

CALVERT COUNTY PUBLIC SCHOOLS
Home and Hospital Teaching and Chronic Health Impaired Program for Students
ADMINISTRATIVE PROCEDURES

PURPOSE:

To provide procedures to ensure compliance with Maryland State Department of Education (MSDE) regulations regarding the provision of instructional services to public school students who are unable to participate in their school of enrollment due to a verified physical or emotional condition.

INTRODUCTION AND PROGRAM DESCRIPTION:

Home and Hospital Teaching Program

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

The parent/guardian must apply for the services. A physician or nurse practitioner must certify in writing a physical condition and a *licensed psychologist or psychiatrist* must certify in writing an emotional condition when a student will be unable to attend school for a minimum of three (3) weeks to a maximum of 60 calendar days due to the physical or emotional condition. It is the responsibility of the parent/guardian to get the signature of the Health Care Provider. It is also the responsibility of the parent/guardian to submit all appropriate paperwork in a timely fashion necessary for Home/Hospital Teaching services to be considered.

Regulations require that the local school system begin providing HHT services within ten (10) school days of receipt of verification of the need for HHT services. State regulations require that a minimum of six (6) hours of instruction per week be provided to students who are enrolled in full day programs, and three (3) hours of instruction be provided to students enrolled in half-day programs. The number of hours provided for special education students will be determined by the IEP team depending on the intensity of their program and the requirements of their IEPs.

Chronic Health Impaired Program for Students (CHIPS)

The intent of the Chronic Health Impaired Program for Students (CHIPS) is to provide short-term intermittent instructional services to students with documented absences due to a chronic physical or emotional condition which has been diagnosed by a physician, nurse practitioner, licensed psychologist or psychiatrist. Students diagnosed as having chronic illnesses (such as asthma, cancer, sickle cell anemia, kidney failure, diabetes, cystic fibrosis, cardiac disorders, major depression, bipolar disorder or other health conditions identified by a medical professional) will be eligible for CHIPS services without an anticipated three week absence. Once eligibility has been determined a tutor will be assigned and will provide services when there are two (2) or more consecutive days of absence for the chronic condition.

Students will receive one (1) hour and fifteen (15) minutes of CHIPS services for each day absent. **The cause of the absences must be related specifically to the chronic condition.**

Students enrolled in half day programs will receive forty-five (45) minutes of CHIPS services for each day absent.

- Students remain on school rolls and are counted present when absences from school are due to the illness documented on the CHIPS application and the student receives CHIPS tutoring. Absences for any reason other than the documented CHIPS condition should be recorded following standard attendance procedures. **The parent is responsible for notifying the HHT Office immediately after the absences to indicate that tutoring is needed. If the parent doesn't notify the HHT Office, no services will be provided. Parent cannot contact the tutor for service.**

All work should be obtained and returned to the school, usually by the student or parent, and the grades are determined by the regular classroom teacher(s).

DEFINITIONS:

Students eligible for service: Calvert County Public School students who reside in Calvert County, Maryland.

Therapeutic Treatment Center: any day or residential facility, licensed by a unit of State government, providing treatment for medical, physical, or emotional conditions including drug or alcohol dependency, or both.

COMAR: the Code of Maryland Regulations

Parent/Legal Guardian: The adult who has the legal right to make educational decisions for a child.

HHT: Home and Hospital Teaching

CHIPS: Chronic Health Impaired Program for Students

STUDENT ELIGIBILITY:

In order to be eligible for HHT services, COMAR 13A.03.05 requires that a student have a physical or emotional condition, verified by a physician, nurse practitioner, licensed psychologist, or psychiatrist that prevents the student from attending school. School systems are required to consult with the parent or guardian, student, and physician/licensed psychologist/psychiatrist as appropriate.

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

The HHT regulations allow a student to receive:

- ❖ **HHT** services for **sixty (60) calendar days**. Any continuation beyond sixty (60) calendar days requires a re-verification of service need.
- ❖ **CHIPS** services for a chronic illness **each school year** with a verification of the need for services.

ATTENDANCE:

Student attendance shall be documented by the Home/Hospital teacher. The student shall be counted as present, except when the student is not available for the scheduled instructional service. In this instance, the student is counted absent. H/H teachers will report the dates for any absences for the grading period on the student grade report form and indicate whether the absence is lawful or unlawful.

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

H/H teachers may reschedule and make up time for a student's lawful absences. If the time is made up, the absence will not be recorded and should not be reported on the student grade report form. Time is not to be made up for unlawful absences. Absences on the part of the teacher must be made up.

Students in the CHIPS program will remain on school rolls and be counted present when absences from school are due to the illness documented on the CHIPS application and the student receives tutoring from the CHIPS tutor. Absences for any reason other than the documented CHIPS condition are to be recorded following standard attendance procedures.

ASSIGNMENTS AND LESSON PLANS:

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

The classroom teacher will provide the general objectives and outline of the subject material to be covered. It is the responsibility of the home teacher to develop lessons which will cover the material. Although some teachers will voluntarily attach work sheets, quizzes, etc., it is the responsibility of the home teacher to evaluate the student's progress.

H/H teachers may need to access additional resources in the community, such as the public library or online resources to assist a student in meeting educational objectives.

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

For CHIPS students, the school should provide assignments missed due to illness in a timely manner to the student or parent. The CHIPS tutor is to provide tutoring to the student for the work sent home from the school.

EXAMS:

H/H teachers may generate their own exams or use classroom teacher provided exams for some courses. Any student taking a credit bearing course needed for high school graduation will be required to take the end of year exam to show proficiency in the course. If the student is scheduled to return to school before the end of the school year, the H/H teacher should prepare the student to take the county generated final exams using review sheets supplied by the classroom teachers or the study guide provided by the H/H teaching office. **The HHT office will work with H/H teachers and the school of enrollment in extenuating circumstances.**

STATE MANDATED TESTING:

Maryland School Assessments

All students, including middle school students, who take high school level courses, must take **and pass** the state assessments as they complete the corresponding courses. Elementary and middle school students also take Maryland School assessments each year.

Special testing arrangements will be made for students on HHT who are enrolled in a high school course. A letter will be sent to all parents of HHT students needing assessments informing them of the testing location and times approximately two weeks before the scheduled tests. Whenever possible, the students will take the assessment in their home school.

GRADING:

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

Grades earned during the H/H teaching period will be averaged with the regular classroom teacher's grade for the marking period. The H/H teaching grade represents the percentage of the marking period that the student was receiving H/H teaching services. Grades for secondary students should be reported in numerical form.

Students in the CHIPS program will be responsible for returning work directly to the classroom teacher and the classroom teacher will remain responsible for determining the student's grade in the course.

PROCEDURES:

Referral Process

The parent must obtain a HHT physical or emotional application or CHIPS application from the school counselor or PPW after a discussion with them about the appropriateness of HHT or CHIPS.

The parent completes and signs the application and takes the Physician's Statement of Need to the medical doctor or nurse practitioner for physical conditions or the licensed psychologist or psychiatrist for emotional conditions.

If the application is for emotional conditions, the parent must also get the Treatment and Transition Plan completed by the treating licensed therapist. *The student must be receiving regular ongoing therapy to be considered for HHT or CHIPS.*

The parent must then submit the application, Physician's Statement of Need, and Treatment and Transition plan (if application is for emotional conditions) to the school for review.

Initiation of Services

The school will submit the paperwork to the PPW who will review and verify all submitted material. This will include school system personnel making contact with the parent, physician, nurse practitioner, licensed psychologist, psychiatrist, and/or licensed therapist. After review and verification, the PPW will approve or deny services. If services are denied, the parent may appeal the decision as outlined in the dispute resolution section of these procedures.

If approved, the application and related documents will be forwarded to the HHT office for final approval by the supervisor and then processed. A teacher will be assigned and services will be initiated. The location of the service will be determined by the HHT office. The HHT office will notify the school and parent of the approval and request that the school gather materials for the H/H teacher.

Continuation of Services

COMAR requires re-verification of the need for home teaching at least every sixty calendar days. If the physician is recommending additional time on HHT, the parent must complete a new application and submit it to the school as if it is a new application for service. The application should be submitted prior to the end of the current period of HHT. If a new application is not received, services will be terminated. If the application is received after termination, new services may not be provided retroactively.

If the licensed psychologist or psychiatrist is recommending a continuation of service, the parent must meet with the school and the HHT Supervisor or designee. A new application with a re-verification of emotional condition form must be completed and submitted before there is a consideration of extended service. COMAR requires special education students to return to school after 60 consecutive school days.

Exit Procedures

The parent and student will meet with the counselor and other school personnel to plan for the student's return to school. The parent should obtain updated written documentation from the physician, nurse practitioner, licensed psychologist, or psychiatrist that can be shared with the school to provide the best transition back to school.

DISPUTE RESOLUTION:

Home and Hospital Teaching concerns or disputes should first be addressed with the Supervisor of Student Services for resolution. If the dispute is not resolved, the parent may refer the matter to the Director of Student Services by submitting a written appeal within ten (10) calendar days to:

Director of Student Services
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

The Director will issue a written determination within ten (10) calendar days. If the dispute has not been resolved, the Director of Student Services will indicate further appeal rights in his or her response.