a scheduled appointment.
- Communicate with the home school, home and hospital teacher, and Home and Hospital office whenever a hospitalization is imminent.
- Inform the school and home and hospital teacher when the student will be returning to school.
- Contact the Home and Hospital office with any questions or concerns @ 443-550-8450 or stewartma@calvertnet.k12.md.us

Student Responsibilities

- Meet with the home and hospital teacher consistently and participate fully in instructional sessions.
- Be prepared with your device, the appropriate books and materials for each instructional session.
- Demonstrate an attitude of respect toward the home and hospital teacher.
- Adhere to the home and hospital teacher's timelines regarding work completion.
- Complete regular coursework independently between instructional sessions. Missing assignments will be marked as a zero in the gradebook and factored into the final quarter grade.
- Be responsible for communicating with the school staff regarding make-up work from absences prior to Home and Hospital. The home and hospital teacher is not responsible for assisting with this work.
- Be responsible for communicating with the classroom teacher and completing all assignments for a course not available through the Home and Hospital office. The home and hospital teacher is not responsible for assisting with this work.

Home and Hospital Teacher Responsibilities

- Contact the parent/guardian within 24 hours of being assigned a student to initiate services
- Document all attempts to contact or initiate services on the required communication log.
- At the initial session, set a regular and consistent schedule that provides at least six (6) hours of instructional support per week.
- Document all instructional services, attempts to provide services, including parent/guardian and home and hospital teacher cancellations.
- Make all attempts to reschedule any missed sessions.
- Communicate expectations with the parent/guardian and the student.
- Be a reliable support to the student and family, making sure you are available for each scheduled instructional session.
- Review the scope of material/work and long-range plan to ensure completion by the end date.
- Assign work to be completed independently between sessions.
- Set due dates for coursework.
- Grade coursework and calculate a marking period grade.
 - For middle and high school students, mark missing assignments as a zero.
 - For elementary school students, mark missing assignments as 50% of the points possible.

- Provide marking period grades in numeric form to the school and the Home and Hospital office by the designated due dates for each marking period; interim grades are not issued for students on Home and Hospital Instruction.
- Support student instruction based on individual needs.

Home and Hospital Office Responsibilities

- Receive, review, and approve Home and Hospital applications.
- Provide a confirmation email of approval to the home school.
- Enter HH attendance codes into eSchoolPlus for each day and period the student will receive Home and Hospital Instruction.
- Mail a confirmation letter of approval and the Home and Hospital Instruction Guidelines and Procedures Manual to the parent/guardian.
- Mail denial letters.
- Assign a home and hospital tutor who will provide regular instruction in the areas specified by the Home and Hospital office and the school.
- Communicate with the school regarding the student's schedule and courses offered through Home and Hospital.
- Communicate with the parent/guardian, school, and Home and Hospital teacher regarding any questions or concerns.
- Send a 60-day reminder email to the school requesting updated documentation for continued Home and Hospital services.
- Provide support to the school, parent/guardian, and home and hospital teacher for students receiving services through Home and Hospital.

Home and Hospital Contact Information

- ❖ Home and Hospital Coordinator & Facilitator: Marlene Stewart
 - Phone: 443-550-8450
 - Email: Stewartma@calvertnet.k12.md.us
- ❖ Supervisor of School Health: Christine Knode
 - Phone: 443-550-8461
 - Email: Knodec@calvertnet.k12.md.us