



HOMEBOUND & TRANSITIONAL SERVICES (H.A.T.S)

2024-2025 HANDBOOK

In accordance with Baldwin County Public School System's Board Policy 6.28, Homebound and Transitional Services shall be made available to students who qualify under the guidelines promulgated by the Individuals with Disabilities Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973.

Baldwin County Public Schools provides Homebound and Transitional services for those students who are unable to attend school for medical and/or mental health reasons that are acute, catastrophic, or chronic.

If a student's anticipated duration of absence from school may exceed 15 consecutive school days, the student will be eligible for services under the provisions of this policy.

Eligibility for services requires that written documentation from a physician or psychiatrist must be presented to Baldwin County Public Schools prior to consideration for services. In addition, a student may become eligible for Homebound and Transitional Services based upon a finding by the appropriate Individualized Education Program (IEP) or Section 504 team.

Table of Contents



GUIDELINES

Homebound & Transitional Services (H.A.T.S.) Personnel	4
H.A.T.S. Procedures	5
Homebound & Transitional Services Eligibility for All Students	6
Section 504 Eligibility	8
H.A.T.S. Procedures for Regular Education Students	10
A Section 504 Student is Not Eligible for Homebound and Transitional Services	12
A Regular Education Student is Not Eligible for H.A.T.S. and/or Section 504 Services	
A Section 504 Student Exiting Homebound and Transitional Services	13
Review and Termination of Services	14
Homebound and Transitional Services Guidelines and Responsibilities	15
Extracurricular and Non-Academic Activities	17

FORMS

Treating Physician's Recommendation for Homebound & Transitional Services	19
Treatment and School Re-entry Plan	20
Homebound & Transitional Services Meeting Notes and Signature Form	22
Parent Authorization for Homebound and Transitional Services	23
Homebound and Transitional Services Weekly Student Report	24
Hospital Verification of Instruction Form	25

CHECKLISTS

Procedures Checklists for Section 504 Students	27
Procedures Checklist for Regular Education Students	28
Forms Checklist for Eligibility Determination	29
Procedures for Students Exiting Homebound and Transitional Services	30
Procedures Checklist for Extension of Homebound and Transitional Services	31



GUIDELINES



Baldwin County Public School System Homebound and Transitional Services Personnel

Dionne Dunton, M. Ed., Ed. S., Instructional Support Supervisor
Telephone: 251.970.7322 Email: ddunton@bcbe.org

Rhonda Melton, Homebound and Transitional Services Teacher
Telephone: 251.350.0155 Email: rmelton@bcbe.org
Feeder Pattern Serviced: Bay Minette, Daphne, and Spanish Fort feeder patterns
Base School: Bay Minette Middle School

Lori Conner, Homebound and Transitional Services Teacher
Telephone: 251.348.4387 Email: lconner@bcbe.org
Feeder Pattern Serviced: Elberta, Fairhope, Foley, and Robertsdale feeder patterns
Base School: Fairhope Middle School

Saadia Hunter, Virtual Homebound Behavioral Services Teacher
Telephone: 251.232.5177 Email: shunter@bcbe.org
Base School: South Baldwin Center for Technology



Homebound and Transitional Services Procedures

In accordance with school board policy 6.28, Baldwin County Public Schools provides Homebound and Transitional Services for those students who are not able to attend school for medical and/or mental health reasons that are acute, catastrophic, or chronic. If a student's anticipated duration of absence from school may reach 15 consecutive school days, the student will be eligible for services under the provisions of this policy.

Homebound and Transitional Service procedures apply to all students who are not identified as eligible under the Individuals with Disabilities Education Act (IDEA). For those students who are identified as eligible under the IDEA, Homebound and Transitional Services will be determined by the student's IEP team, and if deemed applicable, administered through the Baldwin County Board of Education's Special Services Department.

(Note: The referral process for Homebound and Transitional Services is to be initiated at the time it is determined that a student will miss 15 or more days of school—it is not necessary to wait until a student has missed 15 or more school days.)

Eligibility for Homebound and Transitional Services requires that written documentation from a physician or psychiatrist must be presented to Baldwin County Public Schools prior to consideration for services. In addition, a student may become eligible for Homebound and Transitional Services based upon a finding by the appropriate Individualized Education Program (IEP) or Section 504 Team.

Homebound and Transitional Services are for students currently enrolled in the Baldwin County Public School System who must be temporarily confined at home. The purpose of this service is to help students keep up with their work although they are unable to attend school. The goal of Homebound and Transitional Services instruction is to sustain continuity of instruction and to facilitate the student returning to school. This may entail a student in transition into the normal school setting, while still receiving homebound instruction. Homebound instruction is not a guarantee that the student will always progress in the academic program.

Baldwin County Public Schools will provide homebound and transitional instruction to students with and without disabilities. The following guidelines should be noted for determining a student's eligibility for Homebound and Transitional Services.



Homebound Eligibility for All Students

1. The student must be enrolled in the Baldwin County Public School System and must reside in Baldwin County.
2. A documented medical condition must prevent the student from attending school for a period of fifteen (15) or more consecutive school days from the date of the written homebound recommendation.
3. A written recommendation for Homebound and Transitional Services from the student's treating physician, i.e., a licensed physician or licensed clinical psychologist must be submitted. Completion of the Treating Physician's Recommendation for Homebound and Transitional Services form by the child's treating physician is required.
4. Baldwin County Public Schools reserves the right to request an updated medical statement when deemed necessary. This statement may be requested when H.A.T.S. (Homebound and Transitional Services) need to be extended beyond the initially approved length of time.
5. The determination as to whether Homebound and Transitional Services are warranted is a decision that is made by the Homebound and Transitional Services team. In making this determination, full consideration will be given to the written recommendation received from the treating physician. However, a recommendation for Homebound and Transitional Services by a treating physician does not guarantee homebound placement.
6. If a student suffers from an emotional or psychiatric disorder, and the attending physician or psychiatrist recommends homebound services, a treatment plan must accompany the Treating Physician's Recommendation for Homebound and Transitional Services form. The treatment plan must outline the student's mental diagnosis, treatment history, current treatment and a date for returning the student to school. The referring licensed physician and/or licensed psychiatrist must be the treating physician or psychiatrist for the medical and/or psychiatric condition for which the student is requesting services. Examples include the following:
 - A student with leukemia may not request services with a medical statement from a pediatrician. A statement from the oncologist currently treating the student is required.
 - A student with paranoid delusions may not request services with a medical statement from a psychologist or pediatrician. The medical request must be from the licensed psychiatrist currently treating the student.

If the student requires an extension of services, a mandatory review of the student's condition must be conducted in order to extend the Homebound and Transitional Services. An updated Treating Physician's Referral for Homebound and Transitional Services form must also be completed, along with an updated treatment plan.

7. The eligibility criteria for students who are pregnant are the same as for students who are not pregnant. The doctor must indicate the specific medical condition (outside of the student being pregnant) that necessitates the request for Homebound and Transitional Services, i.e., requires continuous bed rest, at risk for premature delivery, etc. Although the medical condition necessitating services may be related to the students' pregnancy, the pregnancy in and of itself does not constitute eligibility for services.
8. Recovery from childbirth—in and of itself—is not considered a medical condition that meets eligibility criteria for services unless the student experiences medical complications. The eligibility criteria for services are the same for all students whether they are pregnant, or not pregnant, or have given birth. Instead, once a pregnant student delivers her child, her absences from school are to be coded as excused for as long as the doctor says, which is typically for six weeks after delivery.
9. Homebound and Transitional Services are not to be granted for a teen parent due to lack of childcare.
10. In order to evaluate the need for Homebound and Transitional Services, the parent/guardian of the student requesting services will be asked to grant Baldwin County Public Schools written permission to consult with the physician or psychiatrist. The exchange of information is essential in determining the initial eligibility and continued eligibility of the student in receiving Homebound and Transitional Services. The Treating Physician's Recommendation for Homebound and Transitional Services form contains a statement for the parent to sign granting Baldwin County Public Schools permission to consult with the appropriate medical professional. Only the original paperwork will be accepted as an application for Homebound and Transitional Services. An incomplete application may cause a delay in services.
11. A recommendation for Homebound and Transitional Services by a treating physician does not guarantee placement. The Treating Physician's Recommendation for Homebound and Transitional Services form that is completed by a licensed physician or a licensed clinical psychologist merely represents student assessment data that is to be considered by the H.A.T.S. team when deciding whether or not the student meets eligibility criteria for Homebound and Transitional Services. The H.A.T.S. team also has the right to request additional information regarding the educational implications of the student's medical condition.

12. In most cases, Homebound and Transitional Services should not be initiated during the month of May, which is the final month of the school year.
13. For students who are currently identified as a student with a disability under Section 504 and are being recommended for placement in the Homebound and Transitional Services setting, the Section 504 team will adhere to the specified guidelines when the reasons for Homebound and Transitional Services consideration are based on a medical condition.
14. When a student is not currently identified as Section 504 eligible, the H.A.T.S. team will be tasked with making two decisions on an individual basis:
 - a. Does a Section 504 referral need to be made?
 - b. Is the student eligible to receive homebound and transitional services?

Section 504 Eligibility

if a Section 504 referral is accepted, obtain parent consent for evaluation utilizing Frontline.

Environmental, cultural, and economic disadvantages are not considered disabilities under Section 504. Furthermore, sexual orientation and gender identity are also not considered to be disabilities. However, if a person who has any of these characteristics also has a physical or mental disability, the person may be included within the definition of an individual with a disability.

A. Physical or mental impairment means:

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; skin; and endocrine; or
- Any mental or psychological disorder, such as mental retardation; emotional/behavioral conditions; and mental illness.

Note: The regulations do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

B. Major life activities mean functions such as caring for oneself, performing manual tasks, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, learning, and working.

They also include the operation of major bodily functions, such as: functions of the immune system, normal cell growth, digestive, bowel functions, bladder, brain, circulatory, endocrine, reproductive, neurological, respiratory, etc.

C. Substantial limitation refers to the extent that a disability impacts the student at school. In determining whether a student has a physical or mental impairment that substantially limits a major life activity, school districts must not consider ameliorating effects of any mitigating measures that a student is using. However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. An impairment that is episodic or in remission under Section 504 does not preclude eligibility if the impairment would substantially limit a major life activity when active.

D. Supplementary/Related Aids and Services are generally accommodations in a student's Section 504 plan. An accommodation is a change in the educational setting, materials, and/or strategies that does not significantly alter the content of the curriculum or level of expectation for a student's performance, but which allows the student to access the general education curriculum. Examples of accommodations include seating the student in front of the room, providing extended time for testing, and providing a student with a highlighted critical text.



Homebound and Transitional Services Procedures for Regular Education Students

(These are students who are not already receiving Section 504 services at the time a meeting is held to discuss homebound and transitional services. Discussion will be held during the meeting to determine if students qualify to receive Section 504 services.)

1. The H.A.T.S. team will make decisions on an individual basis according to the needs of the student and the treating physician's recommendations in accordance to the guidelines provided in the Homebound and Transitional Services 2023-2024 Handbook.
2. A parent/legal guardian may request that his child be considered for homebound and transitional services by contacting the school principal or the local school's H.A.T.S. coordinator. The parent/guardian should be directed to arrange for the completion of the Treating Physician's Recommendation for Homebound and Transitional Services form, and he should also be provided an overview of the homebound and transitional services placement process. **Note:** If the student suffers from an emotional or psychiatric disorder, and this is the reason for the homebound and transitional services referral, the treating physician must also complete the Treatment and School Re-Entry Plan.
3. Upon receipt of the Treating Physician's Recommendation for Homebound and Transitional services form, the school's H.A.T.S. coordinator will review the form to verify that all sections have been completed, including the anticipated return to school date. (Services are meant to be temporary; therefore, a specific date must be given. The doctor cannot write "indefinitely" on the form.)
4. Once all sections on the Treating Physician's Recommendation for Homebound and Transitional Services form have been verified for completion, the school's H.A.T.S. coordinator will select the H.A.T.S. team members, and she will also schedule a meeting with the parent and other members of the H.A.T.S. team.
5. The H.A.T.S. team will meet to review the medical documentation regarding the need for the student to be served in a home setting. The Section 504 team will meet to review the medical documentation regarding the need for the student to be served in the home setting. Based on the information, the Section 504 team must determine whether the home setting is the student's least restrictive environment and whether the student is eligible for Homebound and Transitional Services. The team will complete the Homebound and Transitional Services Meeting Notes and Signature Form to reflect their decision, and they will also update the Section 504 Plan, if needed. The parent will also sign a Parent Authorization for Homebound and Transitional Services form if the student is deemed eligible to receive Homebound and Transitional Services.
6. In addition to deciding if the student qualifies for Homebound and Transitional Services, the H.A.T.S. members (also now referred to as the Section 504 team members for purposes of considering eligibility for Section 504) must also decide a referral needs to be made for Section 504 eligibility.

7. The H.A.T.S team will review the medical documentation regarding the need for the student to be served in the home setting. Based on the information, the team must determine whether the home setting is the student's least restrictive environment and whether the student is eligible for Homebound and Transitional Services. The team will complete the necessary documentation (refer to Forms for Eligibility Determination found in the "Checklist" section of the handbook).
8. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of the Notice of Rights and Procedural Safeguards for Disabled Students and their Parents will also be shared.

A Section 504 Student Is Not Eligible for Homebound & Transitional Services

1. The Section 504 team will document its decision on the *Homebound and Transitional Services Meeting Notes and Signature Form*.
2. The parent/guardian should also be provided a copy of the *Notice of Rights and Procedural Safeguards for Disabled Students and their Parents*.
3. Should the parent want to appeal the Section 504 team's decision, the parent/guardian should be provided a copy of the *Section 504 Complaint Form*.
4. The student's parent/guardian should be reminded that regular school attendance rules will apply, even while the appeal process is taking place.
5. The Section 504 team may want to also consider revising the student's *Section 504 Plan* in order to better accommodate the student in the school setting.
6. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of the *Notice of Rights and Procedural Safeguards for Disabled Student and their Parents* will also be shared.



A Section 504 Student Exiting Homebound and Transitional Services

1. A student is dismissed from Homebound and Transitional Services placement when the student's medical condition has improved, and the student is able to return to school.
2. The school's H.A.T.S. coordinator should contact the student's parent/guardian at least one-two weeks prior to the student's scheduled return date to school to confirm if he/she is returning.
3. A medical release from the student's treating physician should be obtained indicating the student is able to attend class, listing accommodation for the team to consider, and indicating if a health care plan is needed.
4. In preparation for the student's exit meeting for Homebound and Transitional Services, the school's H.A.T.S. coordinator will send the following two forms to the parent/legal guardian:
 - a. *Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents*
 - b. *Notice of Section 504 Meeting*
5. The Section 504 team will meet to determine the student's Homebound and Transitional Services placement and will exit the student, if warranted. If needed, the Section 504 team will develop a new Section 504 Plan.
6. If a health care plan is needed, or if changes need to be made to the existing health care plan, the school nurse must attend this meeting.
7. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting, and a copy of the *Notice of Rights and Procedural Safeguards for Disabled Students and their Parents* will also be shared.
8. The school's H.A.T.S. coordinator will inform the student's teacher(s) of the student's return date to school

A Regular Education Student Exiting Homebound and Transitional Services

1. A student is dismissed from Homebound and Transitional Services when the student's medical condition has improved, and the student is able to return to school.
2. The school's H.A.T.S. coordinator should contact the student's parent/guardian at least one-two weeks prior to the student's scheduled return date to school to confirm if he/she is returning.
3. A medical release from the student's treating physician should be obtained indicating that the student is able to attend class, listing accommodations for the team to consider, and indicating if a health care plan is needed.
4. The H.A.T.S. team will meet to determine the state of the student's Homebound and Transitional Services placement and will exit the student, if warranted.

5. If a health care plan is needed, or if changes need to be made to the existing health care plan, the school nurse must attend this meeting.
6. A copy of all completed paperwork will be given to the parent/guardian at the conclusion of the meeting.
7. The school's H.A.T.S. coordinator will inform the student's teacher(s) of his/her return date to school.

Review and Termination of Services

The duration of Homebound and Transitional Services depends on the nature and extent of the illness or disability of each student. Students should return to school when services are no longer medically necessary, regardless of whether their assignments are complete and up to date.

If the student is medically unable to return to school at the end of the approved period of time, additional updated medical documentation for an extension of services will be required. The parents of every child receiving Homebound and Transitional Services are responsible for providing to the school's H.A.T.S. coordinator updated written verification from a licensed treating physician or licensed clinical psychologist stating the need for an extension of services.

Homebound and Transitional Services instruction will terminate if requested written medical verification extending the services is not submitted in a timely manner.

School officials may wish to contact the student's treating physician to request recommendations or strategies that will facilitate the student's re-entry to school. The H.A.T.S. team may also want to consider allowing the student to slowly transition back to his/her base school from homebound and transitional services.

The student's Homebound and Transitional Services will end on the last day of school of the regular school year.



Homebound and Transitional Services Guidelines and Responsibilities

- The school's H.A.T.S. coordinator, H.A.T.S. teacher, and classroom teacher will work collaboratively to facilitate the exchange of assignments and materials, coordinate standardized testing, and help ensure the needs of the student are met.
- The school's H.A.T.S. coordinator will notify the H.A.T.S. teacher assigned to her feeder pattern that a student is eligible to receive services. For attendance purposes, the students are placed on Homebound and Transitional Services on the first day the teacher meets with the student. Assignments missed prior to services will be the responsibility of the classroom teacher(s).
- The school's H.A.T.S. coordinator will give copies of the signed paperwork to the respective H.A.T.S. secretary and H.A.T.S. teacher (refer to Forms for Eligibility Determination found in the "Checklist" section of the handbook).
- The school's H.A.T.S. coordinator and H.A.T.S. teacher will notify the student's teacher(s) that the student is eligible for services.
- On a weekly basis, the student's classroom teacher(s) will be expected to provide appropriate instructional materials, i.e., textbooks, class notes, assignments. This includes supplemental materials for the H.A.T.S. teacher, i.e., answer keys, examples, teacher textbooks, videos, additional resources, etc.
- Weekly assignments for students will be picked up at each school by the H.A.T.S. teacher or made available online. The student's name and classroom teacher's name should be included with the assignments and placed in the mailbox marked for the H.A.T.S. teacher, located in the teacher workroom. Teachers can email a list of assignments or may also place the H.A.T.S. teacher in Google Classroom/Schoology.
- Classroom teachers are expected to provide weekly assignments for those students receiving services. All assignments must be assigned in a timely manner, taking into consideration any accommodations the student may have.

- Teachers will develop alternative assignments for the students when they are unable to actively participate in the class, i.e., PE classes, driver's education, classes with labs, F.A.C.S, classes with selective equipment, music/band classes, art, elective courses, etc.
- Classroom teachers, in collaboration with the H.A.T.S. teacher, should note that some assignments may be eliminated, altered, or replaced for a H.A.T.S. student without compromising educational integrity, since not all classroom activities will be appropriate in a home setting.
- The student's assignments and assessments may be delivered digitally or in person by the H.A.T.S. teacher.
- The H.A.T.S. teachers will complete and file a weekly student report available to the counselor upon request.
- If a student is in the transitional phase, attending school part-time while also receiving services from the H.A.T.S. teacher, classroom teachers will provide the H.A.T.S. teacher assignments on days a student does not attend in person. The classroom teacher and the H.A.T.S. teacher will work collaboratively until the student has returned to the school campus full-time.
- If a student is expected to take a semester or final exam, the classroom teacher should provide all study materials and a copy of the exam to the H.A.T.S. teacher at least two weeks in advance of the testing week.
- The classroom teacher is responsible for providing all assignments, communicating any feedback for corrections or improvement, and maintaining up to date grades in Power School to keep the H.A.T.S. teacher, parents, and student informed of current progress.



Extracurricular and Non-Academic Activities

Homebound and Transitional Services students should have an *equal opportunity to participate in all extracurricular activities*, which include club, intramural, interscholastic, prom, career fairs, etc.

Homebound and Transitional Services students should also have an equal opportunity to participate in any non-academic activities that are made available for students on the school campus. These non-academic activities include but are not limited to the following: field trips, after school activities, recreational programs, or summer programs.

Participation in extracurricular or non-academic activities; however, is not a guarantee. During the meeting with the H.A.T.S. team, discussion should be held as to whether a student is able to participate in these activities. In making that determination, the H.A.T.S. team should consider all relevant medical or educational documentation. In addition, the team should discuss what services/support/accommodations, if any, the student needs to participate in the activity. The team's decision should be noted in the corresponding paperwork.

Schools may NOT condition the provision of the extracurricular activity or non-academic activity on the parent's/guardian's attendance. In addition, schools may not simply exclude disabled students or charge a higher cost than that charged to non-disabled students' parents.

All Homebound and Transitional Services students should be provided with a copy of their progress reports, as well as their report cards, in a timely manner. Counselors should also ensure that they communicate with the H.A.T.S. students about scholarship opportunities that are available. These students should have access to the same information that is shared and disseminated to students on school campus. As with all other non-academic services or benefits available to non-disabled students, graduation, and graduation ceremonies must allow for equal opportunity for participation by Homebound and Transitional Services students.

High school seniors who are receiving H.A.T.S should be provided with appropriate notice of the following: senior pictures, which include individual and group pictures; senior school trips; senior prom; purchasing of class rings; purchasing of school yearbooks; scholarships; any information concerning senior graduation events, etc.

A student receiving Homebound and Transitional Services, he/she can not be denied the opportunity to be gainfully employed, nor may he/she be excluded from participation in any sports or extracurricular activities simply on the basis that the student is unable to attend school and is receiving Homebound and Transitional Services.



FORMS

TREATING PHYSICIAN'S RECOMMENDATION FOR HOMEBOUND AND TRANSITIONAL SERVICES



Dear Treating Physician,

The below named student and his/her parent, legal guardian, or surrogate parent have requested that the Baldwin County School System provide the student with education services in the home. In order for the Baldwin County Public School System to assess this request, the parents are required to submit medical documentation from the student's treating physician of the student's inability to attend school on a regular basis and subsequent recommendation for educational services in the home. This recommendation is only one part of the information reviewed at the Homebound and Transitional Services meeting and does not result in an automatic placement for these services. Students, unable to attend school and placed in appropriate restrictive environments, are still eligible to receive a Free Appropriate Public Education (FAPE). Your recommendation and the information shared below will be reviewed by the Homebound and Transitional Services Team and considered when a decision is made regarding the student's placement. A Baldwin County School System representative may contact you to discuss your recommendations and/or strategies to maintain the student in the school environment or request additional information.

SECTION I: STUDENT INFORMATION (To be completed by school personnel)

Student's Name:	Date of Birth:	Age:	Grade:
Parent/Guardian Name:		School:	
Student's Medical Issue:		School's Homebound and Transitional Service Coordinator:	

SECTION II: RELEASE (To be completed by parent, legal guardian, surrogate parent)

I authorize the release of written/ or verbal medical, educational, or mental health information between school officials and the treating physician listed in Section III.

Date: _____

SECTION III: MEDICAL INFORMATION (To be completed by the treating physician)

Diagnosis of the medical condition: (Attach additional information if needed)

Prognosis and Treatment:

Is it your opinion that the medical condition prevents the student from physically attending school full or part-time? If yes, please provide an explanation in support of your opinion.

Is the condition contagious? YES NO

If yes, please explain precautions that can be taken by staff who may work with the student:

If the student is placed in the home setting, please identify any medical barriers the student may face with completing assignments at home, if any.

What is the amount of time you estimate the student's medical condition will limit his/her ability to attend school?

Beginning date of non-attendance: / / Projected return date: / /

It is my recommendation that the above student cannot attend school full-time or part-time because of illness, accident, or complications from pregnancy, but may benefit from instruction in the homebound and transitional services program.

Printed Name: _____ Physician's Signature: _____

Date: / / Phone: _____ Fax: _____

Name of Practice/Institution: _____

Address: _____

Email: _____

SECTION IV: To be completed by BCPSS School Personnel:

In compliance with federal law, Baldwin County Public Schools administers all education programs, employment activities, and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age, or disability.

Date received from parent: _____ / _____ / _____

Date form given to parent: _____ / _____ / _____

Notes: _____



Treatment and School Re-Entry Plan

The following information is required to determine eligibility for Homebound and Transitional Services, and it must be completed by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented.

1. What is the schedule frequency of treatment/therapy for this student?

- ◇ DAILY
- ◇ WEEKLY
- ◇ MONTHLY

2. What is the expected duration of the treatment/therapy?

3. Will the student take medication?

- ◇ YES
- ◇ NO

4. List below the medications this student will take for diagnosis:

Name of Medication	Effect on Student's Ability Comprehend/Concentrate	Effect on Student's Ability Complete Independent Assignments	Effect on Student's Ability to Relate to Teachers/ Other Students

5. Could this student return to school on an intermittent basis after his/her medication and condition are stabilized? YES NO

6. Can this student have contact with other students? YES NO

7. The Homebound and Transitional Services program is designed to be a temporary educational program to help students who are unable to attend school on a full-time basis due to medical or emotional or psychiatric reasons. Please describe your time frame and transitional plan for student's re-entry to school. (You may attach additional pages, as needed)

Physician's Printed Name _____ Date _____

Physician's Signature _____ Date _____

Parent Authorization for Homebound and Transitional Services



Student's Name: _____

Parent's Name: _____

Home Address: _____

Home Telephone Number: _____ Cell Phone Number _____

Parent's Work Number: _____ Parent's Fax Number: _____

Parent's Email Address: _____ Student's Email Address: _____

Parent and Student Responsibilities for Homebound and Transitional Services

1. Establish an agreed upon date and time for instruction to be provided. Recommended instructional time is 1-8 hours per week in the home, virtually, or at a mutually approved alternate location, such as the public library.
2. If an emergency should arise and the student is unable to meet with the H.A.T.S. teacher at the scheduled time, contact the H.A.T.S. teacher as soon as possible. Prior notification is necessary for any cancellation or re-scheduling of services. If your child or another family member is ill, has a fever or a contagious disease, instruction will be canceled or rescheduled.
3. A BCPSS representative may need to contact your child's physician to obtain information pertaining to the planning and delivery of appropriate instruction.
4. A parent or another mutually agreed upon adult **MUST** be present in the home during each instructional session.
5. Provide a quiet, clean, smoke-free, safe indoor work environment.
6. Ensure all pets are confined prior to the arrival of the H.A.T.S. teacher.
7. Members of the household and student should be in appropriate attire for the instructional visit.
8. You are responsible for your child's attendance during the scheduled instructional visit. Students not available for instruction at the scheduled time will be considered unexcused unless advanced arrangements are made with the teacher.
9. The student is expected to complete all posted assignments online, and be prepared for the scheduled instructional meeting. The parent is responsible for supervising completion of assigned work between instructional sessions.
10. The student is expected to work respectfully and cooperatively alongside the H.A.T.S. teacher and demonstrate conduct appropriate for a school environment.
11. There is no guarantee that a student receiving services will automatically have passing grades; therefore, parents and students are encouraged to monitor grades on Power School.
12. H.A.T.S. teachers are not responsible for preview missed work completion.

I authorize my child to participate in Homebound and transitional Services provided through Baldwin County Public School System.

I authorize the release of any medical or psychological information necessary to process the application for Homebound and Transitional Services, including treatment plans and length of disability.

Parent/ Guardian Signature _____ Date _____

Homebound and Transitional Services Weekly Student Report



Student's Name: _____ Base School: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Dates					
Time of Arrival					
Time of Departure					
Total Time					

Student's Assignments:

H.A.T.S. Teacher Signature: _____ Date: _____

Parent/ Guardian Signature: _____ Date: _____



Hospital Verification of Instruction Form

(This form should be returned to the Baldwin County Public School System upon the student's re-entry to his/her base school.)

SECTION I- STUDENT INFORMATION

Student's Name: _____ Date of Birth: _____ Age: _____ Grade: _____

Parent/Guardian Name: _____ Student's Medical Issue: _____

Address: _____ Phone: _____

SECTION II- BASE SCHOOL INFORMATION

School: _____ Address: _____

School's Homebound and Transitional Services Coordinator: _____ Phone: _____

SECTION III-HOSPITAL SERVICES INFORMATION

Hospital Name: _____ Hospital Services Teacher Name: _____

Student Hospitalization Dates: _____ Student work was provided by: _____

Begin Date: / / End Date: / / Hospital Teacher _____ Base Teacher _____

DATES STUDENT PARTICIPATED IN SCHOOL WHILE IN THE HOSPITAL:

Date(s)	Number of Hours	Content Areas

Work was completed in the following areas:

- ◇ English Language Arts/Reading
- ◇ Science
- ◇ Other _____
- ◇ Mathematics
- ◇ Social Studies

The student participated in our hospital school program during his/ her recent hospitalization. Attendance credit can be granted according to the pre-established guidelines in the Baldwin County School System. Please accept all completed assignments and allow ample time to complete any makeup work.

I certify that the information above is true and represents an accurate representation of the student's participation in the _____ school program during his/ her recent hospitalization.

Teachers Printed Name: _____

Teacher's Signature: _____ Date: _____

SECTION IV: (TO BE COMPLETED BY BCPSS SCHOOL PERSONNEL)

Date form received from hospital: _____ Date form given to Classroom Teacher: _____

Notes:



CHECKLISTS



Procedures Checklist for Section 504 Students

- ◇ Have parents complete the Treating Physician's Recommendation form for Homebound & Transitional Services.
- ◇ Include the Treatment and School Re-entry Plan if the student is seeking services due to an emotional or psychiatric disorder.
- ◇ Review the Treating Physician's Recommendation form (and treatment plan if included) to ensure that all sections have been completed, including the anticipated return to school date.
- ◇ Select the 504 team members.
- ◇ Schedule a meeting with the student's parent/guardian and the other members of the 504 team.
- ◇ Send the Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents along with the Notice of the Section 504 Meeting.
- ◇ Conduct the meeting and review the medical documentation regarding the need for the student to be served in the homebound or transitional setting.
- ◇ If it is determined the student is eligible for Homebound and Transitional services review the Section 504 Plan, if needed complete the Parent Authorization for Homebound and Transitional Services form. Give a copy of the Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents form.
- ◇ If the student is NOT eligible for Homebound and Transitional Services, complete the Homebound and Transitional Services Meeting Notes and Signature Form and give the parents a copy of the Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents, remember to inform the parent/guardian of his right to appeal the Section 504 team's decision by completing the Section 504 Complaint Form. Also, remind the student's parent/guardian that the regular school attendance rules apply-even during the appeal process.



Procedures Checklist for Regular Education Students

- ◇ Have parents complete the *Treating Physician's Recommendation form for Homebound & Transitional Services*.
- ◇ Include the *Treatment and School Re-entry Plan* if the student is seeking services due to an emotional or psychiatric disorder.
- ◇ Review the *Treating Physician's Recommendation form* (and treatment plan if included) to ensure that all sections have been completed, including the anticipated return to school date.
- ◇ Select the 504 team members.
- ◇ Schedule a meeting with the student's parent/guardian and the other members of the 504 team.
- ◇ Conduct the meeting and review the medical documentation regarding the need for the student to be served in the homebound or transitional setting. Complete meeting notes.
- ◇ In addition to deciding if the student qualifies for Homebound and Transitional Services, the Section 504 team members must also decide if a referral needs to be accepted under Section 504.
- ◇ If a Section 504 referral is accepted obtain a parent consent for evaluation utilizing Frontline.
- ◇ Complete and Return *Forms for Eligibility Determinations*



Checklist of Forms for Eligibility Determinations

Both Section 504 and Homebound & Transitional Services

- ◇ Treating Physician's Recommendation for Homebound and Transitional Services form
- ◇ Section 504 Initial Evaluation and Periodic Re-Evaluation (Frontline)
- ◇ Notice of Section 504 Evaluation Results (Frontline)
- ◇ Parental Consent for Section 504 Services (Frontline)
- ◇ Section 504 Plan (Frontline)
- ◇ Parental Authorization for Homebound and Transitional Services form
- ◇ Provide Parent with a copy of the Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents (Frontline)
- ◇ Homebound and Transitional Services Meeting Notes & Signature Form

Only Homebound & Transitional Services (not Section 504)

- ◇ Treating Physician's Recommendation for Homebound and Transitional Services form
- ◇ Parental Authorization for Homebound and Transitional Services form
- ◇ Homebound and Transitional Services Meeting Notes & Signature Form
- ◇ Remind the parent/guardian of his right to appeal the team's Section 504 decision by completing the Section 504 Complaint form; however, regular school attendance rules will apply-even during the appeals process.

Neither Homebound & Transitional Services nor Section 504

- ◇ Treating Physician's Recommendation for Homebound and Transitional Services form
- ◇ Section 504 Initial Evaluation and Periodic Re-Evaluation (Frontline)
- ◇ Notice of Section 504 Evaluation Results (Frontline)
- ◇ Provide Parent with a copy of the Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents (Frontline)
- ◇ Remind the parent/guardian of his right to appeal the team's Section 504 decision by completing the Section 504 Complaint form; however, regular school attendance rules will apply-even during the appeals process. (Frontline)



Procedures Checklist for Students Exiting Homebound Services

- ◇ The school's Section 504/Homebound Coordinator should contact the student's parent/guardian at least one to two weeks prior to the student's scheduled return date to school to confirm if the student is returning.
- ◇ Have the student's parent/guardian obtain a medical release from the student's treating physician indicating that the student can attend class, listing accommodations for the team to consider, and indicating if a health care plan is needed.
- ◇ Schedule a meeting with the student's parent/guardian and other members of the Section 504 team. Send the following two forms to the parent/guardian if a 504 is requested:
 - Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents (Frontline)
 - Notice of Section 504 Meeting (Frontline)
- ◇ Conduct the meeting and review the medical release from the student's treating physician to confirm if indeed the student is ready to return to school.
- ◇ If warranted, exit the student from his homebound and transitional services placement.
- ◇ If needed, develop a new Section 504 Plan, or update the existing plan.
- ◇ If a health care plan is needed, or if changes need to be made to the existing health care plan, the school nurse must attend the meeting.
- ◇ The school's Section 504/Homebound Coordinator will inform the student's teacher(s) of his return date to school.



Procedures Checklist for Extension of Homebound and Transitional Services

- ◇ The school's Section 504/Homebound Coordinator should contact the student's parent/guardian at least 10 days prior to the student's scheduled return date to school to confirm if the student is returning.
- ◇ Upon confirmation with the parent/guardian that an extension of services may be needed, have parents complete and updated Treating Physician's Recommendation Form for Homebound and Transitional Services.
- ◇ Review the Treating Physician's Recommendation Form for Homebound and Transitional Services to ensure all the sections have been completed, including the updated return to school date.
- ◇ Select Section 504 and or H.A.T.S. team members.
- ◇ Schedule a meeting with the parent/guardian and team members.
- ◇ If a student is 504, provide Notice of Rights and Procedural Safeguards for Disabled Students and Their Parents, along with the Notice of Section 504 Meeting.
- ◇ Conduct the meeting and review the medical documentation regarding the need for an extension of services.
- ◇ Consider if the student can transition back to a regular schedule. For example, the student will initially take 1-2 classes on the school campus and be served via H.A.T.S. for the remaining classes. After a period of time, additional classes will be added until the student is able to return full time on campus.
- ◇ Submit all updated forms to your school nurse and H.A.T.S. teacher. Maintain a copy for your records.
- ◇ If a student's request for an extension of services is denied, notify the H.A.T.S teacher and the student's classroom teacher(s) of the student return date.