



Hospital/Homebound (HHB) Program Procedural Manual 2022-23

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Table of Contents

Introduction	page 3
Overview of (HHB) Services (GA State Board of Education Rule 160-4-2-.31)	page 4
Background Information	page 5
Criteria for Eligibility	page 6
Evaluation	page 8
Applying for HHB Services and Next Steps	page 9
Submitting the Application to the District Office	page 12
Types of Hospital/Homebound Services	page 14
Full-Time Services	page 14
Intermittent Services	page 15
Hours of Homebound Instruction	page 16
Location of Homebound Instruction	page 16
Attendance/Coding	page 17
Confidentiality	page 21
Termination of Services	page 22
Hospital/Homebound Instruction/Testing	page 23
Grading	page 26
Educational Service Plan (ESP)	page 27
Roles and Responsibilities in the HHB Program	
Parent/Guardian Responsibilities	page 28
Student Responsibilities	page 28
HHB vs. Home Instruction (Special Education only)	page 32
IEP Guidance for Educational Service Plan (ESP) Meetings	page 33
Charter Schools	page 41
Frequently Asked Questions	page 43

Introduction

This manual provides information about the temporary provision of Hospital/Homebound (HHB) services. 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 or intermittent periods of time for a minimum of ten days per year, and to facilitate the student's return to school. Our goal is to provide a continuous educational program for eligible students through the combined efforts of the parent/guardian, a hospital/homebound teacher, the school administration, and the DCSD Hospital/Homebound Office.

DeKalb County School District (DCSD) seeks to provide high-quality Hospital/Homebound instruction for students who need this support. Students are expected to attend school to the greatest extent possible, however, HHB services may be provided to students who are confined to the home or a health care facility and are unable to physically attend school.

Communication between school personnel, the family, homebound teachers, medical providers and the DCSD Hospital/Homebound Office is vital to the success of Hospital/Homebound instruction. This handbook provides a description of responsibilities involved in the implementation of services. When all parties work together, students may benefit from the provision of services and return to the school environment when services are no longer needed.

Questions about Hospital/Homebound instruction may be directed to the local school's Hospital/Homebound contact (504 Chairperson or LTSE) or the HHB District Coordinator at 678-676-1817.

Overview of Hospital/Homebound (HHB) Services

Georgia State Board of Education Rule 160-4-2-.31

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. 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. The overarching goal of Hospital/Homebound instruction is to keep the student as current as possible with classroom instruction. School teams must prioritize and sometimes limit the content areas to be taught by the homebound teacher based on the needs of the student.

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 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, such as but not limited to medical doctors (MDs), osteopathic physicians (DOs), advanced registered nurse practitioners (ARNPs), physician's assistants (PAs), and licensed psychiatrists. Advanced nurse practitioners and physician assistants, working under the direct supervision of the medical doctor, may sign the medical certification statement instead of the physician; however, the name of the licensed physician must be noted on the statement in addition to the signature of the ARNP or PA.

Background Information

The first documented homebound experience took place in Newton, Iowa in 1939. This service took place by telephone. By 1958, the Council for Exceptional Children (CEC) created the Division of Educators of Homebound/Hospitalized Children.

Today, the Hospital/Homebound (HHB) delivery model is considered one of the most restrictive educational settings. This is because it separates students from their grade-level peers, both with and without disabilities. As a result, HHB is not an appropriate service delivery model for students who can be served in a school-based setting with the appropriate support via an IEP or 504 plan.

Criteria for Eligibility

Eligibility for HHB service is based on the following criteria:

1. The student must be enrolled in the DeKalb County School District. Private or home school students are **NOT** eligible for HHB services.
2. The student must have a medical and/or psychiatric condition that is documented by a licensed physician. The psychiatric condition presented must be listed in the latest edition of the *Diagnostic and Statistical Manual* (DSM). **The referring licensed physician and/or licensed psychiatrist must be the treating physician or psychiatrist for the medical and/or psychiatric condition for which the student is requesting HHB services.**
 - a) **Physical/medical condition:** Students with physical or medical conditions causing them to be unable to attend school may include those with serious or terminal illnesses, those undergoing treatments that compromise their immune systems, or those undergoing surgery.
 - b) **Psychiatric condition:** In some instances, when a student is experiencing psychiatric difficulties, Hospital/Homebound instruction may exacerbate the student's problems and would therefore not be approved. Other school-based alternatives may be more appropriate.
3. It must be anticipated that the student will be absent from school for a minimum of ten consecutive or cumulative school days during the school year.
4. The final determination or approval of Hospital/Homebound services is made by the District's HHB Office. In making this determination, full consideration will be given to the written recommendation received from the treating physician. **However, a recommendation for HHB by a treating physician does NOT guarantee Hospital/Homebound placement.**
5. Students who have been declared emancipated by a court or are 18 years of age or older are eligible to sign the DCSD HHB Application and accompanying documents, including the HIPAA form.
6. Students who have any form of influenza or other airborne contagious diseases, such as the flu or coronavirus will not be provided services until the licensed physician certifies that the student is no longer infectious.

7. Students with absences due to pregnancy-related medical conditions, services or treatment; childbirth; and recovery are eligible for HHB services if they satisfy the eligibility requirement for HHB services. [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. Regulations implementing Title IX, 34 C.F.R. § 106.40(b) (4).]
8. In order to evaluate the need for Hospital/Homebound instruction, the local school will require the parent, guardian, emancipated minor, or student 18 years of age or older to sign the HIPAA form. The exchange of information is essential in determining initial eligibility and continued eligibility of the student receiving services.
9. Students approved for intermittent HHB services must be absent for three consecutive school days within one week before HHB services will be initiated, unless otherwise noted.

Evaluation

The minimum evaluation required to determine eligibility for a student to be considered for HHB services is an annual medical certification statement from a licensed physician. The term “licensed physician” means one who is qualified to assess the student’s physical or psychiatric condition. This includes medical doctors (MDs), osteopathic physicians (DOs), psychiatrists, etc.

An out-of-state physician may not sign the medical statement unless the physician is also licensed to practice within the state of Georgia, unless otherwise approved.

The physician’s medical certification statement must include all the following information:

- A description of the disabling condition with any medical implications for instruction
- A statement that the student is unable to attend school
- A plan of treatment
- Recommendations regarding re-entry to school
- The estimated duration of the condition or a prognosis

In addition, the physician must certify that the condition(s) identified in the section “Criteria for Eligibility,” are met. For a student who is being considered for HHB services due to a psychiatric condition, the evaluation should be conducted by a licensed psychiatrist or psychologist. The medical evaluation is only one piece of information used in determining eligibility for HHB services.

Applying for HHB Services and Next Steps

The HHB application should be initiated by the parent/guardian or student 18 years and older as soon as it is anticipated that the student will miss 10 or more days of school due to a medical or psychiatric concern. There is no established “waiting period” that must be met when considering initiating the process.

Each school in DeKalb County School District has an HHB contact or designee that oversees the process. Typically, the 504 Chairperson (general education students) and Lead Teacher for Special Education (students with an IEP) will facilitate the process in the schools. These designated individuals should be the initial contact for parents/guardians to provide information regarding policies, procedures, and the application process.

1. The parent/guardian (unless student is 18 years or older) should contact the local school's Hospital/Homebound (HHB) designee to discuss possible HHB services and to request the HHB application for services. The initiation of the application process may occur in a 504 or IEP meeting.
2. At the time of request, the local school's HHB designee should provide the entire application packet to the parent/guardian. In addition, he/she should take time to discuss HHB services, including eligibility, policies, and procedures, and causes for dismissal from the HHB program.
3. The parent/guardian will complete the first three pages of the application and provide the last two pages of the application packet (Medical Certification Statement) to the licensed physician or licensed psychiatrist treating the student for the medical condition. The physician or psychiatrist must include a description of the condition, any medical implications for instruction, and the anticipated duration of services. All mental health related diagnoses must be found in the latest edition of the Diagnostic and Statistical Manual of Mental Disorders.
4. The parent must return the completed application to the local school HHB contact or have the forms sent directly from the doctor's office to the District's HHB Office. The email address is DeKalbHHB@dekalbschoolsga.org. **Only the original paperwork will be accepted unless the documents come directly from the medical facility to the HHB Office. No copies will be accepted.**
5. The local school's HHB designee (504 Chairperson/LTSE) should review the application to ensure that the student meets minimal eligibility requirements.
6. Once it is determined that the student meets eligibility, then a 504 or IEP meeting should be scheduled to review the HHB application and determine next steps. The parent/guardian should be provided information regarding the date, time, and place of the meeting to discuss HHB services. This meeting may occur in person or virtually.
7. The 504/IEP team is responsible for discussing the details concerning HHB services and determining if it is the Least Restrictive Environment for the student. In addition, the team will develop the Educational Services Plan (ESP). The HHB teacher may be present at this meeting, when possible. A District representative

should also be invited to participate in the meeting and provide an approval or denial of the application at the conclusion of the meeting.

8. If the Committee does not have enough information to proceed, then the committee must decide what additional information is needed and provide ample time for the parent/guardian to obtain this information. The school's nurse is the most appropriate person to contact the physician's office, if necessary. Therefore, the HIPAA form is an important document to have on file. Once additional information is received, then the committee may reconvene.
9. The 504/IEP team, inclusive of the district representative, should discuss the number of HHB hours necessary to provide FAPE (full-time HHB only). Please remember that HHB is not designed to replace classroom instruction, therefore, the team should not attempt to duplicate services by approving an excessive number of hours.
10. The 504/IEP team will develop an Educational Service Plan (ESP) for the HHB student. This plan must address the disabling condition, anticipated length of absence, accommodations and modifications recommended by the licensed physician or licensed psychiatrist (if any), instructional delivery method, place of instruction, testing plan for HHB student, adult parent designee if the student is under 18 years of age, team members participating, and strategies for the student's re-entry to school upon his or her return, if applicable. Students with psychiatric conditions, such as anxiety, school phobia, depression, etc., may receive HHB services at school as a part of the re-entry plan. The plan does not need to be lengthy, but it must give all parties enough information to adequately serve the student's needs.
11. If the doctor does not address re-entry plan on the medical certification form, the local school representative may contact the doctor directly. If such information is not provided, the school team can develop the re-entry plan.
12. The ESP should 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 Hospital/Homebound (HHB) Services and meet attendance requirements, a minimum of three hours of instruction per week must be provided.*** Please collaborate with the District's HHB Office if additional instructional hours are required.

*For intermittent HHB students, the following rules apply:

3 days of school missed in a week= 1 hour of HHB instruction

4 days of school missed in a week=2 hours of HHB instruction

5 days of school missed in a week=3 hours of HHB instruction

**subject to change if 504/IEP Team makes alternate recommendations*

13. If a student has a chronic condition that results in a substantial number of non-consecutive days, then the Committee has the authority to develop an alternate HHB plan. For example, a student receiving dialysis may miss half a day of school on M, W, and F. The Committee may elect to provide 1 hour of HHB instruction per week to occur on Tuesday or Thursday to assist with make-up work. Please seek guidance from the District HHB Office, if necessary.
14. The plan should identify the appropriate course load for the student during the approved period of HHB instruction. For K-8 students, HHB focuses on core content classes such as English/Language Arts, Math, Science and Social Studies. However, students may also receive HHB support in Connections classes (MS). For high school students, the 504/IEP Team determines the course load and attempts to ensure the student keeps up with graduation requirements to the greatest extent possible.
15. The same application process is initiated for instructional services to be coordinated at a hospital or other medical facility, unless the student is admitted to Children's Healthcare of Atlanta (CHOA) or Veritas Collaborative. The District's HHB Office accepts the HHB referral and Medical Reports from CHOA and Veritas, in lieu of DeKalb's Physician Medical Certification Statement located in the DCSD HHB application. The parent must complete the first three pages of the application to acknowledge an understanding of HHB procedures and expectations.
16. A contractual agreement between the LEA and hospital that stipulates the services to be provided shall be entered into prior to the hospital providing HHB services.

Submitting the HHB Application to the District Office (for LTSE's and 504 Chairpersons Only)

1. The parent/guardian, emancipated minor, or student 18 years of age or older should contact the school's HHB contact to discuss HHB services and obtain an application for these services.
2. The parent/guardian, emancipated minor, or student 18 years of age or older should complete the application and sign to certify an understanding of the HHB policies, procedures, and expectations. The Physician's Medical Certification Statement should be completed by an approved medical provider.
3. The complete application should be submitted to the local school's HHB contact. An incomplete application may cause a delay in services. **Only the original paperwork should be accepted as application for Hospital/Homebound services.**
4. Once the complete HHB application is received, the local school's HHB designee must review the entire application to ensure it has been completed properly.
5. The local school's HHB designee is responsible for verifying the credentials of the professional completing the Physician's Medical Certification Statement. If the individual completing the form is not an approved medical professional, then we cannot accept the application. Please return it to the parent immediately to minimize further delays.
6. The local school's HHB designee must schedule the 504/IEP meeting to review the HHB request and determine if student meets minimum eligibility requirements. If eligible, the team can complete the Educational Service Plan in this meeting.
7. Communications related to HHB services may be documented in the HHB Contact Log in Infinite Campus.
8. A representative from the HHB District Office should be invited to participate in this 504/IEP meeting. Please check with the HHB Office concerning availability, prior to scheduling the meeting. Please provide advanced notice of meeting (min 5 days).
9. If the student can attend school, with accommodation, HHB may not be the most appropriate environment. This discussion must occur during the official 504/IEP meeting and be documented in the minutes. Remember, HHB is one of the most restrictive educational placements.

10. If the 504/IEP team determines that HHB is an appropriate option, then the 504 Chairperson or LTSE must document services appropriately in the student's 504 plan or IEP.
11. If the student does not meet minimum requirements or there are concerns about the HHB request, please consult with the HHB Office prior to scheduling the meeting.
12. After the meeting, the 504 Chairperson or LTSE should upload the required documents to the HHB Documents panel in Infinite Campus. This should include all medical documentation pertaining to the request, complete HHB Application, HHB Approval form, complete Educational Service Plan with signatures, and the HHB Teacher Application.
13. In addition, all documents must be emailed to DekalbHHB@dekalbschoolsga.org after the meeting.
14. The 504 Chairperson or LTSE must complete the **HHB Services** panel located in Infinite Campus.
15. If the local school's HHB designee has not received an approval email within 10 business days, please follow up with the HHB Office immediately.
16. Once all HHB services are provided to the student, upload the HHB Completion form and send an email to the HHB email address communicating that it is uploaded.

Types of Hospital/Homebound Services

Hospital/Homebound services are provided to students who have documented medical/psychiatric conditions that hinder their ability to attend school regularly. It is an alternative education program provided at home, in a hospital, residential treatment facility, or in another agreed upon public location. It is considered one of the most restrictive educational settings; therefore, we encourage this programming only for students who absolutely require the services. Many times, it is more appropriate to request a modified school day for students with a 504 Accommodation plan or an IEP. If students are approved for HHB services, we encourage schools to promote re-entry into the school as soon as the student is ready to return, with an approval from the physician or psychiatrist treating the student.

There are two types of HHB service models: full-time & intermittent. The eligibility and application process for both models are the same. For more information, please see below.

Full-Time Services

Full-time HHB is provided for students, regular and special education, who have a medically diagnosed condition that confines them to their home or hospital for a period of time which significantly interferes with their education. Confinement means that the student is unable to leave the home or hospital due to the medical condition. According to the Georgia Department of Education's HHB guidance, full-time students 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.

To qualify for full-time services, the student must have a Physician's Medical Certification form completed by a licensed medical professional, stating that the student will be absent a minimum of 10 **consecutive** school days. Full-time HHB students must be re-evaluated every 9 weeks to see if full-time HHB services should continue.

Typically, full-time HHB students receive up to 3 hours of HHB instruction per week. Many times, this depends on the severity of the condition and should be discussed in the ESP meeting. If more than 4 hours of HHB are recommended, then approval must be received from the District's HHB Office.

Intermittent Services

In certain cases, a physician may recommend that a student attend school on an intermittent basis due to a chronic medical or mental health condition. In such cases, the physician will indicate the attendance parameters based on the illness or injury of the student. ***Students receiving intermittent services must 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.***

Students receiving intermittent HHB should attend school when the medical condition is not active. If students are recommended for intermittent HHB, but begin to miss extensive consecutive days of school, then the local school's HHB contact, or school nurse should reach out to the physician's office for more information. A meeting should be scheduled to re-evaluate the student's condition and update the Educational Service plan (ESP) in an official 504/IEP meeting. The school nurse and representative from the HHB Office should be invited to the meeting.

Intermittent students have more flexibility than full-time HHB students. Students may participate in school when they feel healthy enough to attend. In addition, some may participate in extracurricular activities with caution, if the physician or psychiatrist approves.

Calculating HHB hours for intermittent students is different. For intermittent HHB students, the following rules apply:

3 days of school missed in a week= 1 hour of HHB instruction

4 days of school missed in a week=2 hours of HHB instruction

5 days of school missed in a week=3.0 hours of HHB instruction

Note: This scale is only to be used for students who have been diagnosed with a chronic illness warranting ongoing intermittent services (ex. dialysis, chemotherapy, etc.) All other students receiving intermittent services must be absent 3 consecutive days to receive services.

Hours of Homebound Instruction

Most Hospital/Homebound instruction will be delivered late afternoon and evenings on days when school is in session. Instruction on weekends may be considered if there is a mutual agreement between parent and HHB instructor. Instruction will not be given to homebound students when DCSD students are NOT in attendance (i.e., teacher workdays, Winter break, Spring break, student holidays, summer). When scheduling sessions, homebound teachers will take into consideration parent or guardian requests, but not all requests can be accommodated. There are opportunities for some students to receive HHB instruction from the full-time HHB teacher on staff. If this occurs, the student may receive instruction during school hours.

Location of Homebound Instruction

The location of HHB services will be the student's home, public library, or other mutually agreed upon location. During the COVID-19 crisis, virtual HHB instruction was provided to students using Microsoft Teams, Google Classroom, and other district-approved platforms. Since schools are fully open, the expectation is for HHB services to be provided in-person, unless otherwise approved.

Attendance/Coding

Person(s) Responsible for Coding HHB Services and Attendance Credit:

- School Registrar
- Hospital/Homebound Teacher
- School Hospital/Homebound Designee

It is critical for the local school's HHB designee, HHB teacher, and student's teachers of record to continue monitoring the attendance of all HHB students on their caseload. Full-time HHB students receive a designated number of hours of instruction per week, therefore, coding is less complicated. For intermittent HHB students, the 504 Coordinator/LTSE must consistently monitor the attendance of the student and communicate with the HHB teacher weekly. This is the only way to ensure the students are receiving HHB instruction in a timely manner. Please adhere to the guidelines for calculating hours for intermittent HHB students. For intermittent HHB students, the following rules apply:

3 days of school missed in a week= 1 hour of HHB instruction

4 days of school missed in a week=2 hours of HHB instruction

5 days of school missed in a week=3 hours of HHB instruction

*subject to change if IEP/504 team recommends an alternate number of hours

Important guidelines for attendance:

- The student shall be counted present for the entire week when he or she is provided HHB instruction on an individual basis or as part of a group by the HHB teacher for a **minimum of three hours per week**. Note: *The HHB code should be used to record attendance which is not the FTE code used for a student being "present".*
- A student shall be counted absent for the week when the HHB teacher's visit is **cancelled by the parent/guardian, emancipated minor or student 18 years of age or older**. At the discretion of the HHB Office, the cancelled session may be rescheduled. Once the schedule is complete, the student is counted in accordance with the Georgia State Board of Education Rule 160-5-1-.10 Student Attendance.
- Make-up sessions will only be allowed for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to scheduled sessions. If possible, make-up for missed sessions must be completed within the same week the session is cancelled. An excessive number of cancellations, i.e., three or more in a nine-week period, may result in termination of

Hospital/Homebound services. Sessions missed due to cancellation by the homebound teacher will be made up.

- The health care facility providing approved HHB services to a student confined in the facility must submit verification of the number of instructional hours the student received to the appropriate HHB contact at the local school for the student to be counted present during this time.
- Each student supported by the hospital/homebound instructor works must remain enrolled on the regular or special education classroom teacher's roster.

The 'HHB' code is used to distinguish students who are marked present that did not physically attend school. This code signifies that although the student was not physically present at school during certain days, he/she received at least three hours of HHB instruction for the week, at home, at the hospital, or some other agreed upon public location.

It is extremely important that the code NOT be used until the student has received the appropriate number of hours of instruction, per GaDOE's HHB guidelines. **The HHB code should NOT be used as a "place-holder."** It only establishes that the student has received instruction. Any other use for the HHB code is strictly prohibited, unless otherwise directed by the DCSD's HHB Office. Please communicate this to your local school registrar.

For full-time and intermittent HHB services, the student should be marked according to the district's attendance protocol, using excused or unexcused as the code. Once the appropriate number of HHB instructional hours are received, then the code can be manually changed to reflect HHB. Full-time and intermittent HHB students' attendance should be manually changed by the end of each month, based upon the number of HHB hours received each week. If the student does not receive at least 3 HHB hours per week, then the code may not be changed, per GaDOE's guidance.

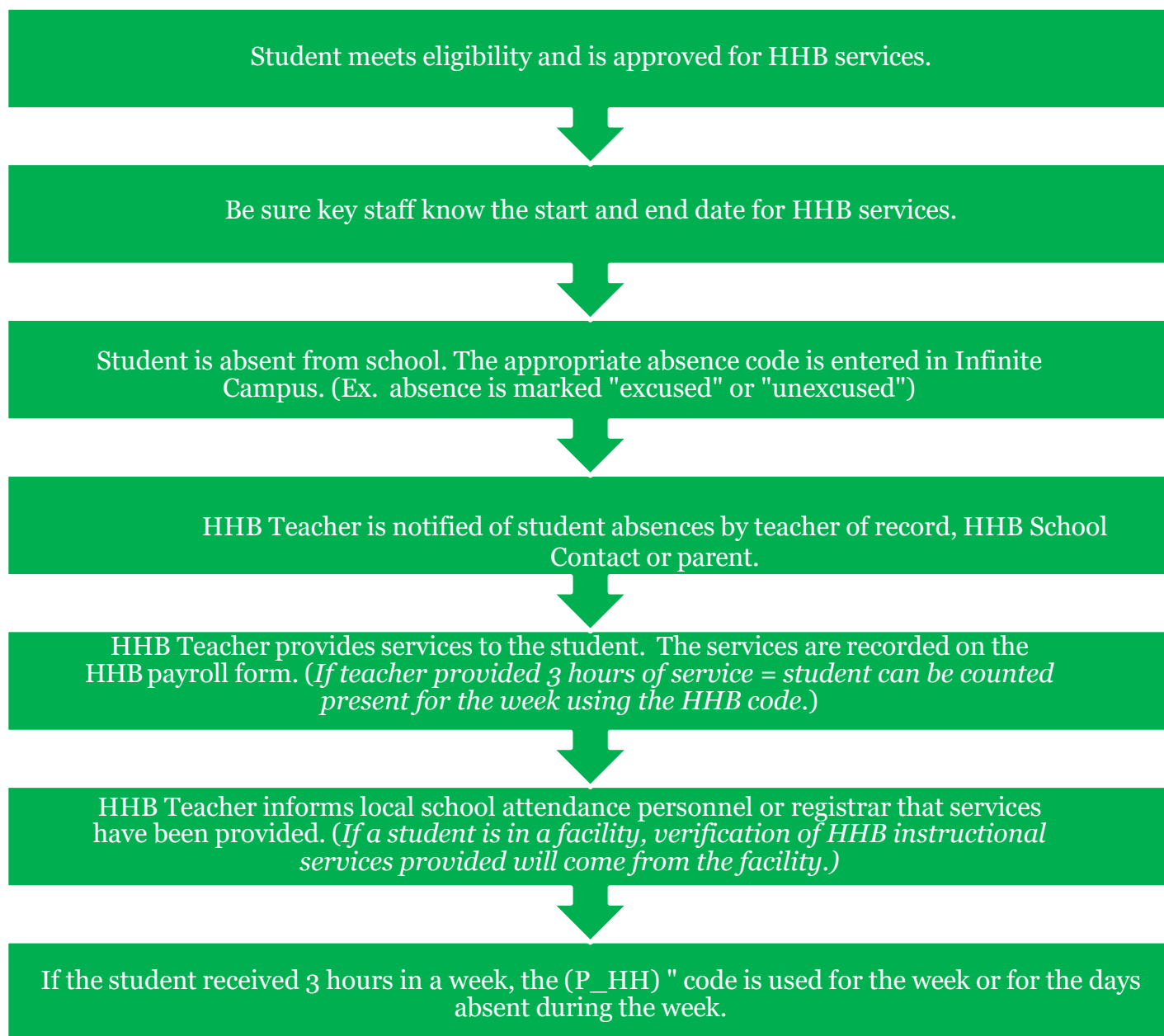
Example: The student below received FT HHB the entire school year. The appropriate code was utilized. The attendance summary shows that the student was not marked absent for any days. This means the student received a minimum of 3 hours of HHB every week for the previous school year.

Term 1-1 08/07/2017 - 10/16/2017							
Instructional Days: 43				Present Days: 43			
Period	1	2	3	4	HR	6	T
Absent	0	0	0	0	0	0	0
Early Release	0	0	0	0	0	0	0
Tardy	0	0	0	0	0	0	0
Term 1-2 10/17/2017 - 12/20/2017							
Instructional Days: 42				Present Days: 42			
Period	1	2	3	4	HR	6	T
Absent	0	0	0	0	0	0	0
Early Release	0	0	0	0	0	0	0
Tardy	0	0	0	0	0	0	0
Term 2-1 01/04/2018 - 03/14/2018							
Instructional Days: 43				Present Days: 41.47			
Period	1	2	3	4	HR	6	T
Absent	0	0	1	0	1	0	2
Early Release	0	0	0	0	0	0	0
Tardy	0	0	0	0	0	0	0
Term 2-2 03/15/2018 - 05/24/2018							
Instructional Days: 46				Present Days: 46			
Period	1	2	3	4	HR	6	T
Absent	0	0	0	0	0	0	0
Early Release	0	0	0	0	0	0	0
Tardy	0	0	0	0	0	0	0

Date	Period					
	1	2	3	4	HR	6
05/24/2018 Thu A			P_HH	P_HH		
05/23/2018 Wed B			P_HH	P_HH		
05/22/2018 Tue A			P_HH	P_HH		
05/21/2018 Mon B			P_HH	P_HH		
05/18/2018 Fri A			P_HH	P_HH		
05/17/2018 Thu B			P_HH	P_HH		
05/16/2018 Wed A			P_HH	P_HH		
05/15/2018 Tue B			P_HH	P_HH		
05/14/2018 Mon A			P_HH	P_HH		
05/11/2018 Fri B			P_SA	P_SA		
05/10/2018 Thu A			P_HH	P_HH		
05/09/2018 Wed B			P_HH	P_HH		
05/08/2018 Tue A			P_HH	P_HH		
05/07/2018 Mon B			P_HH	P_HH		

For questions pertaining to attendance and coding, please contact the District's HHB Office @ 678-676-1817.

Procedure for Coding Attendance for Students Receiving HHB Services



****Note: the “P-HH” code can only be entered in a student’s record after HHB services have been provided.*** It is incorrect to utilize the code for attendance before a student has received services.

Confidentiality

Ensuring that confidential information remains confidential involves careful record keeping and sharing of information in a professional manner. **The teacher and other employees should not repeat confidential information about the students or their parents either to other parents or to the staff members who are not working with the children.** This is a violation of the Family Educational Rights and Privacy Act (FERPA) and an invasion of privacy to which the students and their parents have a right. If there is a need to share confidential information with another staff member to help him/her work better with the child, have the discussion in a private place and limit it to necessary information.

Termination of Services

The duration of homebound services depends on the nature and severity of the illness or disability of each student. 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. A student is released from the HHB program as of the projected return date on the Application for Hospital/Homebound Services Medical Referral or if the licensed physician or licensed psychiatrist indicates that the medical condition has changed or as defined in the ESP.
2. The licensed physician or psychiatrist indicates that the medical condition has changed from what was defined in the ESP.
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 student graduates or the school year ends.
5. The student withdrew from the school district.
6. The student does not assume responsibility for the completion of assignments.
7. 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. It is understood that students who are physically able to be employed, or who are physically able to participate in sports, are also physically able to attend school. Should it be determined that a student is in violation of this expectation, their homebound services will terminate immediately.
8. 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. Some exceptions apply. We encourage working with the student to provide some HHB support, even if the student can attend part-time.
9. When the parent/guardian cancels three HHB instructional sessions without providing 24-hour notice.
10. When the conditions of the location where HHB services are provided, are not conducive for instruction, or threaten the health and welfare of the HHB teacher.
11. When the student refuses to cooperate and fully participate in HHB instruction.
12. The parent chooses to end HHB services.

Hospital/Homebound Instruction/Testing

1. An individual employed as the Hospital/Homebound teacher must hold a Georgia teacher's certification.
2. The teacher must be employed and supervised by a designated official at the student's local school, unless otherwise approved.
3. The HHB teacher should have a broad background of professional training and experience so that he or she will be able to adapt instruction to each student's needs. The HHB teacher must also be able to adjust to a variety of home situations and be knowledgeable of cultural diversity existing within his or her community.
4. HHB instruction can be offered on a one-on-one basis, or in a small group, at the home of the student, at the health care facility where the student is confined, or through online learning courses, such as Georgia Virtual School or FLEX Academy as identified in the Educational Service Plan (ESP). Instructional resources associated with online courses shall be provided by the school district.
5. The type of instruction offered is based upon the agreement as set forth in the Educational Service Plan (ESP) which shall take into consideration the cognitive ability and medical condition of the student.
6. Other locations that may be considered are the public libraries, community centers, Boys and Girls Clubs, etc.
7. If instruction is provided in the student's home, a workspace that is well ventilated, smoke-free, clean, and quiet (e.g., free of radio, TV, pets, and visitors) must be provided. A schedule for student study time between teacher visits should be established and the student should be prepared for each session with the teacher.
8. For students participating in online learning courses such as the Georgia Virtual School, FLEX Academy or other approved online programs, the HHB teacher may facilitate the learning process, monitor assignments, and provide tutoring assistance as defined in the Educational Service Plan (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.

Online courses may be used in place of, or to supplement, some homebound instruction for available classes. Online classes may be beneficial for students who are able to work well independently. For additional information, contact the student's school counselor. The use of available technology for the student to participate in some classroom activities from home and to support instruction will be considered when appropriate.

9. The HHB student shall use instructional materials issued by the student's classroom teachers. The student's parents or guardians shall be responsible for obtaining all the student's books from the school prior to the first session of HHB instruction.

10. HHB teachers shall provide **direct delivery** of the course materials provided by the student's classroom teacher. The classroom teacher is required to provide to the HHB teacher: course syllabus (if applicable), textbooks, assignments, rubrics for projects, assessments, and any supplementary materials (study guides, chapter notes, login information for online sites etc.) in a timely manner.
11. HHB teachers are not conduits of assignments. They are expected to provide **quality instruction** and support to the students. Example of a typical HHB session:
 - a) HHB teacher collaborates with student's teacher to understand instruction, assignments, assessments, etc.
 - b) HHB teacher provides instruction to the student.
 - c) Reviews homework expectations for the student (there should be homework assigned by classroom teachers). HHB teacher should be clear about due dates.
 - d) Student completes homework prior to the next session.
 - e) HHB teacher picks up all assignments from previous session.
 - f) HHB teacher shares assignments with classroom teachers for grading.
 - g) Teachers of record should provide feedback to HHB student concerning assignments.
12. All state mandated tests shall be administered unless the student is approved to take an alternate assessment as stipulated in the Educational Service Plan (ESP).
13. Full credit shall be given for work completed as stipulated in the ESP.
14. 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. **Ideally, the student receiving homebound services will return to his/her local school on each of the testing days to complete the required testing.**
15. Should this not be a viable option, the local school will follow District procedures for test administration. Please be sure the person administering any state-mandated assessment has been properly trained. NO EXCEPTIONS!
16. HHB instructional delivery shall **focus on the core subjects**, i.e., reading, language arts, mathematics, science, and social studies. However, elective courses may be at the discretion of the local school, be included in HHB instruction for high school students, especially graduating seniors.
17. It is the student's and parent's responsibility to stay current with homework and class projects and make appropriate arrangements for delivery and submission of such.

18. Some adaptations to regular assignments may be required for some of the following reasons:
- a. Physical limitations may increase the time needed to complete assignments and may require that part or all the work be done orally with the hospital/homebound instructor.
 - b. Class work may be of a nature that cannot be duplicated and other of equal value should be substituted, such as research for group projects and field trips and textbook and reference work for class lectures.
19. The parents should plan with student for a regular time for daily study and encourage him/her to complete all work in advance. Students are expected to work on assignments on the days they are not visited by the HHB teacher.
20. The DCSD should ensure that the HHB student is complying with the legislative requirements of HB 400 (BRIDGE) (passed during the 2010 General Assembly), HB 713 (passed during the 2012 General Assembly), and HB 186, (K-12 Career Development) (passed during the 2011 General Assembly). Communication guidelines should be established between the counselor and the HHB instructor.

Grading

Students receiving HHB instruction from a homebound teacher, remain on the classroom teacher's roster. The classroom teacher remains the teacher of record. Therefore, the classroom teacher is responsible for assigning the semester and final grades to the student.

The classroom teacher should be informed of the student's progress frequently, preferably weekly. All work completed by the student must be turned in to the classroom teacher in a timely manner. Strong communication and effective collaboration are required between the classroom and homebound teachers.

It is the responsibility of the classroom teacher to grade each work product and return the work to the homebound teacher in a timely manner to ensure the student is getting regular and relevant feedback on academic performance. 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 school's virtual learning specialist will oversee student's progress and grades. The student's previous classroom teacher(s) will no longer serve as the teacher(s) of record.

Educational Service Plan (ESP)

Every student approved for Hospital/Homebound (HHB) services must have an Educational Service Plan (ESP) that has been developed by the 504 or IEP team. The ESP documents details concerning how HHB will be delivered to each individual student. The plan does not have to be lengthy but must include key information such as:

- Student demographics
- Disabling condition
- Anticipated length of absence
- Full-time or Intermittent HHB
- Accommodations recommended by licensed physician/psychiatrist
- Instructional delivery method (direct instruction, virtual learning, etc.)
- Place of instruction
- Adult designee to be present during HHB session, if parent is unavailable
- Team members participating in the meeting
- Re-entry plan for student (full-time HHB only)

For students with psychiatric conditions, such as anxiety, school phobia, depression, etc., you may recommend HHB services to be provided at school as a part of the re-entry plan.

- Testing participation plan

All students with a 504 plan or an IEP must utilize the official Educational Service Plan (ESP) template. All the required information must be discussed within the 504/IEP meeting and documented appropriately. The Educational Service Plan is a compliance piece that is required per the Georgia Department of Education's HHB guidelines.

Roles and Responsibilities in the HHB Program

Parent/Guardian Responsibilities

If services are to be provided in the home, the parent/guardian must agree upon the following:

- A responsible adult (at least 21 years of age) must be present during each homebound session.
- A quiet, clean, well-ventilated place for the student and teacher to work without interruption must be provided. The television and other media should be kept off, and other children, visitors, and pets should not be present.
- A schedule for the student to study between teacher visits must be established.
- Student must complete assignments between visits and be prepared to learn at the subsequent visit.
- All instructional appointments should be kept; however, in case of an emergency, the parent/guardian must contact the homebound teacher 24-hours in advance to cancel the appointment. Please understand that cancelled appointments will impact the student's academic progress.
- Parent/guardian must communicate with the homebound teacher about changes in the child's health status or other concerns.
- Parent/guardian must sign a time sheet with a record of the days and times that the homebound teacher provided instruction to the student.

Student Responsibilities

Hospital/Homebound instruction is an extension of school and all classroom rules and regulations, as well as school district policies, apply. The student must:

- Be available for scheduled instruction
- Be dressed appropriately
- Have all books and materials needed for instruction
- Complete homework assignments
- Remain courteous, comply with teacher requests, and use appropriate language
- Dedicate instructional time for instruction only (no phone calls, visitation, or television)
- Have a quiet area suitable for instructional purposes

Classroom Teacher Responsibilities

- Promptly refers students who may qualify for hospital/homebound services to the 504 Chair, LTSE, or case manager.
- Collaborates with school personnel and parents in developing the student's Educational Services Plan.
- Regularly meets with the hospital/homebound teacher to discuss the specific course requirements and assignments.
- Assists the hospital/homebound teacher in area of specialized instruction.
- Assists in evaluating the work and progress of the homebound student.
- Notifies HHB Designee or HHB Teacher when student receiving intermittent services is absent 3 consecutive days.
- Helps the student maintain communication with his/her classmates.
- Notifies school HHB Designee if services are not being provided.

Hospital Homebound Teacher Responsibilities

The hospital/homebound teacher serves students with differing educational backgrounds and various disabilities. In providing a program for these students, the hospital/homebound teacher:

- Collaborates with school personnel and parents in developing the student's Educational Services Plan.
- Provides a supportive instructional program for the student.
- Regularly communicates with the student's teachers of record to plan for instruction, discuss progress, review challenges, and update the program as needed.
- Initiates communication with school officials to make re-entry into the school as smooth as possible.
- Notifies HHB School Designee if any difficulties prevent HHB services being provided.

School HHB Designee (504 Chair/LTSE/Case Manager)

- Provides the parent with the HHB application from Infinite Campus and explains pertinent information regarding the HHB Program.
- Collaborates with school administration to identify the HHB teacher for the student.
- Collaborates with parents, teachers, and other personnel in the development of the student's Educational Services Plan.
- Assists with collecting materials/assignments from teachers on a weekly basis and providing them to the hospital/homebound teacher.
- Assists with distributing completed assignments to regular class teachers.
- In conjunction with classroom teachers, keeps records of student's attendance.
- Monitors the delivery of HHB services to the student.
- Notifies District HHB Coordinator and Administrator if HHB services are not being provided

HHB Office

- Receives and processes HHB Application, Approval Form, Educational Service Plan, and HHB Teacher Application.
- Participates in the Educational Service Plan meeting.
- Notifies the team of the student's eligibility/ineligibility for HHB services during the meeting.
- Processes all HHB documents for the teacher including teacher agreement, timesheet, instructional activities documentation form, official authorization, welcome letter, etc.
- Collects and processes payroll forms from HHB teachers.
- Maintains the HHB Teacher email group and provides pertinent information regularly.
- Follows up with school personnel, HHB teachers, and/or parents, as necessary, to help resolve concerns regarding HHB services.

Safety Tips for HHB Visits

- Inform the school administrator or other responsible school employee of the destination of the HHB instructor and the expected start and end time.
- The HHB instructor should leave a contact number for emergencies.
- Be actively aware of surroundings inside and outside of the student's home.
- Carry keys and money in a pocket rather than in a purse or wallet.
- If the instructor feels unsafe during the visit, and think there might be the threat of danger, immediately end the session and leave.
- Do not allow parents or students to play on your sympathy and good nature to get what they want. Stay firm and stick to the curriculum.
- Conduct a first-time drive by to observe the location, the atmosphere, and the surrounding area.

HHB vs. Home Instruction (Special Education only)

Hospital/Homebound instruction is not to be confused with “Home Instruction,” which is included in the definition of special education located in the federal regulations (34 CFR §300.39(a)(i)) and is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR §300.115.) This option is restricted to students who, because of a severe medical condition or mobility impairment, are unable to leave home to attend school and for students with severe behavioral challenges.

Home instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting with the following considerations:

- A free and appropriate public education (FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP.
- Home instruction services must be reviewed no less than quarterly by the IEP team; and
- all IEPs that require home instruction placements will include a reintegration plan for returning to the school setting.

IEP teams should consider a range of options for home instruction and homebound service delivery that may be appropriate to meet a student’s individual needs, e.g.:

- Direct instruction (in person, by telephone, virtually, etc.)
- Video or audio recordings of class instruction
- Real-time tech options
- Online courses and other distance learning options
- Flexible scheduling and/or extended school year services

The nature of the condition that results in a student’s need for home instruction or homebound services may limit the student’s availability for the instruction or services. IEP teams need to consider any physical or mental factors that may impact the student’s instruction when scheduling home instruction or homebound services.

Students with disabilities who receive home instruction have the right to participate in District-sponsored activities to the extent they are able to do so. Please consult with your Special Education Coordinator and LTSE for more information.

IEP Guidance for Educational Service Plan (ESP) Meetings

Sections to Update in the DeKalb IEP_2022 in Infinite Campus (effective 9/8/2020)

The following guidance will assist IEP teams in addressing all required parts of the IEP in light of requested Hospital/Homebound Services. This guidance accompanies all procedures previously provided by the HHB Department. Each section of the IEP is addressed with content that should be reviewed.

Education Plan Editor

- Reason for meeting description – make a statement to the effect that HHB services were being considered, the Educational Services Plan was being developed and the IEP was amended as necessary (see sample below).

SPECIAL EDUCATION INFORMATION
Type of Meeting: Amendment The purpose of this meeting is to amend/revise the student's current IEP. HHB services were being considered and the Educational Services Plan was developed.

PLAAFP Editor

- Strengths – update as needed based on medical condition
- Functional Needs – update as needed based on medical condition
- Parent Concerns – update based on current parental concerns (see sample below)

Parental concerns regarding their child's education: The parent is concerned about getting the student the therapy he needs in order to be able to return to school and be successful.
--

- Does the student have needs related to their disability in the area of Health Medical?
 - Yes, describe strengths and weaknesses (see sample below)



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
Does the student have needs related to their disability in the area of Health/Medical? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, describe Strengths and Weaknesses: Based on a medical certification statement dated 08/15/20, the student has a diagnosis of drug addiction and major depressive disorder. He will be participating in intensive outpatient therapy services for 6 hours per day through 9/25/2020.

Special Factors Editor (address in each area considering HHB services)

- Is behavior a concern during HHB? Will the current BIP be implemented or does it need to be amended?
- How will language learning be addressed during HHB?
- How will sensory impairments (vision or hearing) be addressed during HHB (alternative format for instructional materials, sign language interpretation, amplification system)?
- How will communication needs be addressed during HHB?
- Will the student use AT while on HHB? If yes, work with the AT Department. Home loan papers may need to be signed.

Transition Service Plan Editor – Can the transition plan be addressed as written during HHB services? If not, what adjustments need to be made?

Goals/Objectives Editor

- Are there any goals/objectives that cannot be addressed during HHB? If so, these must be listed in the minutes.
- How will progress monitoring continue during HHB? **Will the HHB teacher need any specialized training to collect data?**

Student Supports Editor – On the Educational Services Plan (ESP), it is permissible to add the statement “See Student Supports section of IEP dated _____” in the Medical Considerations for Instruction and Other Accommodations section as long as the IEP is attached to the ESP.

- Instructional Accommodations – Are there any that cannot be provided during HHB? Are there any that should be added because of HHB?
- Classroom Testing Accommodations - Are there any that cannot be provided during HHB? Are there any that should be added because of HHB?
- Supplementary Aids and Services - Are there any that cannot be provided during HHB? Are there any that should be added because of HHB?
- Supports for School Personnel - Are there any that cannot be provided during HHB? Are there any that should be added because of HHB? **Will the HHB teacher need any specialized training to meet student needs during services?**
- On the Educational Service Plan (ESP), it is permissible to add the statement “See Student Supports section of IEP dated _____” in the Medical Considerations for Instruction and Other Accommodations section as long as the IEP is attached to the ESP.

Specific Testing Accommodations Editor – Will there be any state or district testing during the period of HHB services? If so, do current accommodations need to be adjusted? The Educational Service Plan (ESP) must address *where* testing will occur.

- On the Educational Service Plan (ESP), it is permissible to add the statement “See Specific Testing Accommodations section of IEP dated _____” in the Testing Plan section as long as the IEP is attached to the ESP.

Services Editors

Full-time HHB

- End current services on IEP for school-based model
- Record HHB services by content area as services *outside of the general ed classroom* – include start and end date (see sample below)
- For related services – usually related services are not provided during HHB; however, if the team determines they are required, consultative services should be considered first. Any services provided should be updated in the IEP following the same guidelines as other services.

SERVICES CONSIDERED					
Instruction/Services in the General Ed Classroom/EC Setting					
<input type="checkbox"/> Consultative	<input type="checkbox"/> Collaborative	<input type="checkbox"/> Co-teaching			
<input type="checkbox"/> Supportive Services	<input type="checkbox"/> Related Services				
Instruction/Services Outside the General Ed Classroom					
<input type="checkbox"/> Separate Class	<input type="checkbox"/> Separate School	<input type="checkbox"/> Home Instruction			
<input type="checkbox"/> Residential	<input checked="" type="checkbox"/> Hospital/Homebound	<input type="checkbox"/> Supportive Services			
<input type="checkbox"/> Related Services					
<p>The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities:</p> <p>Because the student will be receiving full-time Hospital Homebound Services, he will receive all instruction in the home environment.</p>					
SPECIAL EDUCATION: Instruction/Related Services in General Education Classroom/Early Childhood Setting					
<p>This IEP will be implemented on days public school programs and the servicing school are in operation during the regular school year. Scheduled IEP services, despite any other statement in the IEP to the contrary, are not delivered on, or made up on, days the District or servicing school closes for any reason, such as inclement weather, holiday, partial days, professional learning days, early release days, and summer, unless specified in the Extended School year section of the IEP.</p>					
SPECIAL EDUCATION: Instruction/Related Services Outside of the General Education Classroom					
Program-Model	Frequency	Start-End	Content/ Specialty Area(s)	Provider	Location
T-Emotional/Behavioral Disorder-Individual Instruction	45.0 min, 1.0 times/week	09/01/2020 - 12/04/2020	Language Arts	Special Education Teacher	Hospital Homebound
T-Emotional/Behavioral Disorder-Individual Instruction	45.0 min, 1.0 times/week	09/01/2020 - 12/04/2020	Social Studies	Special Education Teacher	Hospital Homebound
T-Emotional/Behavioral Disorder-Individual Instruction	45.0 min, 1.0 times/week	09/01/2020 - 12/04/2020	Science	Special Education Teacher	Hospital Homebound
T-Emotional/Behavioral Disorder-Individual Instruction	45.0 min, 1.0 times/week	09/01/2020 - 12/04/2020	Math	Special Education Teacher	Hospital Homebound
<p>This IEP will be implemented on days public school programs and the servicing school are in operation during the regular school year. Scheduled IEP services, despite any other statement in the IEP to the contrary, are not delivered on, or made up on, days the District or servicing school closes for any reason, such as inclement weather, holiday, partial days, professional learning days, early release days, and summer, unless specified in the Extended School year section of the IEP.</p>					

Intermittent HHB

- Only describe services in minutes – nothing changes on services page
- Specifically outline WHO will monitor absences to know that services are required

Extended School Year – Will services be required during breaks in instruction when HHB services are in place (see sample below)?

EXTENDED SCHOOL YEAR		
Factors Considered:		
<input type="checkbox"/> Severity of disability	<input checked="" type="checkbox"/> Rate of progress that may limit ability to achieve IEP objectives	<input type="checkbox"/> Relative importance of IEP goals at issue
<input type="checkbox"/> Delays or interruptions in service	<input type="checkbox"/> Age	<input type="checkbox"/> Regression that may limit ability to achieve IEP objectives/time needed for recoupment
<input type="checkbox"/> Critical point of instruction/emerging skills	<input type="checkbox"/> Transitional needs	
Summary of ESY Consideration:		
At this time an ESY determination cannot be made. The student's current medical condition may impact his ability to achieve IEP objectives. HHB services will be provided, and the team will meet again at the end of the HHB services to reconsider ESY.		
Is extended school required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Team Meeting Minutes – each of the following items should be documented in the minutes (see separate samples for full-time and intermittent HHB services)

- Purpose is to develop Educational Services Plan (ESP) to be implemented during hospital homebound (HHB) services
- Physical/medical information was updated based on input from (Doctor's Name) dated (date of Medical Certification Statement)
- Present Levels were reviewed, and parent concerns were updated.
- Record any discussions related to the Consideration of Special Factors page - include information about any special factors that cannot be addressed while HHB services are being provided
- Record any discussion related to the Transition Service Plan include information about what parts can/will be addressed during HHB? What parts cannot be addressed?
- Record any discussion related to Goals/Objectives (including Transition Goals and Behavior Goals) and progress monitoring
- Record any discussion related to the Student Supports page
- Testing accommodations were addressed on the Educational Service Plan (ESP)
- Record thorough discussion of services to be provided during HHB (including how related services will be addressed or suspended). Also address WHERE the services will occur (home, public library, coffee shop, etc.)
 - For full-time services, 3 hours per week is the typical HHB service; however, the IEP team must determine how much service is required to address access to the general curriculum and goals/objectives. If more than 4 hours/week is being considered, the

LTSE should contact the HHB Office for guidance. The team could begin with 3 hours per week and agree to meet in 4-6 weeks to review again

- For intermittent services, add to the notes how service times will be determined (3 days absent=1.5 hours, 4 days absent=2.0 hours, 5 days absent=3 hours)
- For all HHB students, address whether or not student will require HHB services if the district engages in virtual learning
- ESY – address as appropriate; be sure to consider if HHB services during a break in instruction will be required
- Record discussion of how HHB teacher will communicate with student’s regular teachers and when/how assignments will be obtained/submitted
- Record discussion of reasons for termination of HHB services (review list provided)
 - Return date on HHB Medical Certification form
 - Employed in any capacity (full-time HHB)
 - Goes on vacation (full-time HHB)
 - Regularly participates in extracurricular activities
 - No longer confined to the home or hospital (full-time HHB)
 - Last day of the school year
 - When parent/guardian cancels three HHB sessions without providing at least 24 - hour notice
 - When conditions threaten the health and well-being of the HHB teacher

Sample Minutes for Full-time HHB

The purpose of the meeting is to develop an Educational Services Plan (ESP) to be implemented during Hospital Homebound (HHB) services. Physical/medical information was updated based on input from (Doctor's Name) dated (date of Medical Certification Statement). Present Levels were reviewed, and parent concerns were updated. The Special Factors page was reviewed. During HHB services the Behavior Intervention Plan will be implemented as written. The Transition Service Plan will remain in effect during HHB services. All current goals will be addressed on a weekly basis during HHB services. The classroom teachers will identify academic assignments or probes to be used, and the special ed teacher will provide data collection sheets for behavior goals. The special ed teacher will continue to provide progress reports on the same schedule as the general education teachers. Student Supports were reviewed, and all can be provided during HHB services as indicated. No district or statewide assessments are scheduled for the current HHB services; therefore, testing accommodations will remain the as written in the current IEP.

The team addressed how HHB services will be provided. The student will receive full-time HHB services for 3 hours per week (45 minutes per content area). The services will be provided in the student's home, and the parents will ensure that someone 21 years or older is present for the duration of the services. Because of reduced stamina and off-task behavior, the student will require HHB services if the district moves to virtual learning. ESY services were considered. At this time the team cannot make a determination regarding the need for ~~ESY~~. Once HHB services are completed the team will reconvene and reconsider ESY.

The HHB Teacher, Dr. Smith, will communicate with classroom teachers on a weekly basis in person and through email in order to collect and return assignments/data collection and report concerns.

The LTSE reviewed the reasons for termination of HHB services.

- o Return date on HHB Medical Certification form
- o Employed in any capacity (full-time HHB)
- o Goes on vacation (full-time HHB)
- o Regularly participates in extracurricular activities
- o No longer confined to the home or hospital (full-time HHB)
- o Last day of the school year
- o When parent/guardian cancels three HHB sessions without providing at least 24 - hour notice
- o When conditions threaten the health and well-being of the HHB teacher

The parents indicated that they understood the reasons for termination. They also agreed to the ESP as written. They were provided with copies of the ESP and the amended IEP.

Sample Minutes for Intermittent HHB

The purpose of the meeting is to develop an Educational Services Plan (ESP) to be implemented during Hospital Homebound (HHB) services. Physical/medical information was updated based on input from (Doctor's Name) dated (date of Medical Certification Statement). The student will be required Intermittent HHB services due to the type of medical condition. Present Levels were reviewed, and parent concerns were updated. The Special Factors page was reviewed. During HHB services the Behavior Intervention Plan will be implemented as written. The Transition Service Plan will remain in effect during HHB services. All current goals will be addressed on a weekly basis during HHB services. The classroom teachers will identify academic assignments or probes to be used, and the special ed teacher will provide data collection sheets for behavior goals. The special ed teacher will continue to provide progress reports on the same schedule as the general education teachers. Student Supports were reviewed, and all can be provided during HHB services as indicated. Testing accommodations will remain the as written in the current IEP.

The team addressed how HHB services will be provided. The student will receive intermittent HHB services based on consecutive absences in a week (3 days absent=1.5 hours, 4 days absent=2.0 hours, 5 days absent=3 hours). The assigned HHB teacher will monitor absences each week and provide services as necessary. The services will be provided in the student's home, and the parents will ensure that someone 21 years or older is present for the duration of the services. Because of reduced stamina and off-task behavior, the student will require HHB services if the district moves to virtual learning. ESY services were considered. At this time the team cannot make a determination regarding the need for ESY. The team will reconvene before any break in instruction in which ESY needs to be considered.

The HHB Teacher, Dr. Smith, will communicate with classroom teachers in person and through email in order to collect and return assignments/data collection and report concerns.

The LTSE reviewed the reasons for termination of HHB services.

- Return date on HHB Medical Certification form
- Employed in any capacity (full-time HHB)
- Goes on vacation (full-time HHB)
- Regularly participates in extracurricular activities
- No longer confined to the home or hospital (full-time HHB)
- Last day of the school year
- When parent/guardian cancels three HHB sessions without providing at least 24 - hour notice
- When conditions threaten the health and well-being of the HHB teacher

The parents indicated that they understood the reasons for termination. They also agreed to the ESP as written. They were provided with copies of the ESP and the amended IEP.

IMPORTANT!

If the team references the IEP in the ESP, the IEP should be submitted to the HHB office with the ESP.

In addition to following directions from the HHB Office regarding submitting the ESP, the ESP should be "stapled" in Infinite Campus to the IEP in which HHB services were first determined. Be sure to label as HHB ESP.

When selecting an HHB teacher for a student with a disability, the following points should be considered:

- An individual employed as an HHB teacher must hold Georgia teacher's certification
- The HHB teacher must be employed and supervised by a designated official of the LEA
- The HHB teacher should have a broad background of professional training and experience so that he or she will be able to adapt instruction to each student's needs
- The HHB teacher must also be able to adjust to a variety of home situations and be knowledgeable of cultural diversity existing within his or her community



***Based on ESSA PQ & In-Field Implementation Guide: The GaDOE Implementation Guidelines for Professional Qualifications and ESSA In-Field Reporting, January 2020; pages 27-28*

8.I Hospital/Homebound

(GaPSC Rule 505-2-.40 505-2-.42; SBOE Rule 160-4-2-.31; O.C.G.A. §20-2-211.1)

- **8.I.1 Less than 20 Consecutive Days**
 - PQ: Teachers who teach students in Hospital/Homebound programs are not required to meet professional qualifications because students in these programs are typically not absent from school for more than twenty consecutive days.
 - ESSA In-Field: Teachers who teach students in Hospital/Homebound programs are not typically 'tested' for ESSA In-Field requirements because students in these programs are generally not absent from school for more than twenty consecutive days and are usually reported on regular rosters; however, if a Hospital/Homebound teacher is reported in Student Class, that teacher is subject to ESSA In-Field requirements.
- **8.I.2 More than 20 Consecutive Days**
 - PQ: If a student is absent for twenty consecutive days or more, a teacher who meets the state/LEA's professional qualifications requirements must be assigned. All LEA teachers must hold a Clearance certificate.
 - ESSA In-Field: If a student is absent for twenty consecutive days or more, a teacher must be assigned. This teacher is subject to ESSA In-Field reporting requirements.

What does this mean?



For students with disabilities receiving HHB services for less than 20 days, the best practice would be for the HHB teacher to have at a minimum Special Ed General Curriculum (P-12) certification.

For students with disabilities receiving HHB services for more than 20 days, the first consideration for determining a teacher must be how the student is assessed.

- *If Georgia Milestones - Special Ed General Curriculum (P-12) certification.*
- *If Georgia Alternative Assessment (GAA) – Special Ed Adapted Curriculum (P-12) certification.*
- *Content qualifications – best practice would be to have at least one content area on the certificate as well*

Charter Schools

The HHB application and approval process is the same for charter schools. The only difference is the processing of payroll for HHB teachers. Please see the instructions below concerning this process:

1. Charter schools should identify students needing HHB services using regular DCSD HHB Department protocols.
2. DCSD HHB Department confirms the HHB services delivered to students are required and are outside the regular school day AND, in a traditional school, would be paid for by the District directly to a DCSD employee using a standard agreement for such services, if any.
3. DCSD HHB Department will complete page 2 in the Charter Extra Activity packet, scan/email form (along with any additional documents) to the charter school Principal.
4. The charter school will select the charter employee who will deliver HHB services. The charter school employee will complete the required DCSD HHB Department forms (HHB Teacher Application, Contract, etc.).
5. The charter school Office Manager/Principal will complete page 3 of the form, scan/email pages 2 and 3, (including any additional forms required by the DCSD HHB Department) to the issuing DCSD HHB Department with a copy to the Charter Schools, School Governance and Flexibility (CSSGF) Department.
6. The charter Office Manager/Principal will complete the top portion of page 4 and share the timesheet with the charter employee.
7. The charter employee will enter the dates/times for services rendered on page 4 of this form.
8. On a date determined by the charter school, the charter employee will turn in their **completed timesheets** (including any additional forms required by the DCSD HHB Department) to their Office Manager/Principal per their own organizational guidelines. The charter Office Manager/Principal will complete the Amount Payable section on Page 4.
9. **On the fifth (5th) of each month** the charter Office Manager/Principal will scan/email the completed timesheet (page 4), including any additional forms required by the HHB Department to the HHB Coordinator.
10. The HHB Department will review the documents for accuracy. If accurate, the HHB Coordinator or designee will sign the timesheet. If the Amount Payable is not accurate, the HHB Department should indicate the correct amount on the timesheet

(page 4), initial the correction, sign the corrected timesheet (page 4), email a corrected scanned version to the charter school, and continue with Step 11.

11. The HHB Department will use the appropriate program charge code to enter a requisition into the DCSD financial system on behalf of the Charter School (vendor). The supporting Invoice will be pages 2, 3 and 4 (completed timesheet).
12. Accounts Payable will issue **a check made out to the charter school (vendor)** using the information on page 3.
13. The charter school will issue payment to the charter employee per the Confirmed Payment form following their internal protocols.
14. All documentation should be saved by the charter school, DCSD HHB Department, Accounts Payable and CCSGF Department per normal protocols.

Georgia Department of Education Hospital/Homebound (HHB)

Frequently Asked Questions

The following Frequently Asked Questions (FAQs) are provided to assist schools, local education agencies (LEAs), parent, 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?** *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?** *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?** *The actual procedure for requesting homebound services is not determined by the state, but by each education agency (LEA).*
- 4. Who provides HHB instruction?** *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?** *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?** *The LEA in which the student is enrolled must provide HHB services.*

8. **Is a pregnant student eligible for HHB services?** *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 8 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. Regulations implementing Title IX, 34 C.F.R. § 106.40(b) (4).]*
9. **How much instructional time is provided for a student eligible for HHB services?** *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?** *Yes. Each LEA must provide academic instruction to students who are confined in a health care 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?** *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?** *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?** *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?** *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.*
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?** *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?** *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 Educational Service Plan (ESP).*
17. **Does the LEA have to provide HHB services during the summer?** *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 sessions?** *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 re-entry plan.** *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 re-entry plan without the input.*
20. **How are students counted for attendance purposes?** *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?** *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?** *The decision should be based on the student's Educational Service Plan (ESP), the Physician's Medical Certification Statement, and the LEA if there is not a stated policy.*

Appendices

Guidelines for Safe and Effective Hospital/Homebound (HHB) Services during the COVID-19 Pandemic 2022-2023

HHB Application 2022-23

DCSD Approval Form

Educational Service Plan Template

HHB Assignment Request Form (for teachers of record)

Timesheet and Instructional Activities Documentation Form

HHB Completion of Services Form (to be used once all HHB has been provided)

Physician Release of HHB Student (FT HHB students)

Documentation of Attempts to Schedule (used after 3 attempts to schedule with no success)

HHB Teacher Candidate Application

Guidelines for Safe and Effective Hospital/Homebound (HHB) Services during the COVID-19 Pandemic 2022-2023

In compliance with recommendations from the Centers for Disease Control and Prevention (CDC), the Georgia Department of Public Health and the Georgia Department of Education, these guidelines have been developed to help ensure the safe and effective delivery of instruction for students receiving hospital/homebound services during the COVID-19 pandemic. ***The guidelines below are to be followed by any teacher providing in-person HHB services.***

What does the CDC recommend for one-on-one instructional delivery?

- Administrators and/or teachers should consult with parents, caregivers, or guardians about strategies to protect students and those around them. This topic should be included in the **Educational Services Plan or IEP** meeting.
- **Students and service providers** should wear a face covering as much as possible during service delivery.
 - Encourage parents, caregivers, and guardians to practice wearing face coverings with students at home before the first HHB session.
 - Face coverings should be worn by HHB teachers at all times and are especially important at times when physical distancing is difficult to maintain.
- Students and service providers may need additional protective equipment depending on the individual characteristics of the student.
 - If there is potential that you may be splashed or sprayed by bodily fluids during your work, use standard precautions. These precautions include use of personal protective equipment (PPE) such as a facemask, eye protection, disposable gloves, etc.
 - The PPE should be obtained from the school of the employee providing services.

Before entering the home and delivering instruction, discuss the following with the parent/guardian:

- No services will be provided if a student or family member in the home tests positive for COVID-19.
- No services will be provided to students who are on quarantine due to possible exposure to a positive case. (The hours can be made up, with approval from the HHB Office.)
- No services will be provided if the student or family member is displaying COVID-19 symptoms.
- If anyone in the home is showing symptoms of COVID-19, or if they have come in close contact with someone with the virus, this must be communicated to the instructor prior to them entering the home. *[Close contact is defined by the CDC as: anyone who was within six feet of an infected person for at least 15 cumulative minutes starting from 48 hours before the person began feeling sick (symptomatic) or tested positive(asymptomatic) until the time the patient was isolated.]*
- If additional family members are in the home, there should be limited interactions to reduce risk of exposure.

- Make sure the room or space is well-ventilated (for example, open windows or doors) and large enough to accommodate physical distancing.
- Masks should be worn over the nose and mouth. Masks are especially important when it is difficult to stay at least three feet apart from others or when people are indoors to help protect each other. Masks should not be worn by children under age two or anyone who has trouble breathing or is incapacitated or otherwise unable to remove the mask without assistance.
- Everyone should wash their hands for at least 20 seconds at the beginning and end of the visit and whenever you think your hands may have become contaminated.
- Encourage caregivers and students to take everyday preventive actions to prevent the spread of respiratory illnesses. These actions include:
 - Cancelling HHB sessions when sick.
 - Appropriately covering coughs and sneezes.
 - Cleaning and disinfecting frequently touched surfaces.
 - Washing hands often with soap and water.

When planning instructional activities:

- Consider activities where physical distancing can be maintained.
- Think of how you will greet your student and say goodbye. Try to avoid close contact with students. For example, do not shake hands, elbow bump, or hug. Instead, wave and verbally greet them.
- Consider supplies that will be needed for activities. If possible, bring duplicates so that it is not necessary for them to be shared.
- After a student uses supplies or manipulatives, have a plan for cleaning them prior to using them with another student.
- Carry hand sanitizer with you to allow for frequent hand cleaning without the need to interrupt instructional time.

If you have questions, please contact the HHB Office (678)676-1817.

For more information:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html#adhere>
<https://www.georgiainsights.com/coronavirus.html>

