

Hospital/Homebound Changes & Updates

2015-16



Major HHB Changes & Updates: All Levels

- New HHB Application & Family Agreement
- New procedures for HHB Medical Reports
- New Student Attendance Agreement
- Updated expectations when obtaining data from physicians
- Updated procedures when a parent will not return paperwork
- New definition for Intermittent HHB
- Updated guidance on school refusal

Major HHB Changes & Updates: All Levels

- New service delivery names
- New procedures for HHB IEP revisions
- Updated procedures for adding HHB to an existing ESE area of eligibility and HHB reevaluation dates
- Updated Instructor Agreement and Timesheets
- New HHB staff to contact for assistance

New HHB Application

- New Application for Initial or Continuing HHB Services
 - Must be returned before the HHB process can begin
 - Used to provide more information when making IEP team decisions
 - Includes the updated Family Agreement
 - Needs to be obtained annually to review current information

New Procedures for HHB Medical Reports

- o HHB Medical Reports will NOT be provided directly to parents
- o Once the Application for Initial or Continuing HHB Services has been received, the school nurse will contact the physician indicated in the application to provide them the Medical Report

New Student Attendance Agreement

- Must be signed before services begin
- Holds students accountable
- If student is not attending services or online instruction, truancy should be pursued

Student Attendance Agreement for Hospital/Homebound Services

(Please check each box below.)

I, _____, understand that I am eligible to receive services based on the medical condition that keeps me from attending school. Although I may receive services in my home, I am still responsible for my education in the following ways:

- I am expected to participate in lessons and complete/submit work by the due date set by my teacher.
- I will login/attend any set appointments with my teacher either by phone, web-conference, or face to face.
- My family will contact my teacher(s) if I am unable to participate due to my medical condition.
- I will request missing assignments from my teacher(s) if I have been unable to participate in a lesson.
- I understand that I am required to participate in State/District testing (Florida Standards Assessments [FSA], End of Course Exams [EOCs], etc.) and that my home school's testing coordinator will work with me to schedule prior to the State/District testing windows. If I have any questions regarding testing schedule, I will contact my case manager.
- I understand that extended time for assignments is based on my individual situation and that this time does not extend beyond the end of the current quarter. I will contact my teacher if I have any questions about timelines/due dates.
- If I have a concern about my grade, I will contact my teacher prior to the end of the quarter. I understand that my grades will not be changed after this time.
- If absences are not directly related to my medical condition (headaches, colds, stomachache, etc.) I will follow the attendance guidelines in the student code of conduct for making up missed work.
- I will schedule medical appointments so that they will not interfere with my instruction.
- I understand if I miss five scheduled sessions or do not participate according to timelines, an IEP meeting will be held to address my attendance.
- I understand that if I do not adhere to this attendance agreement, I could be dismissed/discontinued from HHB.

Attendance, self-advocacy and family support are important to ensure success in the HHB program. Your below signature indicates that you understand the HHB attendance policy.

Student Signature

Date

Student Print Name

Parent/Guardian Signature

Date

Parent/Guardian Print Name

New Expectations When Obtaining Data from Physicians

The school nurse will clarify the following information as needed for the IEP team to make an informed decision at the eligibility staffing:

- o Is the student truly confined to the home due to the medical condition
- o The accommodations/services that can be provided to the student in the school setting through an IEP or 504 plan (if they already have one in place)
- o The student's best interest and the effects that being in the most restrictive setting can have on a student's education
- o HHB is not intended to replicate the school setting and that the student will only be getting limited hours of direct instruction per week
- o The importance of socialization to student growth and development
- o Any unique situations that would warrant HHB, such as changing medications or considering a parental choice of residential placement
- o The anticipated reentry plan to school for the IEP team to consider when developing the IEP

Procedures When a Parent Will Not Return Paperwork

If the team believes that HHB services are needed, but the family has not provided the documentation the administrator or designee should ensure the following:

- o The student services team meets to discuss the student situation.
- o Absences are documented as excused or unexcused as indicated in the Student Code of Conduct, and truancy should be pursued if criteria are met.
- o If the condition is medical, the school nurse should contact the parent to discuss the condition and ask for a release of records for the physician.
- o If the condition is psychiatric, the school psychologist may assist the school nurse with contacting the parent to ask for a release of records for the psychiatrist.
- o The school social worker should assist the nurse with contacting the parent and possibly doing a home visit to inform the parents that if the appropriate paperwork has not been provided, the student needs to be in school.
- o The school counselor should provide the parent with a copy of the student's graduation plan and stress the implications of the absences on promotion/obtaining credits.

New Definition for Intermittent HHB

Students who qualify for intermittent services must have a physician document that they will be out of school due to their medical condition for periods of consecutive days that would result in the student not being able to obtain meaningful benefit from their free appropriate public education (FAPE.)

- o Although a medical report is obtained annually for HHB eligibility for up to 12 months, a status update may be requested from an intermittent student's physician for each intermittent period.
 - o The status update must indicate the recent date that the student was assessed by the physician since the previous IEP meeting and the dates that the intermittent period starts and is expected to end, so that HHB services can be initiated.
- o For students who are not expected to be out of school for a designated period of consecutive days, medical absences will be excused and students are able to make up work missed as indicated in the Student Code of Conduct.

Guidance for School Refusal

School refusal occurs when a student avoids school due to a medical condition (e.g., anxiety, depression)

- With school refusal, the student may not truly be confined to the home for most activities, and therefore may not qualify for HHB
- Research indicates that providing HHB services for school refusers can increase symptoms
- Allowing a school refuser to stay at home is counterproductive because students become comfortable, which makes reentry less likely

Full/Part-time Elementary Service Delivery

Individual Instruction for General Curriculum

- Not available for secondary students anymore-
New service delivery options have been developed
based on new program options

Full/Part-time Access Points Delivery Option: All Levels

Individual Instruction for Modified Curriculum

- Available for all Florida Standards Access Points students only

Intermittent Service Delivery Option-All Levels

Intermittent Individual Instruction for Organization and Work Completion

- o Meets the needs of students absent for a period of consecutive days due to the medical condition that affects the student from obtaining meaningful benefit from their education
 - o A new status update, or verification from the nurse on the status update, is required from the physician to begin services
- o Provided through instruction from a certified teacher liaison in the home to support curriculum provided by the school-based teacher of record

Note: 2 Matrices (One at 255 for individual instruction hours in the home)

Note: Teacher liaison is scheduled in the Homebound Course Code

(Elementary - 7755020, Middle School - 7855020, High School - 7900030)

New Procedures for HHB IEP Revisions

Pasco procedures allow for one revision to a student's IEP. Based on the nature of the HHB program, students may need several revisions per year when schedules, location or frequency need to change based on the medical condition. **Therefore, staff are approved to make more than one revision, for HHB students only, if changes are needed within the year timeframe for the annual IEP.** The following procedures must be followed for HHB IEP revisions:

- The case manager must verify that a printed copy of the most current HHB IEP is in the student's red file.
- When more than one revision is needed, staff must make changes electronically in PlanMaker on the HHB IEP for the same year.
- The changes to the HHB IEP must be printed, dated and initialed, with a new signature page for the team to sign.
- Each time a new revision is needed for a HHB student the process above must be followed.
- Once the annual HHB IEP revision date is due, a new HHB IEP must be developed.

Adding HHB to Existing ESE Area of Eligibility

- If the student has an existing ESE area of eligibility then a Recommendation for Reevaluation Meeting (MIS 809) and Consent for Reevaluation (MIS 444) must be obtained (This can occur on the same day as the HHB ESE Staffing)

Updated Procedures for Reevaluation Dates

- The reevaluation date will be based upon the medical report expiration date for HHB students.
- When the student's medical is due the school would need to:
 - Obtain an updated medical report or clearance to return to school
 - Complete an MIS 809, which may indicate that no further data is required
 - Update the 3-year reevaluation date to the date of the new medical if continuing or the date of the meeting if HHB will be discontinued

Updated Instructor Agreement and Timesheets

Administrators are responsible for reviewing and monitoring the instructor agreement and timesheets with hired teachers.

- o Recent issues with timesheets:
 - o Providing HHB during supplemental contracted work hours
 - o Indicating different students were seen at the same time
 - o Having parents sign for two week periods instead of each day service was provided
 - o Not indicating time for travel to student homes

New HHB Staff to Contact for Assistance

Compliance Resource Teacher

Sandi Edwards: shoenigm@pasco.k12.fl.us

- o Assist with student schedules, matrix, IEP minutes, coordinating the hiring of teachers/related service providers, compensatory time, input for complex meetings, general compliance

ESE Teacher

Eliza Ruthruff: ewillett@pasco.k12.fl.us

- o Assist with proper HHB IEP development, strategies and instruction for HHB students

Major HHB Changes & Updates: Secondary

- New program: REACH
- New online curriculum
- New service delivery models
- New procedure for computers/internet for students who qualify, including equipment loan forms
- Updated guidelines for responding to parents
- New Grade Blending Form



REACH

New Online Curriculum

- Parents have been sent a letter regarding changes to the program and two informational sessions have been scheduled
- The law allows the district to choose curriculum and methodology offered to students
- All secondary students pursuing Florida Standards will be using the online curriculum for core courses available through the program
- Additional supports will be provided for students who qualify based on data, to assist through the online curriculum

Middle School Course Offerings

English/Language Arts	Mathematics
M/J Language Arts 6 th Grade	M/J Mathematics 6 th Grade
M/J Language Arts 7 th Grade	M/J Mathematics 7 th Grade
M/J Language Arts 8 th Grade	M/J Pre-Algebra
M/J Reading 1	Algebra 1
M/J Intensive Reading (Accelerated Literacy)	
Science	Social Studies
M/J Science 6 th Grade	M/J World History 6 th Grade
M/J Science 7 th Grade	M/J Civics 7 th Grade
M/J Science 8 th Grade	M/J US History 8 th Grade

High School Course Offerings

English/Language Arts	Mathematics
English I/9	Algebra 1A/1B
English II/10	Geometry
English III/11	Algebra II
English for College Readiness	Pre-Calculus
Intensive Reading (Accelerated Literacy)	Liberal Arts Math
	Probability and Statistics
Science	Math for College Success
Physical Science	
Biology	Social Studies
Earth Science	World History
Chemistry	US History
	Economics
Electives	Psychology
Physical Education	Psychology II
HOPE	Sociology
Spanish	American Government

Ensures Rigorous and Quality Instruction

- o Online platform
 - o Successfully implemented for credit earning in self-contained classrooms with positive outcomes and completion rates
 - o REACH teachers are the highly qualified teachers of record
 - o Possibility for acceleration/remediation at student's own pace
 - o Edgenuity – Middle School
 - o APEX – High School
- o Core classes offered
- o Teachers can start students where they left off in the course using the district curriculum maps (Do not have to start at the beginning of the semester)
- o REACH teachers can blend grades with the school-based teachers

Provides More Instructional Time

- o Flexible, 24/7 access to curriculum
- o Allows for ease of scheduling for doctor's appointments and therapy appointments (No set schedule to follow)
- o REACH teachers available via phone, webinar and Adobe Connect during school hours to provide support
- o Many student accommodations are integrated into the online curriculum (e.g., breaks, extended time, notes provided, restate information.)

Ensures Student Progress Monitoring

- Monitoring is built into online programs
- Teachers can monitor where students need extra assistance
- Teachers and parent can monitor student time in course, completion rate, and grades
- Teachers will monitor when students log-in and participate in instruction

Promotes Independence and Socialization

- o Students have ownership of their schedule and take initiative in their learning
- o Students get immediate feedback on their progress
- o Adobe Connect platform will be used for students to work in groups and conference with peers
- o Individual and group conferencing with teachers will be scheduled

New Service Delivery Options

Flexible Online General Curriculum

- o Available for all secondary HHB students on Florida Standards
- o Frequency: Daily
- o Location: Communication Methods Off-campus
- o Determination of need: Meets the needs for flexible scheduling, blending of grades mid-quarter, and curriculum access in the home
- o Service: Support from core content REACH teachers for academics, and attendance via online, phone, and web conferencing communication

New Service Delivery Options

Additional Assistance for General Curriculum

- o Available for all HHB students who need task adaptations and collaboration with teachers, families, agencies and other providers due to the nature of their medical condition (e.g., fatigue, tolerance, recovery from treatment, effects of medications)
- o Frequency: Monthly
- o Location: Communication Methods Off-campus
- o Determination of need: Requires adaptations to length, type or amount of work based on the students needs related to the medical condition; requires collaboration with teachers, families, agencies and other providers
- o Service: Support from core content REACH teachers via online, phone, and web conferencing communication

New Service Delivery Options

Specialized Instruction for General Curriculum

- o Available for regular standards, secondary HHB students who have an additional identified ESE eligibility category with a documented learning or behavioral difficulty on the IEP (i.e., SLD, EBD, ASD)
- o Frequency: Weekly
- o Location: Communication Methods Off-campus
- o Determination of need: Available for regular standards, secondary HHB students who have an additional identified ESE eligibility category with a documented learning or behavioral difficulty on the IEP (e.g., SLD, EBD, ASD)
- o Service: Additional support beyond what is provided from core content REACH teachers from the REACH case facilitator/ESE teacher via online, phone and webinar communication

New Service Delivery Options

Individual Instruction for Organization and Work Completion

- o Available for HHB students who have an additional identified ESE eligibility category with a documented learning or behavioral difficulty on the IEP (e.g., SLD, EBD, ASD)
- o Frequency: 1-2 hours per week based on individual data
- o Location: Home
- o Determination of need: Evidence of a learning difficulty with data indicating direct ESE support is needed to make academic progress and that the student requires a higher level of individual instruction for organization and work completion
- o Service: Certified teacher liaison in the home to support curriculum provided by the REACH teachers of record

Note: 2 Matrices (One at 255 for individual instruction hours in the home)

Note: Teacher liaison is scheduled in the Homebound Course Code (*Elementary* – 7755020, *Middle School* – 7855020, *High School* – 7900030)

HHB Service Delivery Models

ESE Service	Frequency Guideline	Location	Provider
Consultation	Monthly	Communication Methods Off-campus	ESE Teacher
Flexible Online General Curriculum (HHB)	Daily	Communication Methods Off-campus	REACH Teachers
Additional Assistance for General Curriculum (HHB)	Monthly	Communication Methods Off-campus	REACH Teachers
Specialized Instruction for General Curriculum	Weekly	Communication Methods Off-campus	REACH Case Facilitator
Individual Instruction for Organization and Work Completion (HHB)	1-2 Hours/Week Based on Need	Home	Teacher Liaison to School-based Teacher of Record
Intermittent Individual Instruction for Organization and Work Completion (HHB)	Intermittent	Home	Teacher Liaison to School-based Teacher of Record
Individual Instruction for General Curriculum (HHB)	One Hour/Week for Each Core Content Class	Home	Highly Qualified Teacher
Individual Instruction for Modified Curriculum (HHB)	One Hour/Week for Each Core Content Class	Home	Highly Qualified Teacher

REACH Program Services	Flexible Online General Curriculum	Additional Assistance for General Curriculum (HHB)	Specialized Instruction for General Curriculum	Individual Instruction for Organization and Work Completion
Description of Service	Support from core content REACH teachers for academics, and attendance via online, phone, and web conferencing communication	Additional individualized support based on student needs from core content REACH teachers via online, phone, and web conferencing communication	Additional support beyond what is provided from core content REACH teachers from the REACH case facilitator/ESE teacher via online, phone and webinar communication	Certified teacher liaison in the home to support curriculum provided by the REACH teachers of record
Target Students	Available for all secondary HHB students on Florida Standards	Available for all HHB students who need individualized support due to the nature of their medical condition (fatigue, tolerance, recovery from treatment, effects of medications):	Available for regular standards, secondary HHB students who have an additional identified ESE eligibility category with a documented learning or behavioral difficulty on the IEP (i.e., SLD, EBD, ASD)	Available for HHB students who have an additional identified ESE eligibility category with a documented learning or behavioral difficulty on the IEP (i.e., SLD, EBD, ASD)
Documented Student Needs Required	Documented need for flexible scheduling, blending of grades mid-quarter, and curriculum access in the home	<input type="checkbox"/> Documented need for adaptations to length, type or amount of work based on the students needs related to the medical condition <input type="checkbox"/> Documented need for collaboration with teachers, families, agencies and other providers	<input type="checkbox"/> Documented need for academic support <input type="checkbox"/> Documented need for behavior support	<input type="checkbox"/> Documented need for direct instructional support to make academic progress <input type="checkbox"/> Documented need for a higher level of individual instruction for organization and work completion
Supporting Data Required as Evidence	Requires: <input type="checkbox"/> Eligibility for the Hospital/Homebound program or approval for long-term OCI.	Requires all data from the columns to the left, plus: <input type="checkbox"/> Data to show that medical condition is significantly affecting student learning (e.g., drop in grades, seriousness of surgery or treatment, effects of medication in treatment plan) <input type="checkbox"/> Evidence of previous weekly collaboration with providers/agencies required	Requires all data from the columns to the left, plus: <input type="checkbox"/> Additional eligibility category indicated on IEP <input type="checkbox"/> Academic or behavior goals requiring weekly support from ESE teacher <input type="checkbox"/> Level II or lower on standardized testing	Requires all data from the columns to the left, plus: <input type="checkbox"/> Previous documentation of needs requiring a self-contained setting <input type="checkbox"/> Level I or lower on standardized testing <input type="checkbox"/> Unique situation based on significant medical change (e.g., recent traumatic brain injury, sudden atypical regression, severe psychotic episode)

Procedures for Computer & Internet

- o Families with computer and internet in the home and no financial hardship will utilize their personal equipment
- o Families with financial hardship must contact the REACH Case Facilitator for assistance:
 - o Families eligible for free and reduced lunch can apply for the C2C program through Brighthouse for a low cost computer and internet
 - o Families in unique situations can submit income verification to loan a computer and/or Verizon Mifi from the district using equipment loan agreements

Immediate Action for Students in REACH

- o Put a copy of the parent letter in the file
- o Provide the parents Informed Notice Regarding Proposed Change of ESE Service (MIS 797)
- o Contact parents to determine if an amendment can be made without a meeting and document on a Report of Parent Contacts Form (MIS 713)
- o If an amendment can be made, complete the Amendment Form
- o If the parents do not agree to an amendment, a meeting must be held to revise the IEP

Responding to Parents

- o If a parent requests an IEP meeting instead of an amendment, current itinerant minutes must be provided until the IEP meeting
- o If parents do not agree to the team's decision at the meeting based on the REACH Program Services Decision Matrix, the parent must be notified that a Prior Written Notice of Denial (MIS 821) will be provided within 10 days
- o The case manager must notify the HHB supervisor immediately so that the 821 can be developed at the district and sent to the parent

HHB Wiki

http://www.pasco.k12.fl.us/wiki/index.php/SSPS:Hospital_Homebound

SSPS:Hospital Homebound

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Thank You!

Questions?
Feedback?

Jennifer Hykes-HHB Supervisor

jhykes@pasco.k12.fl.us

Ext: 42852