Home/Hospital (H/H) Instructional Services

Overview
New Hanover County Schools (NHCS) provides Home/Hospital (H/H) instruction to students so that they may continue to succeed even under unusual circumstances. NHCS Special Education & Related Services department manages H/H instruction. The H/H teachers provide direct tutorial services with assignments from a student’s general education teachers and for students with Individualized Education Programs (IEPs), from their special education teachers. School staff should use the processes and forms provided in this section to access the services for all students, including those served with IEPs and Individualized Accommodation Plans (IAPs), also referred to as 504 plans.

The procedures for accessing H/H instructional services are outlined in the sections that follow.

Procedures:

I. Students without IEPs or Who Have IAP/504 Plan: 
   Medical Issues (Including Mental Health/Psychological Issues)

II. Students with IEPs: 
    Medical Issues (Including Mental Health/Psychological Issues)

III. Students with IEPs: 
    Behavioral/Disciplinary Issues/Hearing Board Recommendations

IV. Pregnant Students

I. Students without IEPs or Who Have IAP/504 Plan: 
   Medical Issues (Including Mental Health/Psychological Issues)

When a request for H/H is received by the school,

- The appropriate school staff would complete the Request for Home/Hospital Instructional Assistance and submit to the H/H case manager/school designee
- The school’s H/H case manager/school designee would provide the parent/guardian/student at age of majority with the Physician’s or Appropriately Trained and/or Licensed Health Professional’s Statement and Consent for Mutual Exchange of Information
- The parent/guardian/student at age of majority would complete the top portion of the Physician’s or Appropriately Trained and/or Licensed Health Professional’s Statement and Consent for Mutual Exchange of Information and have their medical professional complete the remaining portion of this document.
• When the school receives the completed document, the H/H case manager/school
designee convenes a team meeting, including the parent and H/H teacher representative,
if possible, to determine eligibility and to complete the Instructional Services Plan and
the Services Overview & Notice to Parents.
• If the student has an Individualized Accommodation Plan (IAP), also referred to as a 504
plan, the same forms are used in conjunction with the IAP/504 to access H/H services

The continued need for H/H services should be reviewed on a regular basis by obtaining medical
or psychological information updates.

II. Students with IEPs:
   Medical Issues (Including Mental Health/Psychological Issues)

• The IEP case manager would convene an IEP team meeting, including the H/H teacher as
a participant
• The IEP team would
  o document in the Present Levels of Educational Performance section of the IEP
current information regarding the student’s medical or psychological needs,
including documentation from the appropriate medical professional (Physician’s
or Appropriately Trained and/or Licensed Health Professional’s Statement and
Consent for Mutual Exchange of Information can be used to document)
  o consider whether the student can
    ▪ reasonably receive instruction in a community setting such as a public
      library or at home
    ▪ participate in small group settings
    ▪ can complete all the courses successfully in the time remaining
    ▪ benefit from a focus on essential skills and/or curriculum (e.g. drop a
course or two in order to focus on what can be completed, be provided a
differentiated plan to allow independent study on the student’s learning
level, or be provided with teacher or peer notes)
  o determine what IEP goals & objectives should be addressed during H/H
instructional services
  o determine the appropriate H/H services in the Services section of the IEP and
clearly define the H/H direct services times
  o document options considered and rejected in the Procedural Safeguards/Prior
Notice of Proposal section of the IEP

The continued need for H/H services should be reviewed on a regular basis by obtaining medical
or psychological information updates.

III. Students with IEPs:
   Behavioral/Disciplinary Issues/Hearing Board Recommendations
Students who are served with an IEP may be considered for H/H services due to behavioral, disciplinary and/or safety concerns, or as a result of a NHCS Hearing Board recommendation, however, the IEP team must make that determination utilizing the IEP process because H/H services would constitute a “change in placement.”

- The IEP case manager would convene an IEP team meeting, including the H/H teacher as a participant
- The IEP team would
  - document in the Present Levels of Educational Performance section of the IEP current information regarding the student’s behavior,
  - complete a Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP), if this process has not been completed or review and revise the student’s current FBA and BIP, as appropriate
  - consider whether the student can
    - reasonably receive instruction in a community setting such as a public library or at home
    - participate in small group settings
    - can complete all the courses successfully in the time remaining
    - be permitted on school grounds after school to obtain tutorial support from teachers
    - benefit from a focus on essential skills and/or curriculum (e.g. drop a course or two in order to focus on what can be completed, be provided a differentiated plan to allow independent study on the student’s learning level, or be provided with teacher or peer notes)
  - determine what IEP goals & objectives should be addressed during H/H instructional services
  - determine the appropriate H/H services in the Services section of the IEP and clearly define the H/H direct services times
  - indicate an end date for H/H services in the Services section of the IEP which is 30 calendar days from the beginning of H/H services
  - discuss a transition plan for the student to return to school
  - document options considered and rejected in the Procedural Safeguards/Prior Notice of Proposal section of the IEP

If a hearing board decision has been made, the letter stating the decision should be provided to the H/H teacher. It should be noted that these students must have documents supporting H/H since it is the most restrictive placement. Documents include a FBA and BIP. The IEP must also have goals for the time on home/hospital and the team must have a transition plan to return the student to a regular setting.

State legislation (NC115c-107.7) requires a monthly review for any student placed on H/H for disciplinary reasons.

A helpful document can be found at:
www.ncpublicschools.org/ee/supportprograms/resources/bestpractices
IV. Pregnant Students

H/H instructional services are available to pregnant students who have a pre-natal complication or who have given birth. Four weeks of post-partum services are available to students who have given birth and six weeks for students who have had a Cesarean Section.

Pregnant students should be involved in the process of accessing H/H services prior to birth so that the H/H case manager/designee at the school can assist the student with any issues that might arise through a proactive suggestion list. In addition, teachers will be able to encourage the student to continue her education. The student will also be less likely to have physical complications and more likely to complete her education with this support.

When a request for H/H for a pregnant student is received by the school,

- The appropriate school staff would complete the Request for Home/Hospital Instructional Assistance and submit to the H/H case manager/school designee
- The school’s H/H case manager/school designee would provide the parent/guardian/student at age of majority with the Physician’s or Appropriately Trained and/or Licensed Health Professional’s Statement and Consent for Mutual Exchange of Information
- The parent/guardian/student at age of majority would complete the top portion of the Physician’s or Appropriately Trained and/or Licensed Health Professional’s Statement and Consent for Mutual Exchange of Information and have their medical professional complete the remaining portion of this document.
- When the school receives the completed document, the H/H case manager/school designee convenes a team meeting, including the parent/guardian/student at age of majority and the H/H teacher representative, if possible, to determine eligibility and to complete the Instructional Services Plan and the Services Overview & Notice to Parents
- If the student has an IAP/504 the same forms are used in conjunction with the IAP/504 to access H/H services
- If the student has an IEP, then the IEP team meeting should be convened and those processes followed in order to support the student.