

Overview

Other School Policies and Resources

In this section, you will find resources and information on several different topics, including:

- Materials on requesting Home and Hospital Instruction in both the District of Columbia and Prince George’s County;
- Information on English Language Learner (EL, ELL, or ESL) programs for students in DCPS or Prince George’s County Public Schools;
- Information about specialized programs and supports for pregnant and parenting teens in both DC and Maryland (you should also cross reference the CLC Info Sheet on Pregnant and Parenting Teens located in Section II of this Practice Kit for more information on this population of students).

In this edition of the Practice Kit, we have also included some overarching materials regarding education services offered through CFSA, including the Office of Youth Empowerment “OYE Enrichment Bootcamp” CFSA launched in May 2018 for youth who are unable to attend school due to suspension, placement disruption, or a school enrollment change.

You should consult the Transportation section of this Practice Kit for information on CFSA’s transportation policies and practices, and Children’s Law Center’s Practice Kit 9 for information on Post-Secondary Education.

DCPS English Language Learner (EL) Program Overview

DC Public Schools (DCPS) serves more than 6,000 students who are English Learners (ELs). DCPS offers several programs for EL students. The details of DCPS's EL supports and services are available at <https://dcps.dc.gov/service/supports-english-learners-els>.

This website provides detailed information regarding:

- ◆ DCPS's definition for EL students;
- ◆ the process by which a student can be referred for EL services;
- ◆ the assessments DCPS uses to determine eligibility for English as a Second Language (ESL) services;
- ◆ the types of EL programs offered by DCPS and the particular schools at which specific EL programs are offered;
- ◆ an overview of the annual EL assessments used by DCPS;
- ◆ the process by which a student exits EL services; and
- ◆ the contact information for relevant persons in DCPS's Language Acquisition Division.

The website also includes links to materials disseminated by the Language Acquisition Division, including relevant brochures, referral letters, and helpful EL websites, which are also included in this Practice Kit.

Home and Hospital Instruction

DC Public Schools

DCPS's Home and Hospital Instruction Program (HHIP) provides instruction and support to students who have had their educational programs interrupted because of a physical disability and/or health impairment resulting in confinement to home and/or hospital for three weeks or more.

This service must be requested by the student's school and certified by the student's physician. It is an instructional program that is sensitive to the medical factors related to the disability and/or the health impairment indicated. The goal is to establish a continuous, individualized education program closely related to that of the student's local school.

Details about DCPS's Home and Hospital Instruction Program, relevant forms, and contact information can be found here: <https://dcps.dc.gov/service/home-and-hospital-instruction>.

Prior to receiving HHIP services, families must complete and submit four HHIP forms, all of which are available here: <https://dcps.dc.gov/publication/home-and-hospital-instruction-program-hip-forms>.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

August 2016

Home and Hospital Instruction Program Handbook

Final Version

Introduction..... 4
 Purpose 4
 Vision..... 4

Referral..... 5
 Completing the Physician’s Verification Form 6
 Hospitalization Due to Behavioral, Emotional, or Mental Health Condition 6

Eligibility..... 7
 Medical Conditions Eligible for HHIP 7
 Physical Condition 7
 Psychological Condition..... 7
 Eligibility Determination 8
 Re-Certification Verifying Need for Continued HHIP Services 8
 Appeal 8

Orientation 9

Delivery of Instruction 10
 Instruction: Grades PK-5..... 10
 Instruction: 6-12 10
 Course Scheduling..... 11

Special Education 12
 Case Management 12
 Extended School Year (ESY) 13
 Related Service Providers 13

Monitoring and Reporting..... 14
 Progress Monitoring 14
 Attendance..... 14
 Grading..... 15
 Grade Reports 15
 Assessments..... 15

Continuous Enrollment 16

Return to School Transition..... 17

Appendices..... 18

Appendix I: Roles and Responsibilities/ Glossary..... 19
 HHIP Program Manager 19
 HHIP Coordinators 19
 HHIP Elementary Instructors 19
 HHIP Special Education Instructors..... 20
 Teacher at School of Enrollment..... 20

Principal at School of Enrollment..... 21

HHIP Designee at School of Enrollment..... 21

Case Manager at School of Enrollment..... 21

Attendance Counselor at School of Enrollment 21

Social Worker at School of Enrollment 21

Guidance Counselor at School of Enrollment 21

New Heights Program Coordinator at School of Enrollment..... 22

Parent/Guardian 22

Student..... 22

Appendix II: HHIP Request for Service Form 23

Appendix III: HHIP Proof of Immunization Form 25

Appendix IV: HHIP Physician’s Verification Form 26

Appendix V: HHIP Parent/ Guardian Agreement Form 28

Appendix VI: HHIP Beginning of Service Form 29

Appendix VII: End of Service Form 30

Appendix VIII: Use of Medical “M” Memorandum 31

Appendix IX: District of Columbia Public Schools Technology Use Agreement 35

Appendix X: DCPS Student Safety and Use Policy for Internet and Technology 37

Introduction

Purpose

The purpose of this handbook is to provide a resource guide for District of Columbia Public School (DCPS) Central Office and school-based staff to reference when students are being considered for the DCPS Home and Hospital Instruction Program (HHIP). This document defines the procedural steps in referring a student and determining eligibility, as well as the roles and responsibilities of DCPS staff and families. This handbook contains procedural steps for: Referral, Eligibility, Orientation, Delivery of Instruction, Delivery of Specialized Instruction Services, Monitoring and Reporting, Continuous Enrollment, and Transition. The Appendices include a list of HHIP roles and responsibilities/glossary and all referenced forms.

Vision

DCPS Home and Hospital Instruction Program (HHIP) offers a blended-learning instructional model to meet the academic and related service needs of students with health impairments who are confined to home or hospital. HHIP is designed to maintain connections between students and the home school so that a successful transition back to the student's least restrictive environment can be made when the student is able. The HHIP team engages the student, parent, medical professional, and school-based team with the goal of successfully transitioning the student back to their school of enrollment or appropriate school-based setting.

Referral

The referral process begins at the school of enrollment or the admitting medical facility.

- For students in a DCPS public school, the HHIP designee at the school initiates the referral process.
- For students in a non-public school, the monitoring specialist initiates the referral process.
- For students in a DC Public Charter School, the School Support Liaison assigned to the charter school initiates the process of referral for students attending a DCPS LEA charter.
- For referrals submitted by medical or psychiatric facilities, the HHIP designee will be responsible initiating the referral process and for obtaining the appropriate documentation to complete the referral processes.

In order to be considered for eligibility determination, the HHIP designee at the school of enrollment is responsible for submitting the following fully-completed documents:

- *Request for Service Form*- Completed by the school's HHIP designee. This document includes basic student information.
- *Proof of Immunization Form*-Completed by the school nurse or HHIP designee following a review of the immunization record on file at the school. The school nurse is required to sign the documentation within 2 days of the initial request. The HHIP Office is required to adhere to those guidelines outlined by The Office of the State Superintendent of Education and the District of Columbia Department of Health on immunization requirements for public school admission.
- *Physician Verification Form*-Completed by the treating physician, licensed psychiatrist, or psychologist. The treating physician must include the diagnosis. This form should include a specified timeframe with a detailed treatment plan as well as a plan for the student's re-entry to school-based setting. Incomplete or insufficient medical documentation may result a delay in eligibility determination or denial for services.
- *Parent/Guardian Agreement*- Completed by the parent/guardian, agreeing to the terms and conditions of the Home and Hospital Instruction Program. If the parent/guardian does not adhere to the terms of the parent/guardian agreement, HHIP will not provide services. The *Parent/Guardian Agreement* authorizes the release of information and for the medical professional to share the information or clarify information required for approval of home/hospital instruction.

Upon receipt of all HHIP referral documentation, the process for determining eligibility and completing referral will be completed within five business days. If any of the above forms are not submitted with the initial *School Request for Service Form*, the parents will have 10 school days to produce the remaining documents. Incomplete or insufficient documentation may result in a delay in eligibility determination or denial for services. If eligibility cannot be determined, the parents and school in which the student is enrolled will receive a HHIP Program *No Service Form* indicating the reason(s) for the denial.

Completing the Physician's Verification Form

The *Physician Verification Form* must be submitted to the HHIP Office prior to approval of services. The *Physician Verification Form* must include:

- A diagnosis with an explanation of how symptoms affect school attendance and school based instruction; and
- A specific medical treatment plan, with a specified time frame; and
- A plan for returning the student to school is required
- Maternity students will be required to attend school for the full duration of their pregnancies— unless the student is placed on mandatory bed rest.

In no case will full home/hospital instruction be provided when a student can participate in a less restrictive school based setting. In cases where the student's medical condition requires an extension of home/ hospital instruction, an updated physician's verification will be required. New physician's orders must be resubmitted if the probable period of confinement requires an extension of services beyond the first 60 calendar days. Incomplete *Physician Verification Forms* will need to be completed and resubmitted within 10 business days of being notified by the HHIP Program Office to determine eligibility for HHIP services. Eligibility cannot be determined until the completed forms have been submitted and received by the HHIP Office. If clarification is still necessary in order to determine eligibility, the HHIP Program Manager will contact the treating medical professional to gather additional information.

Hospitalization Due to Behavioral, Emotional, or Mental Health Condition

The treating licensed psychiatrist or psychologist must complete the *Physician Verification Form*. When completing the form, the treating psychiatrist or psychologist must include diagnosis, specified time frame of treatment plan, and student readiness to access education. The student's mental health and school-based teams will coordinate efforts to determine the start of HHIP services and the appropriate level of academic reintroduction. In cases in which the mental health and school-based teams collaboratively determine that the student is medically unavailable to begin services, the student will not receive direct services from HHIP providers and the student will be medically excused from participating in the education. Determinations regarding a student's inability to access any portion of the school day may be reversed upon verification from the multidisciplinary team that that the student's medical condition has stabilized to the degree that he/she would benefit from services.

Eligibility

In order to meet eligibility requirements for HHIP, a student must meet the following eligibility requirements:

- A student must live within the boundaries of the District of Columbia prior to hospitalization.
- A student must be registered in a DC Public School, a dependent DC Public Charter School, or a non-public setting determined by DCPS placement.
- The student's anticipated length of absence from school must be two weeks or more. However, a student with a chronic illness may be eligible for home and hospital instruction if they have experienced intermittent absences over a prolonged period of time. Further medical documentation will be required for chronic illnesses.
- Medical documentation must be provided to the HHIP program along with the referral from the school based team. The documentation, specifically the *Physician Verification Form* must include the student's medical and/or psychological diagnosis and anticipated length of time the student will be unable to attend school. The *Physician Verification Form* must be completed by the medical doctor and/or licensed psychiatrist or psychologist who is providing treatment to the student. Under no circumstances can eligibility be determined without the required medical documentation. Incomplete forms will be returned to the physician for completion. Failure to provide the necessary medical documentation may delay the determination of eligibility or in some cases cause the student to be ineligible for HHIP services. In cases where a student is found to be not eligible, a *No Service Form* will be sent to the parent and the school.

Medical Conditions Eligible for HHIP

Physical Condition

Students may be eligible for HHIP if their physical conditions include:

- serious or terminal illnesses;
- medical treatments that compromise the student's immune system; and/or
- surgery or postpartum recovery (Students are eligible for 6 weeks of HHIP services for postpartum recovery; may be extended to 8 weeks in case of a Cesarean delivery).

For those students who receive in-person HHIP instructor visits, the student must be free of infectious or communicable disease such as influenza, pink eye, etc. Because the HHIP instructors work with other students who may have weakened immune systems, the instructor must be notified if student contact may cause risk to other students within the HHIP program. Only the treating physician may authorize home/hospital instruction for a physical condition. Services will be provided to the extent that they are appropriate given the medical and physical condition of the student. In some cases, the HHIP team may determine that the child is medically unstable and the student is unable to access the education. In no case will a student be deemed eligible for full time services if they are able to attend school.

Psychological Condition

Students with psychological conditions that impede their ability to attend school require medical documentation from a psychiatrist or licensed psychologist. Additional documentation from the

attending psychiatrist or licensed psychologist may also be required to determine eligibility. It should be noted that in some cases, when a student is experiencing a psychological crisis, home/hospital instruction may not be appropriate until the student's condition has stabilized. The HHIP team will consider the medical needs of the student first and the educational needs as secondary to medical stabilization. When a student is hospitalized in an inpatient psychiatric unit or completing full time day treatment, the HHIP team may determine that the child is medically unstable and the student is unable to access the education. Services will only be provided to the extent that they are appropriate given the medical and physical condition of the student. When there are issues related to the health and safety of the child, HHIP reserves the right to request additional information from the psychologist or psychiatrist to determine the appropriateness of HHIP services. If the student is a threat to others, HHIP may determine that services are inappropriate until behaviors that impede access are addressed. Cases in which the student is not hospitalized, a plan will be created to transition the student back to school. DCPS will follow all mandated reporting requirements as it relates to safety concerns.

Eligibility Determination

Determination of eligibility for HHIP is completed within 5 business days of receipt of all completed forms. If there is a question of whether a student is eligible for home/hospital instruction services, the HHIP Program Manager will request additional documentation from the treating medical professional. Incomplete or insufficient forms will be returned to the physician and must be returned within 10 business days. In addition, the HHIP Program Manager may request a meeting with parents, school team members, medical professionals and any other relevant members of the team to discuss eligibility. In either of these cases, there may be a delay in eligibility determination.

Re-Certification Verifying Need for Continued HHIP Services

DCPS requires a *Medical Re-certification Form* verifying the need for continued home and hospital instruction at least every 30-calendar days.

Appeal

The parent or guardian has a right to appeal the decision made by the HHIP Program Office. Any appeal to the decision can be forwarded to the Division of Specialized instruction. Please contact hip.dcps@dc.gov.

The appeals process is as follows:

1. A parent or guardian may send a written request for an appeal. Appeals must be sent to the Director of Academic Programs within 10 business days of the date when the eligibility determination is provided to the parent or guardian.
2. The appeal will be reviewed by a three-member panel within the Division of Specialized Instruction.
3. The panel will issue a written response to the parent or guardian within 15 business days of receipt of the appeal.

Orientation

The goal of the HHIP program is to support a student's maintenance of academic progress and to effectively transition the student back to his/her least restrictive environment within the timeframe designated by his/her physicians. Orientation is a critical component of HHIP as it allows our team of staff to introduce the student and family to the educational plan that will support the student during the time he/she is unable to attend school during his/her medical recovery.

The HHIP Instructor and the HHIP Coordinator collaborates with the school-based teachers at the school of enrollment to plan instruction. During orientation, the HHIP Coordinator gives the teacher at the school in which the student is enrolled a brief overview of the various role and responsibilities of the HHIP team, the student's school, the student, and the family while the student is receiving home and hospital instruction services. This allows the HHIP coordinator, the teacher at the school of enrollment, and the student to work collaboratively to maintain the student's level of academic achievement while the student is on medical leave.

In addition, the HHIP Coordinator meets with the parent/guardian and the student at the student's home to set up the student's laptop and assist with any other technological needs. Laptops and Internet access are loaned out to the secondary students by the Home and Hospital Instruction Program to support the student while he/she is out on medical leave. Both the parent and student sign the *Equipment Check-Out Form* stating that they will be responsible for returning the equipment in good working condition. The student is also responsible for signing the *DCPS Internet Use Policy Form*.

Delivery of Instruction

Prior to the start of instruction, there will be an educational planning meeting to determine appropriate HHIP services. The purpose of the educational planning meeting is to develop the plan for how instruction will be delivered for the student while receiving HHIP services. This will include detailed information about the courses the student will be taking and the roles and responsibilities of all stakeholders. While the student is receiving HHIP services, the HHIP Coordinator will act as a liaison between your child and his or her teachers.

HHIP offers a rigorous curriculum, which incorporates the Common Core Standards and is aligned to the DCPS Scope and Sequence. Instruction is offered through blended learning and enhanced technology so that students who have had their academic program interrupted due to a medical condition can continue academic progress. HHIP is individualized to meet the needs of all students, including students with IEP goals and objectives and students who are earning Carnegie units towards a diploma. The HHIP Instructor coordinates with the student's teacher at the school in which the student is enrolled to provide the most effective learning experience. Textbooks are provided by the school in which the student is enrolled. For students with an IEP, instruction is aligned to their IEP goals and objectives.

Instruction: Grades PK-5

Students who are in Elementary grades:

- Receive direct instruction from a HHIP Instructor. The HHIP Instructor delivers the curriculum to meet the needs of the student while maintaining continuity with the curriculum at the school in which the student is enrolled. The HHIP Instructor meets each week with the student to provide instruction. The HHIP Instructor can adjust the instruction, as needed, with guidance from the teacher at the school in which the student is enrolled.
- Receive the same DCPS curriculum as they would at their school of enrollment. The HHIP Instructor contacts the teacher at the school in which the student is enrolled to collaborate on the learning process.

Instruction: 6-12

HHIP secondary students:

- May receive direct instruction from HHIP Instructors in addition to utilizing the same technology programs utilized at student's school of enrollment.
- May receive services entirely through computer-based learning directed by the teacher(s) at the student's school of enrollment.
- Secondary students may receive instruction in the following core subjects; Social Studies, Math, English and Science. Art, Music, Physical Education and electives will be the responsibility of the school of enrollment. In some cases, where students are enrolled in specialty classes and the classes are not offered by HHIP, the HHIP coordinator will work with the teacher at the school in which the student is enrolled to provide appropriate assignments.

Course Scheduling

To the extent possible, students should continue their course of study during enrollment in HHIP. There is no modification of courses schedules or course load during the time that they receive services. Students with IEPs receive the appropriate accommodations and modifications in accordance with the IEPs.

However, as much as HHIP attempts to support students in the courses that are aligned with those provided at the school of enrollment, there are some courses for which HHIP cannot provide instruction. Electives such as Art, Music, Physical Education, and specialty courses are the responsibility of the student's school of enrollment. In these cases, the HHIP Coordinator works with the teacher at the school in which the student is enrolled to provide instruction via educational technology and/or course work. For those courses that are not amenable to educational technology and/or work supported by the student's school of enrollment, a student may withdraw from that course with the approval from that school. This ensures that the student who is excused from school for medical reasons does not accumulate failing grades. In general, if a student misses more than half of a course and neither HHIP nor the teacher from the school of enrollment can provide instruction, the student can withdraw from the course; however, withdrawal should be considered a last resort and needs final approval from the school in which the student is enrolled.

In extreme cases, if a student must be withdrawn from the course, use the following guidance:

- For a 9-week course: If a student is receiving home/ hospital services beyond the first progress reporting period, or begins receiving services after the first progress reporting period and HHIP cannot provide instruction, the student may withdraw for medical reasons.
- For an 18-week course: If a student is receiving home/hospital services beyond the second progress reporting period, or begins receiving services after the second progress reporting period and HHIP cannot provide instruction, the student may withdraw.
- For a 36-week course (A/B Day schedule): If a student is receiving home/hospital services beyond the third progress reporting period, or begins receiving services after the third progress reporting period and HHIP cannot provide instruction, the student may withdraw. A withdrawal from the course should be a last resort and will require final approval from the school-based team and HHIP.

Special Education

Eligibility for special education services is a separate process and is decided on an individualized basis by the IEP team. Students are referred to the school's IEP team for eligibility consideration. Requests to evaluate for special education services may come from a parent, a teacher, a psychologist, another staff member, or a third party. The special education eligibility process is independent of the HHIP eligibility process.

When a student who is receiving special education services is referred to HHIP for a condition that is related to the student's disability and the student's anticipated absence is 60 days or more, the HHIP Program Manager will coordinate with the school case manager to schedule an IEP meeting. During the meeting, the IEP team will ensure that:

- the student is appropriately placed;
- related services are delivered; and
- an appropriate educational plan is implemented in accordance with the student's IEP goals and objectives while the student is receiving home and hospital instruction program services.

An IEP team meeting to review and revise the student's IEP must be convened within 10 school days of eligibility determination for HHIP. All members of the IEP team must be present including the parent(s) of the child, the general education teacher of the child (if applicable), a special education teacher, the LEA representative (of the student's school of enrollment), and an individual who can interpret assessment results, where appropriate. If a student with an IEP is to be further evaluated for home/hospital services, a member of the HHIP team will also attend the student's eligibility and IEP meetings.

It might be necessary to adjust the hours of specialized instruction to meet the current needs of the student as they may differ from the hours received in a classroom setting. The amount of instructional time deemed necessary by the IEP team should be informed by the instructional approach used in a one-to-one home or hospital setting as compared to the instructional approach normally implemented in the student's school based classroom setting. In addition, the student's physician may determine that the number of instructional hours should be reduced based on the student's medical status and needs. Service hours should be determined based on what is appropriate to meet the needs of the student and in consideration of the medical circumstances of the student. It should be noted that the HHIP or any member of the team does not have veto authority on the decisions made by the IEP team.

Case Management

For those students who are enrolled in HHIP for less than six months, they will remain under the case management of their case manager at their school of enrollment. The HHIP special education teacher will be responsible for monitoring the progress of the IEP goals and objectives and completing the progress reports for specialized instruction while the student is receiving services.

In the event that the student with an IEP is enrolled in HHIP for six months or longer, the HHIP special education instructor will serve as the case manager. The HHIP Instructor will serve as the case manager and be responsible for parent communication, IEP development and implementation, monitoring,

completion of IEP progress reports, case management and compliance. The HHIP Instructor will work in conjunction with the LEA Representative at the school of enrollment and the School Support Liaison (SSL) assigned to the school to ensure that the IEP is appropriately monitored.

Extended School Year (ESY)

Extended School Year (ESY) determinations should be completed between December 1st and April 1st. The question of ESY eligibility is addressed at every IEP meeting and evidence of the individualized determination for every student should be documented via the *ESY Criteria Worksheet* and faxed into SEDS. Students who receive services through HHIP must meet the same criteria as indicated on the *ESY Criteria Worksheet*.

For students who receive HHIP services for less than 6 months, the case manager at the school of enrollment will initiate the IEP meeting to address ESY. For students who are with HHIP beyond six months, the HHIP Instructor will initiate the IEP meeting to address ESY.

The HHIP Instructor will complete the necessary steps to determine and complete the eligibility process if a student:

- enters the Home and Hospital Instruction Program between December 1st and April 1st; and
- it has not yet been determined whether the student meets the ESY criteria; and
- the student will remain with HHIP beyond April 1st through to the end of the year.

For students who will return to their school before the end of the year, they will attend ESY at their designated ESY sites. Continuous students who will likely not return to the schools they are enrolled in the following year would be eligible to receive services through HHIP.

Related Service Providers

When medically appropriate, students with an IEP will continue to receive services from related service providers while they are enrolled in the Home and Hospital Instruction Program as indicated on their IEP. The program manager from the related services program assigns the related service providers. However, if there is a problem with the receipt of these services, parents can contact the Home and Hospital Instruction Program Office to assist in resolving the issue.

A student may be unable to receive services from the related services providers due to medical reasons. In those instances, written documentation from the treating physician must be provided by the parent to the case manager and the documentation should be uploaded in SEDS.

Monitoring and Reporting

Progress Monitoring

The HHIP instructor is responsible for completing progress summary reports for each student who has been receiving services beyond two weeks. For those students with an IEP, the HHIP instructor will also create bi-weekly progress notes in the SEDS system and provide the school-based teacher with progress reports and/or bi-weekly updates. In addition, quarterly progress notes are completed two weeks prior to the end of the advisory and submitted to SEDS by the HHIP instructor. For those students in elementary general education who receive services from a HHIP Instructor, the HHIP instructor will complete the progress summary report two weeks before the end of an advisory (grade marking) period. The HHIP instructor will submit the progress summary report to the HHIP Coordinator. The HHIP coordinator will submit the progress summary report to the HHIP designee at the school of enrollment.

Attendance

Approval of HHIP services must be indicated in ASPEN. The HHIP designee/ attendance counselor from the school of enrollment must indicate that the absences are medically excused through HHIP. Students should continue to attend school until they have been enrolled in HHIP and a *Beginning of Service Form* is issued to the school in which the student is enrolled. Failure to attend school during the eligibility process will result in the DCPS truancy protocol being implemented.

All students should be marked with an authorized absence code for the number of days that the student is receiving home and hospital instruction services. Authorized absences begin when a student is accepted into the Home and Hospital Instruction Program and the school of enrollment has received a "Beginning of Service Form". Pending the student's acceptance and enrollment in HHIP, the school of enrollment attendance counselor should mark the student with "VE" in ASPEN indicating an excused absence for medical reasons. Once the student has been accepted to HHIP and is receiving HHIP services, the school of enrollment attendance counselor should record the attendance as "VI" in ASPEN. Authorized absences and "VI" code will cease when an *End of Service Form* has been sent to the HHIP designee.

If a student has been assigned a HHIP instructor, the HHIP instructor will record attendance each day. Any day that a student is unable to receive home and hospital instruction services, the student will be marked as either having an excused or unexcused absence, per DCPS guidelines. In accordance with DCPS attendance guidelines, all policies and procedures are followed while a student is receiving home and hospital instruction services with regards to excessive absences and truancy. The attendance intervention and truancy protocols will be utilized accordingly

See the memo *Use of Medical "M"* under the section on attendance and truancy found in the Appendices.

Grading

The school of enrollment may not award a grade of Medical “M” while a student is receiving home and hospital instruction services. A letter grade must be given based on the instruction provided and the student’s mastery of the work. Grades are calculated based on the work completed prior to the student being enrolled in home and hospital instruction program and that, which is completed during HHIP implementation. Students who have been enrolled for less than 2 weeks before the end of an advisory (grade marking) period will not receive a grade report summary. See memo regarding *Use of Medical “M”* which can be found in the Appendices.

Grade Reports

Students receive a grade report from the HHIP instructor. The HHIP instructor is responsible for submitting a final progress summary report to the HHIP coordinator at least two weeks prior to the end of the advisory (grade marking) period. The HHIP coordinator will submit the progress summary report to the HHIP designee at least one week prior to the end of the advisory (grade marking) period.

For students with an IEP, the HHIP instructor will submit their quarterly progress summary report into SEDS. They will also submit a hard copy to the HHIP Coordinator. The HHIP Coordinator will submit a hard copy to the LEA Representative and/ HHIP designee.

Assessments

All students receiving HHIP services will participate in the DCPS scheduled assessments. The HHIP Program Manager will work collaboratively with the school in which the student is enrolled to collect standardized testing materials and test manuals. HHIP Instructors and if needed, will administer all standardized tests. After the testing period ends, the HHIP Program Manager will return all materials to the school in which the student is enrolled. Any student who is unable to participate in the testing must file for a medical exemption with the Office of the State Superintendent of Education verified by the treating physician or licensed psychiatrist/psychologist. The HHIP Office will provide the parents with the necessary forms to request and file a medical exemption. Request for medical exemptions are subject to approval by the Office of the State Superintendent of Education. All students receiving home/ hospital instruction services will participate, to the extent possible, in all DCPS assessments.

Parents will be notified in writing regarding the administration of assessments. To the extent possible, home and hospital instruction services will continue during the testing period for those students receiving Special Education services through an IEP. The HHIP instructor will contact the parents to advise them of schedule changes and make-up hours specific to their child. All other students will resume services after the testing window is complete.

In some cases, services received during an assessment cycle may be suspended until test administration is complete. Dates may vary according to the test administration.

Continuous Enrollment

Students who have completed at least 9 months of the current school year with HHIP due to a chronic illness and/or an illness resulting from their identified disability, may be eligible for continued enrollment. In order to be eligible for continuous enrollment, the following conditions must be present:

- Enrollment in HHIP for at least 9 months in the current school year;
- The team including the school, parents, the HHIP Office, and the physician do not expect the student to return to school based instruction due to a chronic illness and/or an illness resulting from their identified disability; and
- The treating physician, psychiatrist, or psychologist must submit an updated physician's verification form stating that the student continues to be unavailable for school-based instruction despite treatment.

Those students who are eligible for continuous enrollment receive an enrollment packet prior to the end of the current school year. The parent is responsible for submitting enrollment paperwork to the designated school. All students who are eligible for continuous enrollment are notified in writing prior to the end of the school year. All other students receive an *End of Service Form* at the end of the school year and are expected to reapply for the next school year.

For those students who are eligible for continuous enrollment, the parent will have **10 school days** at the start of the school year to follow enrollment guidelines. After 10 days, if the student is not properly enrolled, the parent will receive a written notice stating there has been a suspension of services until the student is officially enrolled.

Return to School Transition

School teams and HHIP staff members work collaboratively with parents/guardians and medical and/or community resources to coordinate the reintegration of the student back to school-based instruction, including any reasonable accommodations that will enhance the student's opportunities for success. In most cases, if a student is returning to school on the date listed on the *Physician Verification Form*, there is no need for medical clearance. If the student is attempting to return to school prior to the date listed on the *Physician's Verification Form*, the student must receive written documentation from the doctor stating that it is permissible to return to school.

The HHIP designee at the returning school will be informed of the student's approaching school return date at least one week in advance. The school's HHIP designee will communicate with the parent/guardian and inquire whether services need to be continued. If so, the parent/guardian must submit an updated *Physician Verification Form* demonstrating the continued need for HHIP services. If HHIP services are no longer required, then the HHIP Program Manager will close out services for the student. The HHIP Coordinator will send an *End of Service Form* to the parent/guardian, HHIP School Designee, and the New Heights Counselor (if applicable) to inform these stakeholders that the student is no longer receiving home/hospital instruction services.

For HHIP students who have been receiving special education services through an IEP, the HHIP Case Manager will work collaboratively with the school IEP team to complete the necessary steps to transition the student back to school based instruction. Medical documentation is required for the student to return to the classroom setting. An IEP meeting will be held for students to ensure that the IEP is updated and all medical documentation is received stating that the student is to return to school based instruction. If it is determined that medical support is necessary for the student to return to a classroom setting, it must be discussed at the student's IEP meeting and it must be noted on the IEP. In the event that a student is scheduled to age out of specialized education services, a transition IEP meeting will be held to discuss the postsecondary plans for the student, including RSA, DDS, or any other applicable community support services.

School teams and HHIP staff members work collaboratively with parents/guardians and medical and/or community resources to coordinate the successful reintegration of the student to school-based instruction, including any reasonable accommodations that will enhance the student's opportunities for success.

Appendices

Appendix I: Roles and Responsibilities/ Glossary

HHIP Program Manager

- Manages HHIP Quickbase Home and Hospital Instruction Program Application;
- Reviews documentation and follows up with the HHIP coordinator if there are any questions/concerns;
- Conducts follow up inquiries with medical professionals;
- Designates students as HHIP eligible for HHIP instruction;
- Monitors students on HHIP Eligible List;
- Maintains all data records for HHIP;
- Monitors compliance with student's IEP;
- Conducts IMPACT evaluations of HHIP Instructors;
- Conducts performance assessments for HHIP Coordinators;
- Facilitates PD sessions for schools and parents on the HHIP services and related areas;
- Monitors contracts with educational technology vendors;
- Manages budget and procurement;
- Evaluates HHIP services and systems in order to improve the overall program;
- Attend Pre HHIP eligibility meeting for students who are being evaluated for HHIP services;
- Attend eligibility and IEP meetings for students being further evaluated for, or currently receiving HHIP services, where appropriate;
- Attends school re-entry meetings where appropriate; and
- Works collaboratively with the Home School to collect standardized testing materials and test manuals, administers standardized tests, and returns materials and test manuals to Home Schools during the standardized testing time.

HHIP Coordinators

- Coordinates the referral process for all students;
- Provides follow up inquiries with schools and parents as deemed necessary for referral;
- Provides orientation for students, parents and teachers to online instruction and sets up technological tools for students including both hardware and software;
- Collaborates with the HHIP designee, teacher at the school in which the student is enrolled and the HHIP Program Manager to select appropriate courses/concepts for student;
- Monitors student progress and provides feedback to teachers, parents, and HHIP designee;
- Monitors student online activity to ensure student meets the minimum requirements;
- Provide online usage reports to teachers and parents on student progress in online courses;
- Provide guidance to schools on utilizing usage reports in calculating grades, if necessary; and
- Submits progress summary reports to HHIP Designee.

HHIP Elementary Instructors

- Teaches student in all core subject areas;
- Collaborates with the classroom teacher, parent, student and other relevant professionals to determine the amount of work to be accomplished by the student while receiving services;

- Communicates with the Home School Teachers weekly via email, phone call and/or school visits prior to the start of service;
- Maintains open communication with student's and parent/guardian;
- Collaborates with the enrolling school to collect standardized testing materials and test manuals, administer standardized tests, and return materials and test manuals to enrolling schools for students assigned on their caseload during standardized testing time; and
- Submits progress summary report to HHIP Coordinators.

HHIP Special Education Instructors

- Provides specialized instruction according to the student's IEP;
- Communicates with the Home School Teachers weekly via email, phone call and/or school visits prior to the start of service;
- Participates on student's IEP team while student is receiving HHIP services to provide information required for the student's annual IEP;
- Serves as SPED case manager if student is receiving HHIP services for more than 6 months by coordinating with the LEA representative to schedule IEP meetings and ensure that all data is received in a timely manner;
- Coordinates with SPED case manager and home school teacher, for students enrolled in HHIP for less than 6 months;
- Enter weekly progress notes in SEDS;
- Maintains detailed progress reports and provides timely progress summary reports to the parents;
- Provides progress summary reports to the HHIP Coordinators;
- Attend all IEP meetings, where appropriate; and
- Submit a grading report summary at the end of marking period to HHIP coordinators.

Teacher at School of Enrollment

- Provides assignments, textbooks and workbooks to students pending eligibility HHIP services;
- Provides assignments, textbooks and workbooks to students who will be out of school for less than three weeks (i.e. work packets);
- Provides assignments and textbooks to the HHIP instructor in subjects to be taught once student receives HHIP services;
- Collaborates with the HHIP instructor regarding specific GLEs, IEP goals/objectives to be addressed (provided no later than two business days after initial contact with the HHIP Instructor);
- Consistently communicates with the HHIP Instructor via email, phone call, or school visits on at least a bi-weekly basis;
- Provides assignments to the student for non HHIP instructed subject areas;
- Enters grades for student at the end of marking period;
- Provides assignments to the student in non-HHIP subject areas; and
- Coordinates with the HHIP staff to ensure student's successful transition back into the school environment.

Principal at School of Enrollment

- Appoints the School's HHIP designee;
- Ensures the Designee fully complies with HHIP procedures and deadlines;
- Provides support to the Home School teacher as necessary; and
- Reviews and signs the Request for Service form.

HHIP Designee at School of Enrollment

- Initiates the referral process;
- Submits required documentation to the HHIP office including all supporting documentation;
- Acts as liaison between teacher in which the student is enrolled and the HHIP coordinator;
- Provides standardized test materials and manuals, and interval tests and scoring guides to the HHIP instructor or HHIP coordinator for any students receiving HHIP services during standardized testing and interval testing;
- Supports student's successful transition back into the school environment; and
- Supports the teacher at the school in which the student is enrolled.

Case Manager at School of Enrollment

- Maintains case management relationship with student and serves as their case manager while student is receiving services in HHIP (applicable if student is receiving HHIP services for less than 6 months);
- Ensures IEP team meets prior to student receiving HHIP services to amend student's IEP for home/hospital instruction if enrolled in HHIP for 3 months or more; and
- Maintains contact with related service providers.

Attendance Counselor at School of Enrollment

- Marks student with "VE" in ASPEN indicating an excused absence for medical reasons pending acceptance and enrollment in HHIP;
- Marks student with "VI" in ASPEN following notification and receipt of the Beginning of Service Form until the conclusion of HHIP services; and
- Resume regular attendance following notification and receipt of the End of Service Form.

Social Worker at School of Enrollment

- Maintains relationship with student while receiving services from HHIP;
- Coordinates, where appropriate, with the social worker assigned by the Office of Special Education to work with HHIP;
- Serves as School's HHIP Designee if appointed by the Principal; and
- Ensures student's successful transition back into the school environment.

Guidance Counselor at School of Enrollment

- Serves as School's HHIP Designee if appointed by the principal;
- Maintains relationship with student while receiving services from HHIP; and

- Provides support and serves as a liaison between Home School teachers and the HHIP office staff.

New Heights Program Coordinator at School of Enrollment

- Coordinates referral process with the school of enrollment's HHIP Designee;
- Monitors student's progress in completing online instruction;
- Coordinates with the HHIP Coordinator to ensure student's successful transition back into the school environment; and
- Provides additional support to students who are new moms, as necessary.

Parent/Guardian

- Provides the School's HHIP Designee with the necessary documentation to enroll in HHIP;
- Ensures that a parent/guardian is present in the home during HHIP staff visitation;
- Provides a safe and consistent learning environment for the student and the HHIP staff member (e.g., HHIP Coordinator, HHIP Instructor, etc.) free from danger;
- Completes, signs and adheres to the Parent/Guardian Agreement;
- Notifies the HHIP Instructor, 24 hours in advance if possible, if it is necessary to cancel the regular visit; and
- Notifies the HHIP Instructor prior to a scheduled session if a member of the household has a contagious/communicable disease (e.g., pink eye, lice, flu, infectious mononucleosis, etc.).

Student

- Participate in orientation provided by the HHIP Instructor or HHIP Coordinator;
- Complete work assigned by the home school, HHIP Instructor or meet the minimum hours of online instruction;
- Contact the HHIP office immediately if they experience problems with computer or internet access;
- Return all equipment in good and working condition at the conclusion of HHIP services; and
- Report to school at the conclusion of HHIP service.

Appendix II: HHIP Request for Service Form

Home/Hospital Instruction Program (HHIP)

SCHOOL REQUEST FOR SERVICE FORM

Directions: Type or print information in ink. This form must be completed in its entirety. Home/Hospital Instruction Program (HHIP) will not approve a referral unless the following are submitted:

- Request for Service Form
- Proof of Immunization Form
- Physician's Verification Form
- Parent/Guardian Agreement
- IEP (if applicable)
- 504 plan (if applicable)

Student Profile (please print):

Name _____ Age _____

Date of Birth _____ Male _____ Female _____ Student ID No. _____

School _____ Grade _____ GPA _____

Counselor/LEA Representative _____ School Phone _____

Counselor/LEA email address _____

Is the HHIP Designee the student's counselor YES NO If NO please provide name

Home Address _____

Zip Code _____

Parent/Guardian _____

Home Phone _____ Work Phone _____

Additional Information:

Reason for Referral: _____

Special information/Comments _____

The student has: _____ IEP _____ 504 plan

SIGNATURES REQUIRED BEFORE SUBMITTING APPLICATION:

By signing below, we acknowledge that we are forming a partnership with the Home/Hospital Instruction Program staff in order to facilitate and support the delivery of educational services. THE PUBLIC SCHOOL WHERE THE STUDENT IS CURRENTLY ENROLLED WILL:

- Meet with the student’s HHIP Coordinator prior to the start of HHIP services;
- Provide all necessary instructional resources to the student during his/her enrollment in HHIP (e.g., textbooks, assignments, etc.);
- Continue to manage the IEP and/or 504 process(es) (if applicable);
- Maintain constant communication with the student’s HHIP coordinator;
- Ensure that each teacher communicates with the student on a weekly basis.

School’s HHIP Designee Signature

Date

Principal’s/ Designee’s Signature

Date

FOR OFFICE USE ONLY

Educational Setting:

- General Ed Special Ed Public Non Public
- Non-Resident Tuition Homebound Hospital Name: _____

Date Application Received: _____ Received by: _____
Date Application Assigned: _____ HHIP Teachers: _____
Service Begin Date: _____ Service End Date: _____

UPLOAD ALL FORMS TO THE HOME/HOSPITAL INSTRUCTION PROGRAM (HHIP) QUICKBASE APPLICATION or Fax to (202) 645-6020

Appendix III: HHIP Proof of Immunization Form

Home/Hospital Instruction Program (HHIP)

PROOF OF IMMUNIZATION COMPLIANCE FORM

THIS FORM MUST BE SUBMITTED WITH A COPY OF THE STUDENT'S
PROOF OF IMMUNIZATION DOCUMENTATION

To be completed by Home School Designee or School Nurse

STUDENT: _____ DATE OF BIRTH: _____

STUDENT ID NO. _____ GRADE: _____ SCHOOL: _____

.....
This form is submitted to the Home/Hospital Instruction Program, along with appropriate documentation supporting proof of immunization for _____.
(Student)

Submittal of this form also verifies that the student is in compliance with the District of Columbia Public Schools (DCPS) Immunization Policy for SY 2013-2014. If the student is not in compliance with the DCPS Immunization Policy, the parent has 10 days to produce the necessary documentation.

Administrator's Signature: _____

Administrator's Title: _____ Date: _____

School Nurse's Signature: _____

Appendix IV: HHIP Physician's Verification Form

Home/Hospital Instruction Program (HHIP)

PHYSICIAN VERIFICATION FORM

(NOTE: Provision of incomplete information below may delay application process)

Part I: To be completed by the School's HHIP Designee

Name of Student: _____ Telephone: _____

School: _____ Grade: _____

Date Parent Received Form: _____ Date Designee Received Form: _____

School Staff whom Received Form:

Part II: To be completed by a licensed physician or psychiatrist

Before initiating Home/Hospital Instruction services, we must obtain written verification of the physical or psychiatric condition from a licensed physician or psychiatrist. The licensed physician must verify that the student meets the criteria for eligibility.

Yes **No**

- Is the student under medical care for illness or injury, which is acute, catastrophic, or chronic in nature?
- Is the student expected to be absent from school due to a physical or psychiatric condition for at least 10 consecutive school days, or due to a chronic condition, for at least fifteen (15) school days, which need not run consecutively?
- Is the student confined to the home or hospital (facility)?
- Is the student well enough to participate in and benefit from an instructional program?

If yes, please explain _____

- Can the student receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact?

RECOMMENDED SERVICE DELIVERY MODE (please select one below):

_____ Full-time Hospital/Homebound - *Student is UNABLE to attend ANY portion of the school day*

____ Part-time Hospital/Homebound-Student is ABLE to attend a partial school day/week
(____ hours per day) or (____ days per week)

____ Attend school on non-consecutive days based on chronic condition

PART III: Physician Treatment Plan

1. Please indicate the student’s diagnosis: _____
2. Explain in detail how the physical or psychiatric condition you have diagnosed will significantly limit the child’s ability to receive educational benefit in the regular school setting. In what way(s) would the child’s ability to function in the school setting be jeopardized?
3. Describe your treatment plan for the child (include the frequency and duration of the treatment for psychiatric conditions.)
4. List any medication(s) the child is taking and explain the effects, if any, the medication(s) may have on the child’s ability to achieve educational benefit in the school setting.

For Pregnancy Only—Please provide the Expected Date of Delivery: _____.

Is the student on bed rest? Yes No

HHIP will provide instruction for 6 weeks (regular) or 8 weeks (cesarean) after delivery.

5. Date to begin HHIP: _____ Date student is to return to school: _____

Physician’s Certification: I certify that this student is under my care and treatment for the aforementioned illness. My recommendation has been made on the medical needs of the patient. **This certifies that this treatment plan is medically necessary.**

_____ (Print) Physician’s Name	_____ Physician’s Signature	_____ Date
_____ Address	_____ Telephone	_____ License #

***PHYSICIAN SHOULD FAX COMPLETED FORM TO (202) 654-6020**

Appendix V: HHIP Parent/ Guardian Agreement Form

Home/Hospital Instruction Program (HHIP)

PARENT/GUARDIAN AGREEMENT

If my student, _____, is approved for home/hospital instruction, I understand the following (check the boxes below):

- I will provide a safe, quiet, clean, well-ventilated setting for student and teacher in my home. This includes **1) securing all animals while instruction is taking place; 2) refraining from smoking and drinking; and 3) minimizing any distractions (television, radio, video games, etc.).**
- I will ensure that a responsible adult is present (if required);
- I will establish a schedule for student study between delivered instructional times;
- I will foster my child's independent work ethic and will assist only as needed;
- I will communicate openly and consistently with my child's HHIP Coordinator and HHIP Instructor;
- If there is a change in physician, I will provide an additional HHIP Physician Verification Form, completed by the new physician;
- I agree to provide the HHIP program staff any updated information regarding the physician's treatment plan for my child;
- I give permission for the physician(s) and appropriate school personnel to exchange information and records regarding my child's medical condition, diagnosis and instructional program;
Parent/Guardian (_____) initials
- I agree to cooperate with the DCPS policies including the Code of Student Conduct and those of HHIP during my child's enrollment in HHIP;
- I am aware that some courses are not available through HHIP;
- I understand that provision of incomplete information may delay the application and eligibility determination process for HHIP.

Appendix VI: HHIP Beginning of Service Form

Home/Hospital Instruction Program (HHIP)

BEGINNING OF SERVICE FORM

Date _____

Dear _____,

The Home/Hospital Instruction Program’s instructional time with
_____ began on _____.

The following courses will be taught this/these advisory(ies):

However, it is the responsibility of the home school to provide student work packets for any subjects not available through HHIP. HHIP does not provide instruction for electives.

Home/Hospital Instruction is projected to end on _____.

If you have any questions or comments, please contact HHIP at 202-939-3506.

Sincerely,

HHIP Program Manager

cc: Home School
HHIP Student File

Appendix VII: End of Service Form

Home/Hospital Instruction Program (HHIP)

END OF SERVICE NOTIFICATION

Date _____

Dear _____,

The Home/Hospital Instruction Program instructional time with _____ ends on _____. He/She is to return to school on _____. The grades/ progress report will be sent to the school.

We have enjoyed working with _____ and wish him/her all the best.

If you need our services in the future, please contact HHIP at 202-939-3506.

Sincerely,

HHIP Program Manager

cc: Home School
HHIP Student File

Appendix VIII: Use of Medical “M” Memorandum

April 29, 2014

MEMORANDUM:

TO: School Principals, Counselors and Instructors

FROM: John Davis, Chief of Schools

RE: The use of Medical “M” in mark entry

Occasionally, District of Columbia Public Schools’ (DCPS) students are unable to attend school regularly due to a medical illness. These students should not automatically be given an “M” (Medical) as a term or final mark unless the student meets specific criteria. In almost all cases, these students should be receiving Home/Hospital Instruction Program (HHIP) services if they are unable to regularly attend school. All students must have access to a free and appropriate public education (FAPE) as well as access to the general curriculum.

An M is used only in the following situations:

- The student is hospitalized, unconscious (such as a coma) or incapacitated and unable to perform school work for an extended time period.
- The student is medically excused by a physician from school for at least three weeks of the term and has applied for HHIP services, but may not have been approved for HHIP at the time grades are due. The school should confer with the Office of Academic Planning and Scheduling, and enter an M for all current courses.
- The student is approved for short term HHIP services, but the course he/she was enrolled in is not available through HHIP nor can a teacher provide work packets for the student to demonstrate all required competencies while out of class. HHIP will issue an M for applicable courses only during relevant grading periods. All other courses receiving HHIP services will receive a letter grade based on the work completed.
- The student is approved for short term HHIP services, but the course he/she was enrolled in through HHIP is begun in the last two weeks of a term, leaving the student insufficient time to complete enough work to be fairly assessed. HHIP will issue an M for applicable courses only during this specific grading situation.

In extreme cases, where a student is expected to receive long-term HHIP services, it may be best that the student be withdrawn from the course according to the following guidance and approval protocols:

- For a 9-week course: If a student is receiving HHIP services past the first progress reporting period, or begins receiving services after the first progress reporting period and HHIP cannot provide instruction, the student may withdraw for medical reasons.
- For an 18-week course: If a student is receiving HHIP services past the second progress reporting period, or begins receiving services after the second progress reporting period and HHIP cannot provide instruction, the student may withdraw.

- For a 36-week course: If a student is receiving HHIP services past the third progress reporting period, or begins receiving services after the third progress reporting period and HHIP cannot provide instruction, the student may withdraw.

Withdrawal should be considered a last resort and needs final approval from the Office of Academic Planning and Scheduling. The course should not be dropped from the schedule; the final grade issued should be entered as a Withdrawal (W) and the course should appear on the transcript.

If a student is chronically absent but does not meet these qualifications, then the student should not be receiving an M mark. The student should be completing classwork for days absent as required by the school policy or by the student's 504 plan, if applicable. A student who is missing work at the end of the term may receive an Incomplete (I) grade; the student then has ten school days to submit all missing work for the grade to be changed into a standard letter grade. Failure to complete assignments will result in the converting of an I to an F, per DC Municipal Regulations.

When should a student be considered for HHIP services?

Students who are chronically absent or expecting to be out for at least two weeks due to medical illness should apply for HHIP services. However, a student with a chronic illness may be eligible for home and hospital instruction if they have experienced intermittent absences over a long length of time. Further medical documentation will be required for chronic illnesses. Medical documentation must be provided to the HHIP program along with the referral. The documentation, specifically the Physician's Verification Form* must include the student's medical and/or psychological diagnosis and anticipated length of time the student will be unable to attend school. The Physician Verification Form* must be completed by the medical doctor and/or licensed psychiatrist or psychologist who is providing treatment to the student. DCPS requires a medical re-certification form verifying the need for continued home and hospital instruction at least every 60-calendar days. For further information, please consult the HHIP Handbook.

* The Physician's Verification Form must be submitted to the Home and Hospital Instruction Program prior to approval of services. A diagnosis with an explanation of how symptoms affect school attendance and school based instruction, as well as a specific medical treatment plan, with a specified time frame, and a plan for returning the student to school is required.

Chronic Absence and Truancy

Within the “Student Attendance and Reporting Requirements Including Requirements of the 2012 South Capitol Memorial Amendments Act,” The Office of the State Superintendent of Education (OSSE) utilizes the following definitions:

- *“Chronic Absenteeism”* --The accumulation within one school year of ten (10) or more school days on which a student is marked absent, including excused and unexcused absences.
- *“Chronically Truant”*- A school aged child is chronically truant when absent from school without legitimate excuse for ten or more days within a single school year.

Schools must ensure that the Truancy Protocol is followed for all related students. Students who do not qualify for HHIP must be pursued for truancy if excessive absence is occurring without proper evidence excusing the absence. A doctor must provide an excuse for absences exceeding five consecutive days in order for the absences to be excused. A phone call does not constitute an excuse; all excuses must be in writing whether from a physician or a parent. If there are any questions about attendance and truancy, please review the respective policies and/or consult with the Office of Youth Engagement.

If students are unable to regularly attend school, the school should develop an intervention plan by convening the Student Support Liaison (SSL), and/or developing a 504 plan to accommodate the student’s needs while he/she recovers from illness.

Students are responsible for completing all assignments, classwork, labs, exams et cetera that the student may have missed while out of the classroom, whether the absence was excused or not. A student typically has three (3) school days to make up missing assignments unless otherwise written within a 504 plan.

In the District of Columbia, education is compulsory for ages 5–17. Therefore, students must meet the attendance requirements described in the Attendance Policy and in DC Municipal Regulations until at least their 18th birthday unless the student has earned a high school diploma prior to turning 18. A medical leave of absence is not an option for a student for whom the compulsory education restrictions apply. If a student is too ill to attend school, he or she should be considered for, or receiving, HHIP services.

If a parent does not wish to pursue the requirements of a DCPS school, the parent has the right to withdraw the student from public school to continue the student’s education in a homeschool setting. Homeschooling is regulated by the OSSE. DCPS does not develop, draft, augment, or support any homeschool plans. HHIP does not extend to or support homeschool programs. Schools cannot engage in developing a homeschool plan within a 504 plan, SST plan, IEP or HHIP service plan. Schools cannot guarantee the acceptance of high school credits from a home school program. Per DC Municipal Regulations, Title V, Chapter 22, 2202.8, DCPS may transfer only those courses that the system deems to be comparable and that apply towards graduation requirements.

Attendance Policy and Grading

Grading and retention decisions related to student absences shall follow guidance articulated in DCMR Chapter 21 and Ch. 22, and as described in the Attendance Policy.

- Secondary students with five **(5)** or more unexcused absences in any class during a single advisory shall receive a grade reduction in that subject.
- Secondary students with ten **(10)** or more unexcused absences in any class during a single advisory shall receive a grade of "FA" (failure due to absences) in that subject.
- Secondary students accumulating thirty **(30)** or more unexcused absences in a course within a full school year shall receive a failing final grade in that course with a resulting loss of course credit.

A written grade appeal may be filed by a parent or student on behalf of any student receiving a reduced or a failing grade(s) due to unexcused absences. This appeal should be submitted to the principal at the school of enrollment.

JD:csk

CC:

Instructional Superintendents

Andrea Allen, Director, Student Attendance & Homeless

Denise China-Johnson, Manager, Home/Hospital Instruction Programs

Appendix IX: District of Columbia Public Schools Technology Use Agreement



DISTRICT OF COLUMBIA PUBLIC SCHOOLS TECHNOLOGY USE AGREEMENT

I, _____, do hereby acknowledge full liability for the DCPS technology assigned to

Parent or
Guardian Name

_____ while the device is being used at home or outside of the school day with my child
during

student

the course of the school year (the specific technology item(s) are listed in the box below).

I agree to ensure that the device is returned to the school day, for the child to use it during the school day. If, upon return, such technology is found by DCPS to be damaged, lost or stolen, I will assume financial responsibility for the reasonable cost of repair or replacement based on the fair market value of such equipment on the date of loss. Loss or theft of the technology must be reported to the school Site Property Manager by the next school day after the occurrence. If the technology is stolen, I agree to obtain a police report and fully cooperate with any incident investigations that may be conducted.

This agreement will terminate at the will of DCPS, or no later than the last day of the school year or upon the student’s withdrawal from the school. Failure to return the aforementioned technology within thirty days of the termination date will constitute an unlawful appropriation of DCPS property.

Your signature indicates that you have read, understand and agree to the terms listed above.

PARENT OR GUARDIAN SIGNATURE

DATE

For office use only:	
Type of Technology	Quantity
└┘ Laptop	_____
<i>Specify:</i>	_____

PARENT CONTACT INFORMATION

Address: _____

Home Phone: _____

Cell or Work Phone: _____

Email Address: _____

Appendix X: DCPS Student Safety and Use Policy for Internet and Technology

Purpose

A) To establish standards for the acceptable uses of internet and electronic mail (email) services within the computer network maintained and operated by the District of Columbia Public Schools (DCPS computer network); B) To prevent unauthorized and unlawful uses of email and internet within the DCPS computer network; C) To establish procedures for the use of computer equipment that is maintained and operated by the by District of Columbia Public Schools (DCPS); and D) To comply with the Children’s Internet Protection Act of 2000 (CIPA). This policy is applicable to all current DCPS students who use computers within the DCPS network.

Policy

DCPS will use technology protection to block or filter internet access to visual depictions that are obscene, pornographic, or harmful to minors. DCPS reserves the right to supervise and monitor students’ online activities and to access, review, copy and store or delete any electronic information or files and disclose them to others as it deems necessary. Students should have no expectation of privacy regarding use of DCPS property, the DCPS computer network or the use of the Internet, files, or email while within the network.

Penalties for prohibited use may result in restrictions to network access or cancellation of accounts. Additionally, violations may result in disciplinary and/or legal action for students including suspension, expulsion, and criminal prosecution.

DCPS makes no guarantee that the functions or quality of the network services it provides will be free of errors or defects. DCPS is not responsible for any claims, loss, damages, costs, or other obligations arising from use of the network or accounts. Any charges a student incurs due to network use will be borne solely by the student. DCPS is not responsible for the accuracy or quality of the information obtained by the student through use of the system, unless the information is obtained from the DCPS website or the District of Columbia Government website. Any statement accessible on the network or the Internet is understood to be the author’s individual point of view and not that of DCPS, the District of Columbia Government, their affiliates, or employees.

1. Acceptable and Prohibited Internet Use

A. Acceptable uses of email and internet on the DCPS computer network 1) Use of network email and internet that is directly related to the mission, business, and educational goals and policies of the D.C. Public Schools.

B. Prohibited uses of email and internet on the DCPS computer network

All DCPS students are prohibited from the following when using the DCPS computer network:

- i. Accessing DCPS network and email accounts outside of school without a parent or guardian supervising the usage, unless the student is 18 or older.

- ii. Revealing personal information about themselves on the internet, including name, address, telephone number, and uploading photographs.
- iii. Personally meeting anyone with whom they have only had prior contact with on the internet.
- iv. Using profane, vulgar, or abusive language.

2. Procedures and Guidelines: Content and Conduct

A. Students are prohibited from using the DCPS computer network to transmit fraudulent, harassing or obscene, or otherwise inappropriate email messages. Examples of such messages include but are not limited to:

- i. Messages sent under an assumed name, modified email address, or with the intent to obscure the origin of the message.
- ii. Messages that harass an individual or group because of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation.
- iii. Messages that are obscene, contain pornography, or are harmful to minors.
- iv. Messages containing indecent speech or hate speech.

B. All contents of all files located on computer equipment owned or maintained by DCPS are considered property of DCPS and are subject to search by DCPS at any time and for any reason.

C. Students shall not display or transmit any images, sounds, or messages, or other material that could be considered pornographic in nature.

D. Students shall not display or transmit any images, sounds, or messages, or other material that could create an atmosphere of harassment or hate.

E. Students are prohibited from online game playing and gambling, unless these activities are legitimately related to school curriculum and coursework a teacher or other appropriate school personnel is supervising the activity.

F. Students are prohibited from accessing internet chat rooms, unless the chat rooms are related to school coursework and access is made under the supervision of a teacher, parent or guardian.

G. Students are prohibited from accessing social networking sites unless they used to serve an educational purpose.

H. Students shall not download or spread computer viruses on DCPS network computers or engage in any other deliberate conduct that disrupts, obstructs, or burdens the resources of the DCPS computer network.

I. Students shall not use the DCPS computer network to engage in any illegal or criminal acts, including, but not limited to, criminal gang activity, recording criminal activity, threatening the physical safety of another person, or computer hacking.

J. Students shall not install or run any type of software on a DCPS network computer without the consent of the Office of Teaching and Learning or Office of Chief Operating Officer-IT.

H. Students may not use network computers for personal financial gain by posting messages that advertise the student's own personal business or any business or venture in which the student has a financial interest.

K. Students shall not read, modify, or remove files owned by other students.

3. Procedures and Guidelines: Network Security and Equipment Maintenance

A. Students are prohibited from sharing their password or login identification with any other person.

B. Students are prohibited from logging into the network by using account information belonging to another student, teacher, or network administrator.

C. If a student discovers or has reason to believe that another student has obtained unauthorized access of his/her account, the student shall contact a teacher or other school personnel, as well as immediately change his/her password. The teacher or school personnel shall immediately contact the Office of the Chief Operating Officer-IT or a network administrator.

D. Students are prohibited from modifying or rearranging technology equipment belonging to DCPS, including keyboards, monitor, printers, and computers.

E. Students shall report any cases of malfunctioning equipment or other network issues to a teacher, or other school personnel. The teacher or other school personnel shall contact a network administrator.

F. When using public workstations, students shall log off of the network before leaving the work station. Students shall further ensure that the workstation is in suitable condition for the next student.

G. When using private or individual workstations, students shall lock their computer or log off of the network if they will be away from the workstation for an extended period of time.

District of Columbia Public Schools
Student Safety and Use Policy for Internet and Technology
ACKNOWLEDGMENT FORM

For the Student

I have read the DCPS Student Safety and Use Policy For Internet and Technology. I agree to follow all of the rules that are stated in the policy. I understand that if I violate any of these rules my school internet and technology access may be terminated, and I may face other disciplinary or legal consequences.

Date: _____

Name of School: _____

Name of Student (print): _____

Signature of Student: _____

For the Parent/Guardian

I have read the DCPS Student Safety and Use Policy For Internet and Technology and reviewed it with my child(ren). I recognize and understand that if my child does not abide by the terms of the policy that his/her school internet and technology access may be terminated and he/she may face other disciplinary or legal consequences.

Name of parent/guardian (print): _____

Signature of parent/guardian: _____

Services to Promote Children and Youth's Development and Educational Success

The Office of Well Being provides both consultative and contract-based educational services to assist in linking children birth to 5 to quality child care and early education programs and to ensure youth in grades K-12 have the academic and other supports they need to benefit from their education.

POPULATION SERVED

The below consultative services are available to all social workers with youth in out-of-home care, including private agency social workers. Examples of the type of issues we've assisted with via consultations:

- helping to identify daycare and early education options for children 0-5
- breaking through enrollment barriers when trying to get a child in school
- answering questions and offering assistance in navigating the special education process
- brainstorming educational options for youth who are disengaged or frequently suspended from school

Contracted educational services (transportation, mentoring, tutoring) are also available to foster youth aged 5-21 with open court cases subject to certain criteria. These services must be discontinued when the court case closes.

QUESTIONS & OTHER INQUIRIES

Social workers may refer a client to any of the above services by submitting an OWB referral and sending it to cfsa.wellbeing@dc.gov or contacting any of the below staff members directly:

Child Care and Early Education Team:

- ❖ Megan Dho, Child Care Supervisor
megan.dho@dc.gov, 202-727-1303
- ❖ Tia Clarke, Child Care Coordinator,
tia.clarke@dc.gov, 202-442-6144

Education Team:

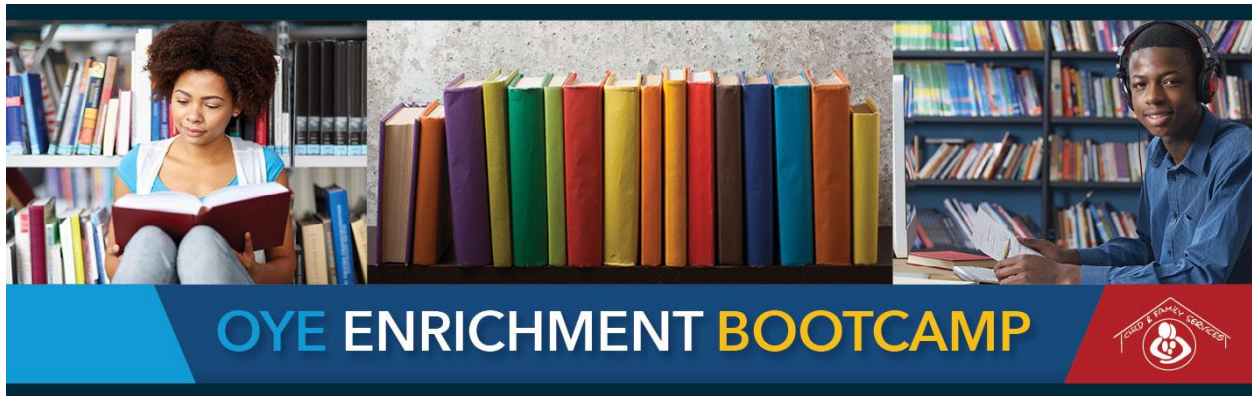
- ❖ Timothy Fitzgerald, Education Specialist,
timothyl.fitzgerald@dc.gov, 202-727-8028
- ❖ Charlotte Williams, Educational Specialist,
charlotte.williams2@dc.gov, 202-715-7787
- ❖ Cortni Mitchell-Colston, Education Specialist,
cortni.mitchell-colston2@dc.gov, 202-727-4951
- ❖ Almeta McCannon, Education Specialist – Grade 8,
almeta.mccannon@dc.gov, 202-727-4712
- ❖ Tracey Talbert, Transportation/Mentoring
tracey.talbert@dc.gov, 202-727-4679
- ❖ Megan Dho, Education Supervisor
megan.dho@dc.gov, 202-727-1303

CONSULTATION SERVICES

- **DAYCARE VOUCHERS AND SUBSIDIES** are processed daily for resource parents, teen parents and parents with children in protective supervision by our Child Care Coordinator.
- **IDENTIFICATION OF CHILD CARE AND EARLY EDUCATION PROGRAMS** with the help of our Early Education Specialist who can assist social workers or resource parents in identifying and securing quality child care or early education programs, including Pre- K3 and Pre-K4 and Head Start.
- **ENROLLMENT AND OTHER EDUCATIONAL SUPPORT ON CASES** from our Education Specialists for Grades K-12 who can point workers toward helpful resources within the schools and provide assistance, support and guidance with any school-related issues – including how to access specialized services, respond when a youth faces disciplinary action, or provide support to a youth who has disengaged or stopped attending school.

CONTRACTED SERVICES

- **SCHOOL TRANSPORTATION** to maintain school stability when it's determined to be in the youth's best interest and no other means of transportation is available, following a child's initial entry to foster care or any changes in foster care placement.
- **TUTORING** from individually assigned tutors who provide in-home tutoring to foster youth who are struggling with their school work and academics; can assist with academic remediation in reading and math, course-specific help, test preparation and study/organizational skills.
- **MENTORING** from individually assigned mentors to enhance youth's self-esteem and social skills.
- **EMERGENCY CHILD CARE SERVICES** for resource families when child care for children, birth to 5, is a barrier to placement. A qualified child care provider can provide in-home child care for up to 10 days while more permanent options are explored and solidified.



School Interrupted for a Youth in Foster Care? New CFSA Day Program Fills the Gap!

Sometimes, our youth in care experience a temporary interruption in their school attendance due to:

- Suspension
- Placement disruption
- School enrollment change.

When these situations arise, both the youth and caregiver need a safe, convenient, supportive solution to bridge the gap until regular school attendance resumes. On May 1, 2018, CFSA's Office of Youth Empowerment will launch a new program designed to address this issue: **OYE Enrichment Bootcamp**.

So what's the OYE Enrichment Bootcamp?

It's a day program to serve CFSA youth in care who are temporarily unable to attend school due to **suspension, placement disruption, or a school enrollment change**.

- Enrichment Bootcamp is open to any District youth in the sixth grade through age 20 and in foster care.
- The program operates Monday through Friday from 7:30 a.m. to 5 p.m. on site at OYE, 3350 9th Street NE, WDC 20017.
- The program capacity is 10 participants per day on a first-come/first-served basis.
- Each time a youth attends the program, he/she can participate for a maximum of 10 consecutive days. Because the program is intended as a bridge, youth should resume regular attendance at school as soon as possible.

What does this day program provide?

Youth are in a safe setting and receive individual guidance to make worthwhile use of their time. OYE specialists supervise and structure each day based on the educational and behavioral needs of each participant. Youth in the program keep up with school assignments, complete homework, and take part in activities that support academic achievement and build new skills (such as using computers).

How does the program work?

Foster Parents/Caregivers:

- As soon as you know you will need to use this program, contact the youth's social worker. **Referral to the OYE Enrichment Bootcamp needs to come from the social worker.**
- Coordinate with the social worker to plan the youth's transportation to and from the program site.
- Pack a lunch, snacks, and beverages for the youth each day he/she attends the program. Enrichment Bootcamp does not serve meals.
- Give the social worker instructions regarding any medication the youth is taking. Each day, the youth should bring a one-day supply in the original bottle/packaging with labeled instructions.
- Ensure the youth reports to the program in uniform or otherwise dressed for school.

Social Workers:

- As soon as you know that a youth on your caseload needs Enrichment Bootcamp, complete and submit the [online referral form](#). To find the form on the CFSA website (cfsa.dc.gov), click on the For Partners tab, click on Social Workers, click on Social Worker Support Forms, and under the heading of Referral Services click on OYE Services. OYE must have your referral by close of business on the day before the youth needs to start the program.
- Coordinate with the foster parent/caregiver to plan the youth's transportation to and from the program site.
- In the case of suspension, contact the school to get class and homework assignments for the youth. Ensure the youth comes to Enrichment Bootcamp prepared to do this work.
- Review the program rules with the foster parent/caregiver regarding hours of operation, meals/snacks, dress code, medications, and overall length of participation.

Questions? Need more information?

Contact Afrilasia Joseph-Phipps, program manager, CFSA Office of Youth Empowerment, afrilasia.joseph@dc.gov, 202-727-7517.



Other School Policies and Resources

- ◆ **DCPS: English Language Learner (EL) Support**
 - <https://dcps.dc.gov/service/english-language-learner-ell-support>
 - This website provides comprehensive information regarding DCPS's English Language Learner program and services, complete with referral and assessment information.

- ◆ **District of Columbia Public Schools Office of Bilingual Education Interpretation and Translation Policy**
 - <https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS-INTERPRETATION-TRANSSERVICES-POLICY%20%281%29.pdf>
 - This policy outlines the role of DCPS's Office of Bilingual Education and the translation and interpretation services offered by DCPS. Moreover, the policy explains the office's responsibility to serve central offices and local schools to enable parents of other language backgrounds to fully participate in the education of their children by receiving high quality communication, equal to the communication provided in English to other families.

- ◆ **DCPS: Language Acquisition Division (LAD) Brochure**
 - https://dcps.dc.gov/sites/default/files/dc/sites/dcps/service_content/attachments/LAD%20Brochure.pdf
 - DCPS's LAD's Intake & Assessment Center provides orientation to families new to the United States, as well as information on screening processes to determine EL eligibility and placement.

- ◆ **DCPS: Helpful EL Websites**
 - https://dcps.dc.gov/sites/default/files/dc/sites/dcps/service_content/attachments/Helpful%20ELL%20Websites.pdf
 - This document offers DCPS' compilation of websites for English Language Learners.

- ◆ **PGCPS Administrative Procedure, Language Minority Students (5111.3)**
 - <https://www1.pgcps.org/WorkArea/DownloadAsset.aspx?id=161539>
 - This administrative procedure outlines PGCPS's guidelines for the identification, assessment, and instruction of non- and limited-English proficient language minority students.

- ◆ **DCPS: School Health Guides for Families**
 - <https://dcps.dc.gov/publication/school-health-guide-families>
 - This guide provides an overview of DCPS's various health services and programs that support the physical and emotional health of DCPS students.

- ◆ **DCPS: Home and Hospital Instruction Program (HHIP) (updated January 24, 2018)**
 - <https://dcps.dc.gov/service/home-and-hospital-instruction>
 - This website links to the HHIP forms that must be completed and submitted to initiate the process for a student to receive HHIP services.

- ◆ **DCPS: New Heights Program**
 - <https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/New%20Heights%20Brochure%20Final%2006%2024%2016.pdf>
 - The link provides an overview of and contact information for the New Heights program, a DCPS program catering to the needs of students who are expectant parents co-located within various DCPS high schools and education campuses.

- ◆ **DC Department of Human Services, Teen Parent Assessment Program (TPAP)**
 - <https://dhs.dc.gov/service/empowering-teen-parents>
 - This website provides an overview of the TPAP, which strives to empower teen parents to move toward self-sufficiency and offers case management services. Referrals to TPAP may be made by DC Public Schools, caseworkers, and other community-based programs.

- ◆ **PGCPS Homebound and Hospital Instruction Program**
 - <http://www.pgcps.org/homeandhospitalteaching/>
 - This website provides an overview of, referral process for, relevant forms concerning, and frequently asked questions regarding the PGCPS Homebound and Hospital Instruction Program, which is available to students in grades Pre-K through 12th grade when they are unable to attend school due to a particular health, emotional health, or pregnancy-related condition.

- ◆ **PGCPS Administrative Procedure, Home and Hospital Teaching (5011)**
 - <https://www.pgcps.org/WorkArea/DownloadAsset.aspx?id=161527>
 - This administrative procedure establishes PGCPS's procedures regarding the provision of instructional services to students who are unable to participate in their Prince George's County school of enrollment due to a physical or emotional condition.

- ◆ **PGCPS Administrative Procedure, Educational Programs/Services For Pregnant Girls (5119.3)**
 - <https://www.pgcps.org/WorkArea/DownloadAsset.aspx?id=161549>
 - This administrative procedure provides information and guidelines for educational programs/services for pregnant girls enrolled in PGCPS.

- ◆ **CFSA Education and Child Care Resources**
 - <https://cfsa.dc.gov/page/educationresources>
 - This website links to the full array of CFSA's Education and Child Care Resources, and offers information for social workers, families, and practitioners, including updates on child care voucher and subsidy programs, CFSA's tips for school engagement, and CFSA's Fact Sheets regarding education for youth in care.