



Hospital/Homebound Program and Services

Policy and Procedures Manual

This is one of many publications available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Room 628 Turlington Bldg., Tallahassee, Florida 32399-0400.

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***POLICY AND PROCEDURES
MANUAL***

**HOSPITAL / HOMEBOUND
PROGRAM AND SERVICES
2008**

**Bureau of Exceptional Education and Student Services
Florida Department of Education**

Foreword

This resource manual is designed to provide the school districts in Florida with recommendations and suggestions for the development, management, and evaluation of programs for homebound/hospitalized (H/H) students. It is intended to help bring clarity and direction to educational planning for exceptional students in Florida while being broad enough in scope to meet the varying needs of the students and H/H staff in each district.

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SECTION ONE: Policy and Procedures

Overview

Students who have been evaluated and deemed eligible by a group of qualified professionals for the homebound or hospitalized (H/H) program services are considered students with a disability in Florida, in accordance with Section 1003.01, Florida Statutes (F.S.). As such, they are entitled to all the rights and protections of the Individuals with Disabilities Education Act (IDEA), including a free appropriate public education (FAPE), as identified in Section 1003.01, F.S. This section covers policy and procedures related to eligibility and the development of an individual educational plan (IEP).

Background/History

The first homebound educational service began in Newton, Iowa, in 1939. Service was provided by telephone. By 1958, the Council for Exceptional Children (CEC) created the Division of Educators of Homebound/Hospitalized Children. Today, the H/H service delivery model is considered the most restrictive educational setting because it segregates students from other students, both with and without disabilities. It is, therefore, not an appropriate service delivery model for students who could be served in a school-based setting with the appropriate IEP or 504 plan services.

Identification

Rule 6A-6.03020, Florida Administrative Code (FAC.), identifies a H/H student as a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem. The condition or illness must confine the student to home or hospital and restrict activities for an extended period of time.

The possibility of H/H services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician's care because of severe, prolonged, or chronic illness. A parent, teacher, social worker, guidance counselor, physician, and others may initiate the process as soon as it is **anticipated** that the student will be absent for the duration specified in the rule. There is no established "waiting period" that must be met when considering initiating the process.

Criteria for Eligibility

Every effort should be made to raise the awareness level of the availability of H/H services for eligible students.

The criteria for eligibility for the H/H program are established in Rule 6A-6.03020, FAC. A referral for H/H services may be initiated by the parent; physician; hospital child life specialist; or school personnel, such as principal, guidance counselor, teacher, social worker, nurse, or other agency. A student is eligible for specially designed instruction in the H/H program if **all** of the following criteria are met:

- A licensed physician certifies:
 - That the student is expected to be absent from school for at least 15 consecutive school days (or the equivalent on a block schedule) due to a physical or psychiatric condition, or for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively, due to a chronic condition
 - That the student is confined to the home or hospital
 - That the student will be able to participate in and benefit from an instructional program
 - That the student is under medical care for illness or injury, which is acute, catastrophic, or chronic in nature
 - That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact
- The student is enrolled in a public school (kindergarten through twelfth grade) prior to the referral for homebound or hospitalized services, unless the student meets criteria for eligibility under State Board Rule for another program for students with disabilities under Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, and 6A-6.03027, FAC.
- The parent, guardian, or primary caregiver signs parental agreement concerning hospitalized or homebound policies and parental cooperation

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, in addition to pregnancy, that necessitates the request for H/H services; the estimated delivery date; and the estimated length of time the student will be confined to home or hospital. The medical condition necessitating services may be related to the pregnancy. The pregnancy, in and of itself, does not constitute eligibility for H/H services.

Evaluation

The minimum evaluation required to determine eligibility for a student being considered for H/H services, as stated in Rule 6A-6.03020, FAC., is an annual medical statement from a licensed physician(s). The term “licensed physician” is defined in Chapters 458 and 459, F.S., and, as used in this rule, means one who is qualified to assess the student’s physical or psychiatric condition. Section 458, F.S., references medical doctors (MDs) and Section 459, F.S., references osteopathic physicians (DOs).

An advanced registered nurse practitioner (ARNP) or a physician’s assistant (PA) working for a physician licensed under the authority of Sections 458 or 459, F.S., may sign the medical statement instead of the physician. The name of the licensed physician must be noted on the statement in addition to the signature of the ARNP or PA. In this case, the licensed physician’s signature is not required.

An out-of-state physician may not sign the medical statement unless the physician is also licensed to practice within the state of Florida under the authority of the statutes previously referenced. For H/H, the medical statement is acceptable as the referral form, as long as the statement includes the required information. The medical statement must include **all** of the following information:

- A description of the disabling condition with any medical implications for instruction
- A statement that the student is unable to attend school
- A plan of treatment
- Recommendations regarding re-entry to school
- The estimated duration of the condition or a prognosis

In addition, the physician must certify that the conditions identified in Rule 6A-6.03020, FAC. (listed in “Criteria for Eligibility,” p. 2), are met.

For a student who is being considered for H/H services due to a psychiatric condition, the district may require that an evaluation be conducted by a psychiatrist. However, such an evaluation must be provided at no cost to the parent. A report by a psychologist or counselor does not qualify as a medical report. A psychologist or counselor may not sign the medical statement for students referred to H/H. The committee determining eligibility may require additional medical evaluation data, in accordance with Rule 6A-6.0331, FAC. This additional evaluation data must be provided at no cost to the parent. The medical evaluation is only one piece of information used in determining eligibility for H/H services.

Eligibility and Placement

34 Code of Federal Regulations (CFR), Section 300.306, describes the eligibility process for students with disabilities. Determining eligibility is the process whereby the staffing committee reviews student evaluation data to determine whether the student meets the criteria for eligibility of a program for students with disabilities and has a need for specially designed instruction and related services.

Rule 6A-6.0331, FAC., states that the eligibility staffing committee is composed of a minimum of:

- Three professional personnel, one of whom shall be the district administrator of exceptional student education or designee
- The parents of the student being considered for eligibility

Parents must be invited and are encouraged to participate as equal members of the staffing committee. Additional personnel may be involved in determining eligibility by either providing assessment information or by attending the staffing meeting. After review of the evaluation data, the committee makes a recommendation of eligibility or ineligibility for H/H services.

If the determination is made that the student is not eligible for H/H, the parent is provided written informed notice of ineligibility, in accordance with Rule 6A-6.03311, FAC.

If eligible, other placement options besides full-time H/H placement may be considered for the student. An eligible student may be assigned alternately to the H/H program and to a school-based program due to an acute, chronic, or intermittent condition as certified by a licensed physician (Rule 6A-6.03020, FAC.). Other examples of placement options for a H/H eligible student are part-day, reduced schedule, and virtual school.

The eligibility staffing meeting may immediately be followed by the IEP team meeting. This practice is recommended to expedite delivery of instructional services.

Individual Educational Plan

When a general education student is found eligible for H/H services, an IEP is developed in accordance with Rule 6A-6.03028, FAC. If the student has already been determined to be a student with a disability and has a current IEP, then the student's IEP must be reviewed and revised accordingly.

For students with disabilities who have a current IEP and who have been determined eligible for H/H services, the IEP must be revised to reflect the services needed while on H/H. Particular attention must be paid to the accommodations, modifications, assistive technology, and related services the student was receiving prior to the referral for H/H services. Although there may be changes made to the accommodations, modifications, assistive technology, and/or related services, they may not be discontinued simply because the student moves from the school setting to the home or hospital setting.

IEP Participants

In accordance with Rule 6A-6.03028, FAC., the IEP team with a reasonable number of participants shall include:

- The parents of the student
- At least one general education teacher of the student if the student is or may be participating in a general education environment
- At least one special education teacher who will provide H/H services for the student (For the purpose of the IEP meeting, the H/H teacher signs as the special education teacher. This is not meant to infer that the H/H teacher is certified in exceptional education.)
- A representative of the school district who is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources in the school district (At the discretion of the school district, the student's H/H teacher may be designated to also serve as the representative of the school district.)
- An individual who can interpret the instructional implications of evaluation results who may also be a member of the team as listed above
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate
- The student, beginning by the student's fourteenth birthday, to consider the student's transition service needs

Development of the IEP

The federal regulations (34 CFR, Section 300.324(a)(2)) and Rule 6A-6.03028, FAC., require the IEP team to consider certain factors as they develop the student's plan. The *general factors* are:

- The strengths of the student and the concerns of the parents for enhancing the education of their child

- The results of the initial, or most recent, evaluation
- The academic, developmental, and functional needs of the child

The IEP team must also consider the *special factors* that could affect the student, including:

- Behavior that impedes the student’s learning—to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior
- Limited English proficiency—to identify the language needs of the student as those needs relate to the student’s IEP
- Braille instruction for students who are blind or visually impaired
- Communication needs
- Assistive technology devices and services

If the IEP team determines that the student may need assistive technology to benefit from H/H instruction, a referral for an assessment should be made. Florida also requires that the IEP team consider the extended school year (ESY) needs of the student. This requirement is found in Rule 6A-6.03028, FAC.

Contents of the IEP

The IEP provides information that will be helpful to the H/H teacher(s) in supporting and maintaining academic progress until the student is well enough to return to the school setting. The medical evaluation should be considered for instructional implications. However, the medical evaluation is not an appropriate source for the present levels of performance.

The IEP team shall ensure that the following information is included in the IEP, as per 34 CFR, Section 300.320:

- A statement of the student’s present levels of academic achievement and functional performance to include how the student’s disability affects student involvement and progress in the general curriculum (If the student will participate in the general statewide assessment program, also include a statement of the remediation needed for the student to achieve a passing score.)
- A statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student’s needs resulting from the disability
- A statement of the specially designed instruction, related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student

- An explanation of the extent to which the student will not participate with students who are not disabled
- A statement of any allowable individual accommodations that are necessary to measure the academic achievement and functional performance of the student on state or district assessments
- The projected date for the beginning of the H/H services; accommodations or modifications; and the anticipated frequency, location, and duration of the services
- A statement of how the student's progress will be measured and how the student's parents will be informed of the progress
- During the eighth grade year, or school year of the student's fourteenth birthday, a statement as to whether the student is pursuing a standard diploma or special diploma and a statement of the student's transition needs and desired post-school outcome
- Beginning by the student's sixteenth birthday, appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including course of study) needed to assist the student in reaching those goals
- Beginning at least one year before the student's eighteenth birthday, a statement that the student has been informed of his or her rights under Part B of IDEA, and that these rights will transfer from the parent to the student upon reaching eighteen years of age

The physician's statement of estimated duration of services can be used by the IEP team to dictate the end-of-service date. The IEP may be written until the end of the estimated confinement or until the end of the school year. For general education students expected to fully recover and return to general education, the IEP may include a statement that the student does not need transition services for the duration of this IEP. For general education students whose illness or injury prohibits return to the general education environment without special education services, the IEP committee may indicate that a full transition plan will be developed prior to the student's return to the home school.

The H/H program is not obligated to provide therapy services that are medically related (e.g., part of recovery from some type of surgical procedure). Any therapy services provided by H/H are to be provided based on educational, not medical, needs.

IEP Implementation and Accountability

If this is the student's initial placement as a student with a disability, written consent for placement must be obtained from the parent once the IEP has been completed, in accordance with Rule 6A-6.03028, FAC. Once the consent has been obtained, the school district is responsible for providing the needed special education and related services determined by the IEP team.

If the student has already been determined to be a student with a disability and has a current IEP, the IEP must be revised to reflect the services needed during H/H placement. In this case, the parents are not required to give written consent for placement but must receive an informed written notice of changes in the IEP.

Private School Students

To receive H/H services, a student must be enrolled in public school in kindergarten through twelfth grade prior to referral for services, in accordance with Rule 6A-6.03020, FAC. This means that before the application of a private school student can be processed, the student must be enrolled in a public school. The exception to this is when the private school student has already been evaluated and determined to be eligible as a student with a disability by a school district in Florida. In this case, enrollment in the public school can be deferred until the H/H eligibility determination is made.

This includes students who are in private school on the McKay Scholarship. It should be noted that once the private school McKay Scholarship student enrolls in the public school to receive H/H services, the student forfeits the McKay Scholarship for that school year, in accordance with Section 1002.39, F.S. To access the McKay Scholarship for Students with Disabilities Program again, the student must once again (1) have a current IEP and (2) be enrolled and claimed for full-time equivalent (FTE) for the two surveys for the prior year.

Services for private school students who enroll in public school to receive H/H services are planned, documented, and provided through the IEP process, even when the student has a current service plan (SP). For the period of H/H eligibility, the student is a public school student with an IEP. Because of this, the student's SP is not in effect until the student returns to the private school.

Continuation of Services

For a student who is medically diagnosed as chronically ill or has repeated intermittent illness due to a persisting medical problem, an annual medical examination and medical report must be obtained from the physician to continue in the program (Rule 6A-6.03020, FAC.). The IEP team will review this medical information as part of an annual review.

Re-documentation of chronic or recurring conditions is not required after each absence. The administrator of exceptional student education or the designee may request a physical reexamination and a medical report by a licensed physician(s) on a more frequent basis than annually (Rule 6A-6.03020, FAC.). This may be required if the student is scheduled to attend school part of the day during a recuperative period of readjustment to a full school schedule. The physical reexamination and medical report required by the school district shall be provided at no cost to the parent.

Extended School Year

ESY provides specially designed instruction and related services to a student with a disability beyond the normal school year of the district, in accordance with the student's IEP, and at no cost to the parents (Rule 6A-6.03028, FAC.). ESY services must be provided if an IEP team determines, based on the needs of the individual student, that the services are necessary for the provision of FAPE. Issues related to student need—that the IEP team may use as criteria to determine whether a student requires ESY—may include, but are not limited to, the following factors:

- Regression and recoupment
- Critical points of instruction
- Emerging skills
- Nature and/or severity of the disability
- Interfering behaviors
- Rate of progress
- Special circumstances

For example, a student with a traumatic brain injury may need ESY to avoid regression; or, a student who has been in an accident or on chemotherapy may need an extension of time to complete a course.

The need for ESY services must be considered for every student with a disability, including those students being served in the H/H program. Therefore, any predetermination as to need for the services available via an ESY program is contrary to the law.

Reevaluation

In the event that a student with disabilities is in the H/H program when his or her three-year reevaluation is due, the process described below should be followed, in accordance with Rule 6A-6.0331, FAC., and 34 CFR 300.300(c)-(d).

As part of the reevaluation process, the IEP team, which includes the parent, reviews existing data on the student. The evaluation data may include, but is not limited to, evaluations and information provided by the student's parents, current classroom-based assessments, and/or observations by teachers and related services providers. The IEP team may conduct this review without a meeting. However, if data are reviewed individually, there must be written documentation to verify that all IEP team members participated in the review. Based on this review, the IEP team makes a decision regarding the need for additional data.

If the IEP team determines that additional data are needed, informed parental consent must first be obtained before administering the appropriate tests and other evaluation instruments. If the IEP team determines that additional data are not needed to determine whether the student continues to be an eligible student with a disability, the district must notify the parent of this determination and specify the reasons for this determination. The district must also notify parents of their right to request an assessment to determine whether, for the purpose of services under the IDEA, the student continues to be a student with a disability. Upon completion of the testing, an IEP team meeting is conducted to discuss these results and determine if the student continues to have a disability and continues to be in need of special education services.

For a student who is ill, it may be more appropriate to conduct the reevaluation process based on a review of existing data and defer formal testing, if needed, to a later time when the student has recovered and re-entered the school setting.

Dismissal

Dismissal Procedures

Dismissal occurs only when it is determined that a student is no longer in need of special education. In accordance with 34 CFR, Section 300.305(B), prior to dismissing a student from all Exceptional Student Education (ESE) programs, an IEP team must conduct a reevaluation to determine:

- Whether the student continues to be a student with a disability
- The educational needs of the student

- The present levels of academic achievement and related developmental needs of the student
- Whether the student continues to need special education and related services

The term “dismissal” is not used for students with disabilities who are continuing with an IEP to receive specialized instructional services in another placement. Rather, this circumstance is considered a change of placement/FAPE.

Change in Placement

For the student with a disability who is returning to school, an IEP meeting is held to reflect the discontinuation of H/H services and the reinstatement of the specialized instruction and related services the student will receive upon his return to school. At the conclusion of the IEP meeting, the parent is provided a prior written notice of the proposed change, including the cessation of H/H services.

Commonly Asked Questions

Must students be absent from school for three weeks before they can apply for H/H services?

No. The physician must indicate that the estimated duration of absence from school will be three weeks or more, but no prior absence is required. Districts are encouraged to be proactive in initiating procedures to establish eligibility for H/H services to avoid any interruption of the student’s education.

Is a pregnant student eligible for H/H services?

Possibly. Rule 6A-6.03020, FAC., does not address pregnancy, childbirth, or recovery from childbirth. Pregnancy and recovery from childbirth, in and of themselves, are not considered medical conditions that meet eligibility for H/H services unless the student experiences medical complications that meet the criteria in rule. The eligibility criteria for participation in the H/H program are the same for all students, whether they are pregnant, or not pregnant, or have given birth.

Are students who have emotional problems eligible for H/H services?

Yes, if the emotional problems result in the student’s inability to attend school for the specified amount of time as stated in the State Board Rule. For a student who is being considered for H/H due to a psychiatric condition, the district may require that an evaluation be conducted by a psychiatrist. However, such an evaluation must be provided at no cost to the parent. A report by a psychologist or counselor does not qualify as a medical report. In this situation, the issue is not the type of physical or

mental illness but whether it interferes with the student's ability to attend school for an extended period.

Does the evaluation form signed by a licensed physician mandate service?

No. The evaluation by a licensed physician represents student assessment data to be considered by the staffing committee to determine whether to recommend eligibility for H/H services. The staffing committee may request additional information regarding the educational implications of the medical condition.

May an evaluation from a chiropractic physician be used to determine eligibility for the H/H program?

No. The physician must be a medical doctor or osteopathic physician licensed under Section 458 or 459, F.S.

If a student has related services identified on the IEP, must the related services be provided to the student while the student is on H/H?

Yes. A student who is served in the H/H program must be provided with related services if the following criteria are met:

- The student is determined to be a student with a disability eligible for such services
- The IEP team determines that these services are necessary to provide the student with an appropriate educational program

Is the IEP team required to include occupational therapy, physical therapy, or any other related service in the H/H student's IEP if the parent requests it?

No. Related services are defined broadly under the IDEA and can include a variety of services, including transportation, developmental corrective, and other supportive services. To be included on the IEP, the team must determine that the student requires the services to benefit from special education.

May the IEP team revise the services identified on the initial H/H IEP?

Yes. The special education and related services identified on the IEP are what the student with a disability needs to access the general curriculum. If those needs change because of a change in educational placement, the IEP team is justified in changing the services. The IEP team may decide that the previously determined services are not appropriate due to the current medical condition.

What is the specified number of days a student must be expected to be absent to qualify for H/H services if a school uses a block schedule?

Districts will have to determine on a school-by-school basis what time period is equivalent to 15 school days.

Can instruction for a student who is served by the program for students who are homebound or hospitalized be provided in a setting other than the home or hospital?

Yes. There may be unique circumstances that dictate the need for instruction to occur outside the hospital or home setting. Decisions must be made on an individual basis. The recommendation should be included in the meeting notes.

Can a student receiving H/H services be enrolled in two districts at the same time?

Yes. A student may be enrolled in two districts at the same time. Students who are chronically or intermittently ill, whose health conditions necessitate frequent placement in H/H, may be alternately assigned to the school-based and the hospital/homebound program (even when these are located in different school districts) and move from one to the other as needed. These students do not have to be withdrawn and reenrolled each time they switch from one district to the other. Students are reported for FTE based on their enrollment during the survey week. For more information, please refer to Memo #DPS 05-054, available online at <http://info.fldoe.org/docushare/dsweb/Get/Document-2606/05-054.pdf>.

If a student remains on H/H from one year to the next, must a new eligibility staffing be held?

No. However, the H/H rule does require that a medical evaluation be provided annually. This information should be obtained in advance of the student's annual review/IEP meeting.

May our program serve a prekindergarten child who has been admitted to the hospital?

Yes, only if the prekindergarten child has been determined to be eligible as a child with a disability and has an active IEP prior to needing H/H services.

If a student from out of state is admitted to a psychiatric facility in Florida, may this student be placed on H/H?

Yes. The student must be enrolled in a Florida public school first. The district may work with the psychiatric facility to help school enrollment of the student. However, if an out-of-state student has been placed in a facility by the local education agency in another state, then the student would not be enrolled in a Florida public school. The LEA in the other state would work with the facility to provide FAPE.

If a student who is identified as gifted becomes eligible for H/H services, does an IEP need to be developed?

Yes. Educational Plans (EP) may only be used for students who are considered “solely gifted” in accordance with Rule 6A-6.030191, FAC. Once eligible for H/H services, the student would be considered a student with a disability, and the district would be required to develop an IEP.

If a student who has a Progress Monitoring Plan (PMP) or a 504 plan becomes eligible for H/H services, does an IEP need to be developed?

Yes. The purpose of the PMP is to assist the student in meeting state and district expectations for proficiency for promotion in reading, writing, mathematics, and science. The purpose of a 504 plan is to provide accommodations within the general education environment to allow eligible students an equal opportunity to participate. A student may have both a PMP and a 504 plan. As noted above, the student would now be considered a student with a disability, and an IEP would need to be developed. The content of these plans should be considered in developing the IEP for H/H services.

SECTION TWO: Instruction and Curriculum

Overview

H/H services should be viewed as a temporary intervention and are not intended to replace the classroom experience.

The purpose of H/H services is to meet the student's special educational needs during confinement to the home or hospital. Every attempt is made to maintain continuity of curriculum and learning by providing an appropriate instructional program. This continuity is attained by parents, home school personnel, and H/H personnel working together to meet the needs of the student who is ill.

It is understood that the student's health care needs are the first priority. A student confined to home or hospital often does not perform as well academically as in the regular classroom setting. Steps must be taken to provide an instructional program that does not interfere with the student's health or well-being while, at the same time, motivating the student to continue to learn.

Materials, instructional methods, and length of instruction may vary, but the same curriculum standards taught throughout the district are to be taught to students receiving H/H services. Although there are no regulations concerning the number of courses that must be provided by H/H or the number of instructional hours, emphasis should be placed on keeping the student current in required courses.

A modified curriculum may be used for students with significant cognitive disabilities. For these students, the IEP team may decide that the general curriculum is inappropriate and document on the IEP that the student is following a modified curriculum. Every attempt should be made to match the modified curriculum being taught in H/H to the student's school classroom.

Objectives for instruction may include the following:

- Development and/or retention of good study habits
- Achievement consistent with ability and current level of performance
- Preparation for reentry into an appropriate educational setting when health permits

Certification

The district is responsible for maintaining documentation that a teacher's credentials have been examined and the teacher is eligible for employment. Teachers are

employed and supervised by the local school district. All teachers working in the H/H program must hold current Florida teaching certification.

Public Law 107-110, the No Child Left Behind Act of 2001 (NCLB), creates requirements and timelines to ensure that all public elementary, middle, and secondary teachers of core academic subjects meet the federal definition of a highly qualified (HQ) teacher. These requirements have been in effect since June 30, 2006. The Florida Department of Education (FDOE) has satisfied the HQ requirements by identifying the basic teacher requirements for four areas: elementary, middle/secondary, K–12, and ESE.

The three basic NCLB requirements for the HQ designation in Florida are:

- An acceptable bachelor's or higher degree
- State licensure/certification (no requirements waived)
- Demonstration of subject competency for the subject(s) and grade level(s) taught

Information on the HQ requirements can be found online at the following Web site: <http://info.fldoe.org/docushare/dsweb/Get/Document-2438/phase2chart.pdf>.

Information on the HQ requirements for ESE teachers teaching elementary (K–6) or Alternate Achievement Standards Core Academic courses can be found online at <http://info.fldoe.org/docushare/dsweb/Get/Document-2438/phase2chart.pdf>.

In addition, training is necessary for teachers to meet English for Speakers of Other Languages (ESOL) requirements. Teachers responsible for the Language Arts and/or intensive reading instruction of English language learners (ELLs) are required to have the ESOL endorsement or ESOL K–12 certification. Content area teachers of math, science, social studies, and computer literacy are required to have 60 hours of in-service training. Teachers instructing ELLs in other areas are required to have 18 hours of ESOL training. The timelines and requirements can be found at <http://www.fldoe.org/aala/timeline.asp>.

A broad competency base for the H/H teacher is of utmost importance. The teachers who work with students of varying educational and cultural backgrounds and with many kinds of disabilities and capabilities must be versatile.

Instructional Services

The following settings and instructional methods—or a combination of both—are appropriate for providing instruction to students determined eligible for H/H services.

Settings

- Instruction in a home—The parent, guardian, or primary caregiver provides a quiet, clean, well-ventilated setting where the teacher and student will work; ensures that a responsible adult is present; and establishes a schedule for student study between teacher visits that takes into account the student’s medical condition and the requirements of the student’s coursework. For the protection of both the student and the teacher, the presence of a responsible adult is required.
- Instruction in a hospital—The hospital administrator or designee provides appropriate space for the teacher and student to work and allows for the establishment of a schedule for student study between teacher visits. Districts may establish such procedures through a memorandum of understanding or an interagency agreement.
- Instruction in a psychiatric facility—The administrator or designee provides appropriate space for the teacher and student to work and allows for the establishment of a schedule for student study between teacher visits. Districts may establish such procedures through a memorandum of understanding or an interagency agreement.
- Other settings—Unique circumstances may dictate the need for instruction to occur outside the hospital or home setting. Districts must make such decisions on an individual basis. The location—such as a library, teen center, or school office—should be mutually agreed upon. An adult must always be present, and the H/H teacher cannot transport the student.

Methods

The following are acceptable instructional modes for students in the H/H program, in accordance with Rule 6A-6.03020, FAC.

- One-to-one instruction in the home or hospital
- Instructional grouping of certain students in a hospital or psychiatric facility
- Instruction through telecommunications or computer devices

When the IEP team determines that instruction is to be by telecommunications or computer devices, an open, uninterrupted telecommunication link shall be provided for the student at no additional cost to the parent during the instructional period. Parents, H/H instructors, and home school personnel should work together to pursue technological innovations that might help the H/H student maximize achievement while confined to home or hospital.

The longer the student will be out of school, the greater the need for special accommodations like distance learning. Distance learning includes, but is not limited to, the following:

Teleclass

Teleclass is similar to a telephone conference call. This method enables one instructor to serve multiple remote student sites simultaneously. Teleclass allows for more direct instruction time, student/peer interaction, and instruction for a student who does not have an adult in the home or who may have a contagious disease.

Computer

Using a personal computer with a modem to send and receive information, H/H students are able to access electronic mail, information searches, electronic bulletin boards, and conferencing.

Other Methods

The following can provide additional assistance with instruction for H/H students:

- Educational television programs
- Telephone or visual hookup with the regular classroom
- Facsimile machines
- E-mail
- Web-based conferencing
- Document sharing over the Web
- Correspondence courses

Florida Virtual School (FLVS)

Florida Virtual School is an option for H/H students. Course demonstrations and descriptions can be found at <http://www.flvs.net>. A student wanting to take a course with FLVS will register at the Web site, choosing Hospital Homebound for the school. Upon counselor approval, the student will be placed with an FLVS teacher. The course is ongoing and based on completion of objectives, not attendance. Accommodations, such as extended time and reduced assignments, may be available to H/H students.

Credit for courses taken with FLVS will be awarded only when the student completes the course. Therefore, approval should only be granted to a student who, when exiting the H/H program, will be allowed to continue and complete the course. For additional information, contact FLVS via e-mail at info@flvs.net or call (407) 317-3326.

Service Delivery

The following modes of delivery should be considered to serve students in the least restrictive environment (LRE). Students can be:

- Served exclusively through H/H services
- Served intermittently between the school and H/H services (e.g., a student with a chronic condition)
- Served part-time in the home school and part-day through H/H services
 - A student who is medically diagnosed as chronically ill may be considered for co-enrollment and attend school for as many hours per day or days per week as feasible with H/H providing support services
 - A student may attend school for part of the day during a recuperative period

Roles and Responsibilities

Bureau of Exceptional Education and Student Services (BEESS)

The Bureau and discretionary projects funded by the Bureau offer training to H/H district school staff, district administrators, and others on important issues and current instructional practices. The Bureau also provides any technical assistance that school districts may need. This assistance may include providing districts with information on state and federal laws relating to the education of exceptional students. In addition, BEESS monitors each district's compliance with those laws and helps resolve conflicts between school districts and families of exceptional students.

District

It is the responsibility of each school district to:

- Comply with state and federal regulations related to students with disabilities
- Identify and provide an educational program for students in need of H/H services
- Provide qualified and certified staff to deliver services to identified students
- Provide students identified for H/H services access to the general curriculum with accommodations or modifications as identified by the IEP team
- Monitor student educational progress and provide district and/or statewide assessment on a regular basis

Teacher

In many instances no special teaching methods are required in instructing H/H students. However, some conditions complicate learning problems to such an extent that special procedures are necessary. In such cases the H/H teacher may need to work closely with the regular classroom or special education teacher. It is important that teachers should:

- Demonstrate broad knowledge of curriculum:
 - Be highly qualified (certified in the content area or level for which he/she is teaching and ESOL endorsed, as appropriate)
 - Be able to deliver basic to advanced curriculum
 - Be knowledgeable of educational alternatives and strategies to meet individual student needs
- Assess each student's situation and factors affecting student performance, including:
 - Severity and nature of the illness
 - Effects of medication
 - Family stress
 - The home or hospital environment
 - The length of absence prior to the referral to H/H
 - The length of time the student is expected to receive H/H instruction
 - The requirements of the courses the student is taking
- Be sensitive to the stress that the student's illness may be causing the family as well as the student
- Evaluate the appropriateness of resources
 - Use specialized equipment and materials
 - Know where to obtain the materials
 - Evaluate usefulness of materials with various instructional strategies
- Apply knowledge of exceptional education
 - Be knowledgeable about various exceptional education programs and how each relates to learning
 - Initiate and assist in the referral process if a student needs an evaluation or a change of placement prior to returning to school
- Demonstrate positive interpersonal skills
 - Establish a good rapport with parents, students, teachers, administrators, medical personnel, and community agencies
 - Be a visible link between the school and the community, representing the school district in homes and hospitals
- Provide a supportive environment
 - Demonstrate a positive and accepting attitude toward each student
 - Encourage students to be independent and responsible learners

- Exhibit flexibility
 - Demonstrate ability to organize and coordinate time with student appointments and instructional planning (e.g., teacher's schedule may need to accommodate clinic and therapy sessions, medications, and other medical procedures)
 - Adapt to frequent changes (e.g., revision of student schedules, student turnover, varying student population, diverse student/family interactions, and multiple settings for instruction)
 - Demonstrate awareness of limitations when planning instructional time and assignments for hospitalized students who are generally more seriously ill than homebound students
- Respect confidentiality
 - Know and follow school district procedures regarding confidentiality
 - Ensure the appropriateness when sharing information regarding a student's education, health, or family situation
- Follow district policies and procedures
 - Maintain accurate records, including student attendance and academic progress reports, mileage reports, and teacher schedules
 - Arrive at the time scheduled
 - Remain through the entire scheduled period
 - Document any changes in the schedule
 - Notify the home or hospital prior to the instructional period and advise the person in charge of teacher scheduling if the teacher is going to be late/absent
- Be knowledgeable of current trends and best practices
 - Participate in professional development activities
 - Become a member of professional organizations

Student

It is the responsibility of each student to:

- Ask for any assistance or clarification needed to complete assignments
- Be prepared and present for scheduled class times
- Complete homework and other assignments independently
- Attend to class activities and interact to the extent that the student is physically and emotionally able
- Return materials, supplies, and all assignments before returning to the school setting
- Call in at a specified time, a possible requirement for students assigned to Teleclass

Parent/Guardian

It is the responsibility of the parent/guardian to:

- Provide access to the student's home and help schedule teacher visits so that the date and time does not conflict with medical treatments
- Provide a quiet, clean, well-ventilated setting where the teacher and student will work
- Ensure that a responsible adult is present whenever a teacher is providing in-home instruction
- Keep all visitors, pets, siblings, and other children out of the room during instructional time
- Help the student schedule time for study, which takes into account the student's medical condition and the requirements of the student's coursework
- Provide the necessary supervision for the student to complete assignments and ensure that appropriate instructional materials are available
- Notify the teacher in advance if the scheduled lesson must be cancelled
- Notify the teacher in advance if there is a contagious illness
- Work cooperatively with teachers and provide them with suggestions for working with the student

Hospital/Psychiatric Facility

The hospital or psychiatric administrator or his/her designee signs an agreement to accept responsibility to:

- Provide appropriate space for the teacher and student to work
- Assist the teacher in establishing a schedule that takes into consideration clinic and therapy sessions, medications, and other medical procedures
- Provide information as to the educational implications and limitations of the illness so that the teacher can plan assignments and instructional time
- Establish a schedule for student study between teacher visits
- Notify the teacher prior to the instructional period if the student will not be able to participate

School

The involvement of the school principal is essential to the effectiveness of H/H services. Responsibilities of the principal, or designee, include the following:

- Raise the awareness level of school staff as to the purpose and procedures of H/H services

- Encourage school staff to report any student who may be eligible for H/H services
- Provide parents with information about H/H
- Aid in the referral process
- Make provisions for the H/H teacher to consult with the student's classroom teachers for planning and evaluation
- Assist in providing materials and curriculum information
- Help the student maintain communication with his or her classmates
- Ensure that the eligibility meeting has been held, the IEP has been written, and the parents have given written consent for placement so that a student is considered enrolled in H/H

Agreements

Student, Parent, Hospital, or Psychiatric Facility

Open communication is an integral part of providing cohesive, comprehensive, and seamless services contributing to achievement of the shared goal of maintaining a successful educational program for students who are homebound or hospitalized. Cooperative agreements and contracts should clearly delineate roles and responsibilities of each participating organization or person in the development, implementation, and monitoring of the educational component.

Districts may establish procedures for collaboration with hospital or psychiatric facilities through a memorandum of understanding or an interagency agreement. The following should be included in either form of collaboration:

- Effective date and anticipated duration
- Mutually agreed-upon procedures for implementation
- Any agreements concerning funding sources for students served
- Process for mediating problems
- Contact persons and phone numbers

Organization Structures for Personnel

Every effort should be made to assign teachers to the subject area consistent with their certification, expertise, and training. A district may consider the following factors when determining a personnel model for instruction:

- The average number and age of H/H students served annually
- The average distances traveled and the time allowed for travel
- Travel reimbursement rates
- A teacher and instructional schedule that includes paid planning time

- The administrative structure established by the school district
- The funding provided

The following options for personnel organizational structures list the advantages of each:

Full-time H/H instructors

The advantages of this model are that it provides for the following:

- Instruction during the regular school hours, reaching the student at peak learning time
- Experience and training of teachers whose only responsibility is H/H students
- Expedient scheduling of new students
- Teacher training opportunities specific to the needs of H/H students
- Availability of H/H materials and equipment
- Professional collaboration focused on the needs of H/H students

Shared instructors (full-time teachers assigned part-time to H/H and part-time to another school or program)

The advantages of this model are that it provides for the following:

- District flexibility to use full-time positions in an efficient and cost-effective manner
- Job sharing opportunities
- Flexible scheduling for student instruction
- Qualified personnel available for specific subjects
- Expanded pool of instructional expertise

Part-time hourly H/H instructors (teachers who are employed full-time at a school and are employed at an hourly rate for H/H)

The advantages of this model are that it provides for the following:

- Qualified personnel available for subjects less frequently taught
- Flexible scheduling for instruction (e.g., if a parent can only provide an adult in the home during the late afternoon or early evening)
- Contact with the student's classroom teacher(s) and peers if the H/H teacher is from the student's school
- Contact with peers and knowledge of daily classwork and activities if the H/H teacher is also the classroom teacher
- An option for middle-sized or small school districts that do not have the student enrollment to support a full-time H/H staff
- An option for districts to supplement full-time staff when student enrollment is large

Part-time teachers are a vital part of providing H/H services. They are paid an hourly rate plus mileage to provide instruction outside their contracted school hours. The part-time hourly teacher works very well for elementary students. Part-time teachers who hold a valid teaching certificate but are not currently employed by the school district will need to meet all district guidelines (e.g., fingerprinting, background checks) before being hired.

Equipment

Assistive Technology (AT)

- If the student enrolled in public school has an IEP developed prior to enrollment in H/H, then the student must be provided all technology and services stated in the IEP unless the IEP team, upon placement in H/H, decides differently.
- A student enrolled in public school who did not have an IEP prior to enrollment in H/H, but for whom the IEP team thinks AT is necessary, must be referred to the ESE local assistive technology team (LATS) for assessment. District procedures for an assistive technology evaluation must be followed. The IEP team and LATS determine the student's need for AT and base their recommendations on the results of the evaluation.
- The student must be provided with all assistive technology determined by the evaluation team and stated in the IEP at no cost to the parents.
- IDEA requires that all textbooks and materials be available to all students. Students with print disabilities may be eligible for books in accessible formats (braille, large print, or audio).
- Under existing copyright law, eligible students unable to read print due to physical limitations—those with visual impairments, physical disabilities, and some with learning/reading disabilities—(once qualified by a physician) will be provided with access to materials derived from the National Instructional Materials Accessibility Standard (NIMAS) through the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI). Eligible students meet at least one of the following qualifications:
 - Blind or visually impaired
 - Students who meet the qualifications under Rule 6A-6.03014, FAC., for blind or visually impaired are provided accessible instructional materials from the FIMC-VI. School districts should follow current district procedures for ordering braille, large print, digital text, or audio books for students with visual impairments.
 - Physically disabled
 - Accessible instructional material must also be provided for students who are unable to use standard printed material because of physical

- limitations. These are students who cannot hold printed textbooks and turn their pages.
- Reading disabled
 - Persons certified by a competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner qualify for NIMAS as “print disabled.” A competent authority must be a Florida doctor of medicine who may consult with practitioners in other disciplines (36 CFR, Section 701.6(b)(2)). Students who are not eligible for NIMAS-derived materials, but who are in need of textbooks in alternate format must be provided with textbooks in the appropriate format. School district personnel may consult with their local FDLRS Regional Assistive Technology Specialists to locate resources for accessible texts.

Telecommunications

- Establishing a telecommunications link with the school may be possible so that students who are physically capable of benefiting from instruction for all or most of the school day can have access to the classroom. This method is especially useful for elementary students who would spend most of the day in the same classroom.
- Teleclass requires a “teleconferencing bridge” to connect students and teachers via phone lines. This arrangement may be accomplished through leasing or purchasing equipment or purchasing teleconferencing bridge service. The student needs to be provided with speakerphones or amplifiers. Teachers need a quiet, isolated teaching area with a speakerphone or head set. Once connected, the teacher and all the students in the class can talk back and forth.
- In addition to being linked via the teleconference system, some students may also receive instruction through the use of “visitel screens.” This equipment allows the transmission of black and white still pictures over the phone lines and is most useful in classes like algebra and geometry. Both student and teacher are able to transmit and receive pictures.
- Students may be provided with, or have access to, a computer with a modem. This allows students to communicate with one another and participate in projects through FIRN (Florida Information Resources Network) and other telecommunication networks. Assignments can be sent as e-mail attachments or faxed to the H/H office via a fax modem.
- School and H/H administrators are encouraged to work with parents or primary caregivers to pursue other technological innovations that might help homebound and hospitalized pupils maximize achievement while away from school.

Curriculum and Materials

Instruction through H/H is intended to enable students with medically diagnosed conditions to continue to receive a planned educational program when regular school attendance is not possible. The curriculum for each student will be determined by the IEP team and will be initiated with the assumption of access to the general curriculum (Sunshine State Standards [SSS]) with appropriate accommodations. Taking into consideration the student's condition, the IEP team determines if course accommodations are needed for the student or if a course should be suspended. Emphasis is placed on keeping the student current in required courses.

For high school students, the team looks at the student's Florida Comprehensive Assessment Test (FCAT) performance to determine if specific courses and/or remediation activities are also needed to help the student pass the state assessment and graduate as scheduled. A student's curriculum should not be modified unless he/she was identified as a student with a significant cognitive disability prior to H/H eligibility and the IEP team has determined that the student meets criteria for exclusion from participation in district and/or state assessments.

The Access Points within the SSS provide curriculum direction for students with significant cognitive disabilities. Curriculum decisions should reflect progress toward a standard high school diploma for most students with disabilities.

Each district identifies requirements for a special diploma in its Student Progression Plan. The minimum requirements for a standard diploma are identified by the FDOE. The IEP team, with the student participating, may make a recommendation for diploma type (standard or special) during the student's eighth grade year.

The following are suggestions for implementing or accommodating curriculum standards:

- Become familiar with the Sunshine State Standards and course descriptions to determine what students must know and be able to do for course credits.
- Concentrate on course outcomes and performance standards rather than requiring each exercise be completed.
- Consider allowing the student to earn credit for a course without meeting the 135-hour attendance requirement by demonstrating mastery of the performance standards for that course.
- Work closely with district curriculum content staff to identify and develop an appropriate assessment instrument to demonstrate mastery.
- Consider oral examinations, tape recorded assignments, adaptive equipment, etc., as a means of allowing the student to demonstrate his/her knowledge.
- Extend the time of instruction to allow the student to complete a course.
- Consider making use of the extended school year option, summer school, and/or night school.

- Consider independent study by correspondence or through the Florida Virtual School.

Instructional Support

Students receive instructional support through the specially designed instruction and related services as determined through the IEP process. In addition to the general curriculum, when appropriate, students are provided specialized instruction in special education standards to include curriculum and learning strategies, independent functioning, social/emotional behavior, and communication.

Materials

The statewide approved curriculum should be followed. The district should provide a set of teacher manuals for all district-adopted instructional materials. The student's home school should be responsible for providing the student instructional materials. If the student is using Teleclass, the H/H coordinator will need to provide the instructional materials if they are not the same as the ones used at the student's home school.

Working with Schools

Every effort should be made to provide instruction parallel to what is currently being taught in the student's classroom. Teachers or guidance counselors may be contacted to obtain assignments and materials. Instruction should not be delayed because of a lack of response from the school.

Charter School

Charter schools are public schools. The difference between traditional public schools and charter schools is the fact that charter schools have a contract with the school board allowing them to do certain things differently than the normal rules and policies set for public schools. However, regardless of what the charter allows, it cannot change the policies and procedures established by federal law and/or State Board Rule for the delivery of services to students with disabilities. All of the guidelines that apply for providing services to H/H students enrolled in regular public schools also apply to students enrolled in charter schools.

Private School

Students with disabilities who are voluntarily placed in private schools by their parents do not have an individual entitlement under the IDEA and corresponding state laws (34 CFR, Section 300.137(a)). Therefore, to determine eligibility for H/H services or to

have an IEP developed for specialized instruction and services due to physical or mental illness, a student must first be enrolled in a public school.

Students attending private school who enroll in public school, as required for H/H services, will be taught the public school curriculum based on Sunshine State Standards. Private school materials may be used as supplemental materials.

Co-Enrollment (part-day in the home school and part-day in H/H)

The student should not receive H/H services until after the eligibility staffing. Guidelines for the eligibility staffing are as follows:

- It is recommended that the eligibility staffing for a co-enrolled student be held at the student's school site.
- While waiting for a staffing to occur, the school should continue to provide classwork to enable the student to keep up until the H/H instructor can provide instructional services.
- At the staffing, both the H/H instructor and the home school should communicate clearly the days and times the student will be attending regular school and the days and times that the H/H teacher will instruct the student.
- Each district must address the process for recording the student's attendance.

Diploma Options

General education students who are only staffed into the H/H program are not eligible for a special diploma or special certificate of completion, in accordance with Section 1003.438, F.S. H/H students staffed into another program for students with disabilities must meet requirements established by the district for a special diploma or special certificate of completion. The diploma option is reviewed during every IEP team meeting.

Grades, Progress Reports, and Report Cards

The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the teacher and based on all available progress monitoring and assessment data. However, to receive credit in any course, students must demonstrate mastery of the Sunshine State Standards designated for that course. Any grade that a student receives, including failures, must be adequately documented in the form of test grades, grades on class participation, mastery of the Sunshine State Standards, and other coursework to support the decision.

IDEA requires that each student with disabilities and his/her parents be informed of the academic progress and progress toward meeting the annual goals at least as often as the parents of students who are not disabled are informed of their child's progress. Generally, the teacher who is responsible for instruction and assessment will provide the progress reports and grades for the H/H student. Specific circumstances are as follows:

- If a student is receiving H/H services for all classes, then H/H teachers are responsible for reporting all classes.
- If a student is co-enrolled, then each respective teacher will report on student performance.
- If the student has received instruction at the home school for part of the grading period and from H/H for part of the grading period, the two grades need to be combined for the final grade.

The parents or guardians of a student not making adequate progress toward promotion should be notified in writing of the concern and given the opportunity to meet with the placement committee.

Academic progress and grades are to be reported to the parents and entered in the student database each reporting period. A report card will be issued at grading period intervals either by the home school or H/H. It will clearly depict the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. H/H students may receive an "Incomplete" on the report card until all required assignments are completed.

Assessment

No Child Left Behind requires local schools and districts to be held accountable for ensuring that all students—including students with disabilities—are learning. Therefore, students with disabilities must be included in all assessments. Schools and school districts must report the test results of H/H students through the state plan for reporting adequate yearly progress (AYP) as required by NCLB. IDEA requires that the IEP team determine *how* the student with a disability is to be assessed. The IEP team does not make the decision of whether the student is to be assessed.

The IEP team can decide to have a student with a disability take the regular state assessment with appropriate accommodations, such as braille, additional time, having the instructions read to the student multiple times, or—if allowed by the assessment instrument—having the questions read to the student.

Assessment is addressed on the IEPs of all H/H students (Rule 6A-6.03028, FAC.). Students with disabilities participating in the general curriculum may receive

accommodations for both instructional and assessment purposes. Though any accommodation may be identified by the IEP team for instruction or class performance assessments, accommodations on districtwide or statewide tests are limited to those allowed by the producers of the FCAT (refer to test manual). An IEP team could ask for “unique accommodations,” which typically alter the test materials. Such requests must go through the district assessment coordinator and ESE director and be approved by FDOE well in advance of test administration. Generally, the IEP team should not recommend an accommodation for a statewide test that the student had not already been receiving during class instruction and assessment. Although students may have their curriculum modified and, as a result, not participate in the general curriculum (a decision made by the IEP team), they must take the statewide assessment unless they have met the specific criteria for exemption.

Students who are too sick to take the FCAT should be coded as “medical” rather than “absent” or “invalid.” Their parents must be notified about the implications of not participating in the FCAT.

The FCAT must be administered by trained personnel in compliance with all security requirements. H/H personnel may receive training to meet this requirement. All other district and state level tests, semester exams, benchmark exams, and alternate assessments will be administered by the H/H teacher while taking into consideration the condition of the student.

H/H students unable to pass one or more sections of the FCAT may be considered for a waiver from the FCAT graduation requirement only if the H/H student has also been identified as a student with a disability as defined in Section 1007.02(2), F.S. To be eligible for a waiver consideration, the student with a disability must be a second semester senior, have taken the FCAT at least twice, and have met the state’s and district’s requirements for graduation with a standard diploma. The FCAT waiver form can be found online at <http://www.fldoe.org/ese/fcat/fcatwaiv.pdf>.

The Bureau offers many resources for parents and school personnel regarding the FCAT. *The IEP Team’s Guide to FCAT Accommodations* (ESE 312494) provides helpful information to assist in decision making about the use of accommodations. This guide can be found at <http://www.fldoe.org/ese/pdf/fcatteam.pdf>. Refer to the BEESS Clearinghouse Web site for further information: <http://www.fldoe.org/ese/pubxhome.asp>.

Returning to School

When the student no longer requires services from the H/H program and is ready to return to school, H/H personnel, parents, and the home school need to work together to assist the student in making a smooth, successful transition. The student’s learning state, physical condition, length of stay, and progress while on H/H are important

factors to be considered when preparing the student to return to his or her previous school program.

Often the student is able to return to his or her school program with minimum intervention. However, sometimes it is necessary to develop a specific plan for the student's return. Physicians, educators, family members, and the student need to share information to determine any necessary adjustments that need to be made to the school environment and/or curriculum.

If the student has previously been identified as a student with a disability receiving specialized instruction and related services, a meeting is necessary to review the IEP and determine what accommodations or modifications need to be made to the instructional program, including related services. In some instances, a reevaluation may be necessary to determine if additional services are required.

For H/H students who were not previously identified as a student with a disability, a referral for evaluation may be initiated if there are indications that the student may be eligible for a special program providing specialized instruction and related services. For other students, referral for eligibility under Section 504 may be more appropriate.

When the student is transitioning back to the regular school, the H/H teacher will issue grades for that portion of the grading period the student was enrolled in H/H. Similarly, the classroom teacher will issue grades for that portion of the grading period the student was enrolled in the school. Both grades are then averaged to provide the student with a final report card grade and course credit.

SECTION THREE: Attendance and FTE

Attendance Recordkeeping

Attendance procedures for students in hospital/homebound programs are outlined in the Automated Student Attendance Recordkeeping System Handbook, found at <http://www.fldoe.org/eias/dataweb/default.asp>.

Because hospital/homebound students are provided instruction, even though it is not in a regular setting, districts are required to maintain daily attendance in their automated system. The student should be counted as present on days when the teacher visits the hospital/homebound student, is not scheduled to visit, or is scheduled but unable to visit.

Some hospital/homebound students are enrolled in two districts at the same time. Students who are chronically or intermittently ill whose health conditions necessitate frequent placement in the hospital/homebound program may be alternately assigned to the school-based and the hospital/homebound program, even when these are located in different school districts, and move from one to the other as needed. These students do not have to be withdrawn and reenrolled each time they switch from one program to another.

Each school district should provide a schedule for the student that is in effect when the student attends that district school or program. The district is not required to make changes to the student's schedule while the student is attending the program in the other district. In addition, attendance should be maintained for the alternately assigned student in each district. To assist districts with recordkeeping, the Department of Education has created a code that will prevent these students from appearing absent in one district while they are actually in attendance in the alternate district program. The code, "H," indicates that the student is scheduled in a program, as referenced in 6A-6.03020 (6), FAC. This code is not counted as a day absent, but rather is considered a day of nonenrollment.

How the attendance and the indication of teacher visits are collected and how often they are entered into the automated system is the district's option. This may be once a week or once a month so long as accurate and complete information has been entered prior to the four FTE survey periods.

One procedure commonly used by districts incorporates a work document that is maintained by the teacher and serves as the input document for attendance. Some districts require the parent to initial the days the teacher is present. (Such a document could also serve as the work record for the district payroll department if

the hospital/homebound teacher is a part-time employee or a full-time teacher receiving supplemental pay for work beyond the regular school day.)

Because FTE auditors require additional information for students in hospital/homebound programs, the manual work document must be **signed and dated** by the hospital/homebound **teacher** and must be maintained for three years or until all appropriate FTE audits have been completed. The manual work document must contain the following information:

- Student's Name
- Student Number Identifier, Florida
- Grade Level
- Home School and/or Cost Center
- Student's Schedule—Course Number, Course Title, Section Number, Period Number
- Teacher's Name
- Times and Days of Scheduled Visits

FTE Reporting

Funding generated by hospital/homebound students is determined based on the FTE reported via the automated student database, as required by Section 1011.62, F.S. FTE general instructions, found at <http://www.fldoe.org/fefp/fteinstr.asp> on the Department of Education Web site, outline FTE reporting procedures. FTE reporting procedures for hospital/homebound students vary depending on whether the student has a regular schedule of services.

Hospital/homebound students whose schedules specify the number of minutes per week that hospital/homebound services will be provided at home or in a hospital should be reported during survey week like other students. If the student is scheduled to receive services, and the teacher visits the child during survey week or one of the six days preceding survey week, the student's scheduled time should be reported. In these cases, it is incumbent on the district to keep proper documentation to verify that the schedule for the delivery of services to the hospital/homebound student is regularly followed.

In other cases, a student may be served in both a hospital and a home setting for some of the time and at a school-based setting at other times. Students who are alternately assigned to the hospital/homebound program and to the school-based program are reported for FTE based on their enrollment during the survey week, which may be in either program or in both programs. In these cases, the student will be reported as hospital/homebound during survey week for the amount of time

served on a one-to-one basis at home or hospital and in the appropriate program for any time the student is in attendance at the school site during that week.

APPENDIX A

Glossary and Links

504 plan

An individualized plan for a student with a disability who may not meet the eligibility criteria for exceptional student education (ESE) but who requires accommodations under Section 504 of the Rehabilitation Act of 1973, which requires identification, evaluation, provision of services, parental notification, and procedural safeguards.

Accessibility

Adapting building structures and equipment to accommodate the special needs of individuals with a disability.

Access Points

Access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent with the participatory level being the least complex.

Accommodations

Changes that can be made to the way students with disabilities are instructed and assessed. Accommodations can be made to instructional methods and materials, assignments and assessments, learning environment, time demands and schedules, and special communication systems.

Adaptations

Changes made to the environment, curriculum, instruction, and/or assessment practices for successful student learning. Adaptations include accommodations and modifications.

Adaptive behavior

The skills that people need to function independently at home, at school, and in the community. Adaptive behavior skills include communication and social skills, independent living skills, personal care skills, employment/work skills, and functional academics.

Adequate yearly progress (AYP)

Measures the progress of all public schools and school districts toward enabling all students to meet the state's academic achievement standards. AYP measurements target the performance and participation of various subgroups based on race or

ethnicity, socioeconomic status, disability, and English proficiency. The goal of No Child Left Behind (NCLB) is to have 100 percent of student's proficient by 2013-14.

Alternate assignment

A service delivery model for students whose severe, chronic, or intermittent health conditions necessitate frequent placement in the H/H program. These students are assigned to both the school-based and the H/H program and move from one to the other as needed.

Assessment

Measuring, collecting, and bringing together information about a child's present level of performance.

Classroom assessment includes the tests and observations made by a teacher of the student's day-to-day learning in a class.

Statewide assessment includes the standardized tests given to students in Florida to determine how well they are learning the knowledge and skills in the Sunshine State Standards. The Florida Comprehensive Assessment Test (FCAT) measures reading, mathematics, writing, and science.

Assistive technology

Any item, piece of equipment, or product system—whether acquired commercially, modified, or customized—that is used to increase, maintain, or improve functional capabilities of individuals with disabilities, as defined by IDEA 20 U.S.C. Chapter 33, Section 1401 (21). This term does not include a medical device that is surgically implanted, or the replacement of such device.

Augmentative/alternative communication systems (AAC)

Systems of communication that generally include assistive technology—such as communication boards—that can help with writing (both composition and punctuation), spelling, typing, word selection, conversation, speech synthesis, manual reading, or other communication needs made difficult by a disability.

Basic skills

Skills in reading, writing, math, speaking, listening, and problem solving that are necessary for individuals to succeed in vocational and applied training programs.

Behavioral intervention

Type of accommodation in the learning environment that involves positive behavioral supports or a specialized behavior management system. The intervention may include predictable routines for daily activities, clear rules, consistent enforcement, and regular consultation.

Bureau of Exceptional Education and Student Services (BEES)

The organization within the Florida Department of Education that deals with programs for students with disabilities; student services, including counseling and school psychology; and juvenile justice programs. The Web site is located at <http://www.fldoe.org/ese/>.

Clearinghouse Information Center (CIC)

Part of the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEES), that operates a resource center for parents, educators, and other Floridians. CIC provides materials about people with exceptionalities, exceptional student education, schools, health, and other topics. For ordering information, consult the CIC Web site at <http://www.fldoe.org/ese/clerhome.asp>.

Competency

A learned skill performed in a knowledge and/or attitudinal area that can be accurately repeated or measured; an activity (cluster of skills and knowledge) that a person performs in an occupation that is both observable and measurable and that forms the basis for competency-based criteria.

Competency-based education

An educational approach based on a predetermined set of knowledge, skills, and abilities that the student is expected to accomplish.

Concept mapping

A type of graphic organizer useful at all stages of a learning activity to collect information/input and put it in order. The teacher may begin the process by writing a word or idea in the center. Students contribute what they know about the word or idea, sorting input into categories that radiate from center. Lines between words and ideas show connections. Students gather information from assignments and add input to the concept map categories. Adapted from: Florida Department of Education. (1998). *Florida curriculum framework: Elementary program*. (p. 421). Tallahassee, FL: Florida Department of State.

Consultation

General education teachers, ESE teachers, and therapists meet regularly to plan, implement, and monitor instructional alternatives designed to ensure successful access to the general curriculum for a student with a disability.

Course requirement

In the Florida Course Descriptions, course requirements list what students will be able to do after completing a particular course. Each course requirement is correlated to benchmarks from the Sunshine State Standards and includes suggested performance objectives. For example, in Course Number 7863060,

Orientation and Mobility: 6-8, Course Requirement 2 states: “Student will be able to demonstrate travel skills including the use of adaptive aids and equipment.” There are 23 performance objectives for this requirement that range from moving around a room to using public transportation.

Department of Education (DOE)

The organization within Florida state government responsible for all public education programs. The Commissioner of Education is the head of the Department of Education. Main Web address: <http://www.fldoe.org/>.

Disability

A physical or mental impairment that substantially limits one or more major life activities. Rule 6A-19.001(6), FAC., defines what a disability is and provides definitions related to discrimination against individuals with disabilities. This rule can be found online at <https://www.flrules.org/gateway/RuleNo.asp?=6A-19.001>.

Distance Learning Library Initiative (DLLI)

A joint project of the Community College System and the State University System that gives students access to a core collection of high-demand electronic information.

Due process rights

Rights that give school personnel and parents ways to solve problems and settle disagreements. They include: the right to participation, the right to have notice, the right to give consent, and the right to a due process hearing. The hearing is a formal meeting run by an impartial hearings officer, where parents and school officials can resolve disagreements fairly. For further information, download a copy of the document *For Parents of Florida's Exceptional Students*, from <http://www.fldoe.org/ese/pdf/pis3412a.pdf>.

English for speakers of other languages (ESOL)

Also known as English as a second language (ESL) instruction, which combines methods of teaching English as a second language with the curriculum requirements of English language arts to give language-enriched pupils or limited English proficient (LEP) students equal educational opportunities.

Exceptional student education (ESE)

The name used in Florida to describe special education services and programs for students with a disability or students who are gifted.

Exceptionality

A characteristic of a student that qualifies him or her as an exceptional student.

Extended school year (ESY)

Specially designed instruction and related services that are provided to a student with a disability beyond the normal school year of the district, in accordance with the student's individual educational plan (IEP), at no cost to the parents.

Florida Alternate Assessment

The assessment procedure used for a student with a significant cognitive disability who does not participate in the general statewide assessment program. This assessment is identified and documented on the student's individual educational plan (IEP).

Free appropriate public education (FAPE)

A federal regulation (34 CFR 300.17) that specifies that all children with disabilities, age 3 through 21, including children with disabilities who have been suspended or expelled from school, are entitled to a free and appropriate public education. Districts must provide FAPE to all students with disabilities who have not reached age 22 and who have not earned a regular high school diploma.

Florida Comprehensive Assessment Test (FCAT)

<http://fcats.fldoe.org/>

The statewide assessment program that specifically addresses a student's ability to perform on the Sunshine State Standards in Florida. The test questions and performance tasks are written to measure specific Sunshine State Standards benchmarks in the areas of reading in grades 3 through 10; mathematics in grades 3 through 10; writing in grades 4, 8, and 10; and science in grades 5, 8, and 11. A passing score on the grade 10 FCAT for reading and mathematics is a graduation requirement.

Florida Diagnostic and Learning Resources System (FDLRS)

<http://www.fdlrs.com>

An organization of 19 regional associate centers throughout Florida that provide assistance to school districts related to programs and services for students with disabilities. Ten specialized centers, including the Clearinghouse Information Center, also provide services like instructional technology, materials for visually handicapped, assistive technology, materials for the hearing impaired, and multidisciplinary evaluations.

FDLRS Local and Regional Technology Specialists

A network of professionals providing consultation and support to Florida educators in selecting the best strategies and tools to increase student performance including investigating assistive technology, instructional technology, and Universal Design for learning tools.

FDLRS Technology State Loan Library (formerly ATEN Coordinating Unit)

A statewide center that loans assistive technology to school districts for the purpose of assistive technology trials and assessment.

Home education

Sequentially progressive instruction of students in their home by their parent(s) or guardian(s).

Hospital/homebound

Instructional program for those students who are unable to attend school because of a medical condition, in accordance with Rule 6A-6.03020, FAC.

Individuals with Disabilities Education Act (IDEA 2004)

The federal law that supports special education and related services for students with disabilities. Based on Public Law (P.L.) 94-142 (Education of All Handicapped Children Act) originally enacted in 1975, this legislation guarantees students with disabilities access to free appropriate public education (FAPE) and establishes special education and related services for these students.

Individual educational plan (IEP)

A written plan to identify the annual goals and objectives and special education and related services designed to meet the individual needs of a student with a disability. The IEP is developed by teachers, parents, the student, and others, as appropriate, and is reviewed annually.

Least restrictive environment (LRE)

To the maximum extent appropriate, students with disabilities are educated with students who are not disabled; and removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Modifications

Changes made in what a student is expected to learn. These changes may include changes to content, requirements, and expected level of mastery. Modifications may include partial completion of course or program requirements, expectations substantially below grade level, alternate curriculum goals, or use of alternate assessments.

No Child Left Behind (NCLB) Act of 2001

A federal education reform law based on four principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. The No Child Left

Behind Act requires all states to use state assessments to determine if a school has made Adequate Yearly Progress (AYP) in the proficiency of all students. Adequate Yearly Progress is one of four measures used to determine how well schools are performing in Florida. The other measures are: school grades, individual student progress toward annual learning targets to reach proficiency, and a return on investment measure that links dollars spent to student achievement.

Office for Civil Rights (OCR)

Part of the U.S. Department of Education whose mission is “to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.” The Office of Civil Rights Web site is found at <http://www.ed.gov/about/offices/list/ocr/index.html>.

Portal to Exceptional Education Resources (PEER)

PEER is a Web-based application for the implementation and tracking of procedures related to exceptional student education (e.g., development of IEPs).

Procedural safeguards

Written notice of policies about evaluation, prior written notice, parental consent, placement, complaints, due process, mediation, court action, and appeals given to the parents of a child with disabilities upon initial referral, notification of IEP meetings, reevaluation, and request for due process.

Pupil progression plan

A plan adopted by each school district that describes curriculum expectations, promotion and retention policies, and graduation requirements for a standard and special diploma.

Recoupment

Ability to demonstrate the recovery of lost skills.

Regular class

A basic education class in the academic curriculum or a career education class, as opposed to a special class designed specifically for ESE students.

Related services

Transportation and such development, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, including, but not limited to, speech-language pathology and audiology services; psychological services, including rehabilitative counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Significant regression

Inability to maintain developmental levels due to a loss of a skill, set of skill competencies, or knowledge.

Special Diploma, Option 1

A type of diploma for certain students with a disability who are not able to meet all requirements for a standard high school diploma. Students must meet district course credit requirements and master the Sunshine State Standards for Special Diploma.

Special Diploma, Option 2

A type of diploma for certain students with a disability who are not able to meet all requirements for a standard high school diploma. The student must master all competencies related to employment and access to the community included in his or her graduation training plan. The student must also achieve all annual goals and short-term objectives identified on the transition IEP related to employment and community competencies. In addition, the student must be successfully employed full-time, at or above minimum wage, for at least one semester. Additional requirements may be defined by each school district.

Specially designed instruction

Instruction in which the content, methodology, or delivery of instruction has been adapted, as appropriate to the needs of a student with a disability, and provides access to the general curriculum so that the student can meet the educational standards that apply to all students.

Special education

Specially designed instruction provided at no cost to parents, which meets the unique needs of a student with a disability. Special education includes instruction in the classroom, in the home, in hospitals, and other settings.

Special education services

Those services related to specially designed instruction for a student with an exceptionality. Special education adapts lesson delivery, content, and instructional methods to the student's needs and provides services, such as instruction in braille, additional individualized practice, or social skills training.

Standard diploma

The type of diploma earned by most Florida high school students. The state Legislature and the local school district set the requirements. Differentiated diploma options include a 3-year college preparatory diploma, a 3-year career preparatory diploma, a 4-year diploma, an Advanced International Certificate in Education (AICE) diploma, and an international baccalaureate (IB) diploma. Students are

required to earn credits in a set of required and elective courses, achieve a certain grade point average, and pass the high school graduation test.

Standardized test

A test designed to be administered, scored, and interpreted the same way, no matter where or when it is given. Some examples are college entrance exams—like the ACT or SAT—or statewide tests like the FCAT.

State Board of Education

<http://www.fldoe.org/board/default.asp>

Coordinates public education in Florida and makes policy regarding public school operation, educational opportunities, rules, and standards.

Sunshine State Standards (SSS)

Statements of expected learning for Florida students in the areas of language arts, mathematics, science, social studies, health and physical education, the arts, foreign languages, and special diploma.

Supplementary aids and services

Aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with children who are not disabled to the maximum extent appropriate in accordance with the least restrictive environment (LRE) decision-making process.

Technology-dependent

Children who use a medical technology (embodied in a medical device) that compensates for the loss of normal use of a vital body function and who require substantial daily skilled nursing care to avert death or further disability.

Tests of General Education Development (GED Tests)

Tests in English, social studies, science, literature, and mathematics taken by adults to earn a high school diploma. Accommodations are allowed for individuals with a disability.

Transition services

A set of coordinated activities designed to help a student move from school to post-school activities, including independent living, work, or continued education, after finishing high school. Activities may include instruction, related services, community experiences, work toward post-school goals, and, if appropriate, daily living skills and functional vocational evaluation—all based on the student’s needs and preferences.

Word prediction

A software program that can be used by students with learning, cognitive, or physical disabilities that allows the user to type in part of a word and the program will predict what word the user is trying to type.

APPENDIX B

Florida State Board of Education Administrative Rule

Rule 6A-6.03020, FAC. Specially Designed Instruction for Students Who Are Homebound or Hospitalized.

(1) Homebound or hospitalized. A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital, and restricts activities for an extended period of time. The medical diagnosis shall be made by a licensed physician.

(2) The term licensed physician, as used in this rule, is defined in Chapters 458 and 459, F.S., and is one who is qualified to assess the student's physical or psychiatric condition.

(3) Criteria for eligibility. A student, who is homebound or hospitalized, is eligible for specially designed instruction if the following criteria are met:

(a) A licensed physician must certify that the student:

1. Is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days, or the equivalent on the block schedule, or due to a chronic condition, for at least fifteen (15) school days, or the equivalent on a block schedule, which need not run consecutively;
2. Is confined to home or hospital;
3. Will be able to participate in and benefit from an instructional program;
4. Is under medical care for illness or injury which is acute, catastrophic, or chronic in nature; and
5. Can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

(b) The student is enrolled in a public school in kindergarten through twelfth grade prior to the referral for homebound or hospitalized services, unless the student meets criteria for eligibility under Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, and 6A-6.03027, F.A.C.; and

(c) A parent, guardian or primary caregiver signs parental agreement concerning homebound or hospitalized policies and parental cooperation.

(4) Procedures for student evaluation.

(a) The minimum evaluation for a student to determine eligibility shall be an annual medical statement from a licensed physician(s) including a description of the disabling condition or diagnosis with any medical implications for instruction. This report shall state that the student is unable to attend school, describe the plan of treatment, provide recommendations regarding school re-entry, and give an estimated duration of condition or prognosis. The team determining eligibility may

require additional evaluation data. This additional evaluation data must be provided at no cost to the parent.

(b) A physical reexamination and a medical report by a licensed physician(s) may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than required in paragraph (4)(a) of this rule and may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical reexamination and medical report shall be provided at no cost to the parent.

(5) Procedures for determining eligibility. Procedures for determining eligibility shall be in accordance with Rule 6A-6.0331, F.A.C.

(6) Procedures for providing an individual educational plan. The individual educational plan shall be developed or revised prior to assignment to the homebound or hospitalized program placement as required in Rule 6A-6.03028, F.A.C. A student may be alternatively assigned to the homebound or hospitalized program and to a school-based program due to an acute, chronic, or intermittent condition as certified by a licensed physician, as specified in subparagraph (3)(a)1. of this rule. This decision shall be made by the individual educational plan (IEP) team in accordance with the requirements of Rule 6A-6.03028, F.A.C.

(7) Instructional services. The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

(a) Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean, well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits which takes into account the student's medical condition and the requirements of the student's coursework.

(b) Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.

(c) Instruction through telecommunications or computer devices. When the individual education plan (IEP) team determines that instruction is by telecommunications or computer devices, an open, uninterrupted telecommunication link shall be provided at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.

Specific Authority 1001.02(1), (2)(n), 1003.01(3)(a), 1003.57(5) FS. Law Implemented 1001.03(8), 1001.42(4)(l), 1003.01(3)(a), (b), 1003.57(5), 1011.62(l)(c) FS. History—New 7-1-77, Amended 7-2-79, 4-27-82, Formerly 6A-6.3020, Amended 5-18-86, 9-20-04, 9-20-04, 1-16-08.

Cf. PL 105-17 (20 USC 1401, 1412, 1414, 1415).

APPENDIX C

Professional Resources

AECMN (The Association for the Education of Children with Medical Needs)

This is a national association focusing exclusively on educational issues for this unique population. It provides professional support to individuals involved in the education of children with chronic illnesses and medical challenges.

<http://www.aecmn.org/>

BIAT (Brain Injury Association of Florida)

Provides information, support, and assistance for those with traumatic brain injury.

(800) 992-3442

<http://www.biaf.org/>

CEC (The Council for Exceptional Children)

CEC is the most active and widely recognized organization in the world representing exceptional education professionals and children. Opportunity exists for involvement in local chapters and state/provincial federations. Members receive the Council's comprehensive research journal and a journal-magazine for practitioners. CEC is active at all levels of government.

<http://www.cec.sped.org/>

CEES (Coalition of Education for Exceptional Students)

A statewide coalition of organizations that share a common concern of improving educational opportunities for Florida's exceptional students. CEES recognizes that a coalition of parent and professional organizations is more effective than individual groups. Platform positions adopted by the Coalition are endorsed by all member organizations. The FHHTA and CEC are members of CEES.

CIC (Clearinghouse Information Center)

Florida Department of Education maintains a resource center that provides parents, educators, and other Floridians access to a variety of books, tapes, multimedia kits, assessment tools, staff development materials, and materials available for short-term loan. Also available are many publications and reports at no charge.

(850) 245-0477

<http://www.fldoe.org/ese/pub-home.asp>

DPHD (Division for Physical and Health Disabilities)

In 1960, the Council for Exceptional Children organized this division, which has had a tremendous impact on services for individuals with physical and multiple disabilities.

DPHD provides opportunities for the exchange of information to professionals (including H/H) who are serving individuals with physical disabilities and individuals with special health care needs. The goals of DPHD are to promote the continued

development of adequate resources and programs designed to address the many areas of need associated with serving adults and children with physical and/or multiple disabilities and special health care needs.

ERIC (Education Resources Information Center)

A bibliographic database of more than 1.1 million citations on education topics going back to 1966.

<http://www.eric.ed.gov/>

FDLRS (Florida Diagnostic and Learning Resources System)

FDLRS works with parents and families of exceptional children, providing them with information, education, support, and a range of on-going activities that broadens collaboration between families and professionals. FDLRS provides awareness, identification, and instruction regarding the appropriate use of technologies to meet the needs of children. It is a source of information, training, technical assistance, consultation, and resources about effective instructional strategies and models for the education of children and youth who are exceptional and/or have unique needs. There are 19 FDLRS centers in Florida serving the districts in Florida.

<http://www.paec.org/fdlrsweb/index.htm>

FDLRS Technology State Loan Library (TSLL)

The FDLRS Technology State Loan Library provides information, awareness, and training for students, family members, and other professionals. FDLRS TSLL employs highly specialized staff consisting of regional assistive technology specialists and support staff. All services are free of charge and include evaluations, training, technical assistance, and short-term loan and leasing of assistive devices.

(800) 558-6580

<http://www.aten.scps.k12.fl.us/>

FIMC-VI (Florida Instructional Materials Center for the Visually Impaired)

Maintains a statewide collection of specialized instructional materials, including large print, braille, and recorded materials, for students with visual impairments.

(800) 282-9193

<http://www.fimcvi.org>

NICHCY (National Dissemination Center for Children and Youth with Disabilities)

NICHCY is an information clearinghouse that provides free information on disabilities and disability-related issues.

(800) 695-0285

<http://www.nichcy.org/>

RMTC: DH/H (Resource Materials & Technology Center for the Deaf and Hard of Hearing)

Maintains the statewide coordinating unit for specialized instructional materials, including technology, for students with hearing impairments.

(800) 356-6731

<http://www.fsdb.k12.fl.us/rmc/>

Standards Database

The Standards Database allows users to browse, search, view, and print the Next Generation Standards, Access Points, and Course Descriptions along with additional resources, such as remarks/examples, parent resources, glossaries, and other helpful materials that facilitate the adoption of the new standards. The Standards Database can be accessed online at: www.FloridaStandards.org.

APPENDIX D

Acronyms

ADA	Americans with Disabilities Act	H/H	Homebound/Hospitalized
ADD	Attention Deficit Disorder	IDEA	Individuals with Disabilities Education Improvement Act
ADHD	Attention Deficit Hyperactive Disorder	IEP	Individual Educational Plan
ARNP	Advanced Registered Nurse Practitioner	IFSP	Individualized Family Support Plan
ASL	American Sign Language	LATS	Local Assistive Technology Specialist
AT	Assistive Technology	LEA	Local Education Agency (school district)
AYP	Adequate Yearly Progress	LRE	Least Restrictive Environment
BEESS	Bureau of Exceptional Education and Student Services	NCLB	No Child Left Behind
CEC	Council for Exceptional Children	OCR	Office of Civil Rights
CFR	Code of Federal Regulations	OHI	Other Health Impaired
CMS	Children's Medical Services	OI	Orthopedic Impairment
CNS	Central Nervous System	OSEP	Office of Special Education Programs (federal)
CP	Cerebral Palsy	OSERS	Office of Special Education and Rehabilitative Services (federal)
DD	Developmental Disabilities	OT	Occupational Therapy
D/HH	Deaf/Hard of Hearing	PASS	Parallel Alternative Strategies for Students
DJJ	Department of Juvenile Justice	PI	Physically Impaired
DOE	Department of Education	PMH	Profoundly Mentally Handicapped
EBD	Emotional/Behavioral Disability	PT	Physical Therapy
EMH	Educable Mentally Handicapped	S/L	Speech and Language Impaired
EP	Educational Plan (for gifted students)	SLD	Specific Learning Disabilities
ERIC	Education Resources Information Center	SSI	Supplemental Security Income
ESOL	English for Speakers of Other Languages	TBI	Traumatic Brain Injured
ESE	Exceptional Student Education	TMH	Trainable Mentally Handicapped
ESY	Extended School Year	VE	Varying Exceptionalities
FAC	Florida Administrative Code	VI	Visually Impaired
FAPE	Free Appropriate Public Education required by the Individuals with Disabilities Education Improvement Act (IDEA 2004)	YRE	Year-Round Education
FCAT	Florida Comprehensive Assessment Test	504 Plan	An individualized plan for a student with a disability who may not meet the eligibility criteria for an ESE program or services. 504 is a part of the Rehabilitation Act of 1973 making it illegal for any organization receiving federal funds to discriminate against a person solely on the basis of disability.
FERPA	Family Educational Rights and Privacy Act		
FDLRS	Florida Diagnostic and Learning Resources System		
FEFP	Florida Education Finance Program		
FS	Florida Statutes		
FSDB	Florida School for the Deaf and the Blind		
FTE	Full-Time Equivalent		

Policy and Procedures Manual



*Florida Department of Education
Dr. Eric J. Smith, Commissioner
Bureau of Exceptional Education and Student Services
ESE312906*