

**Exceptional Student Services (ESS) Department  
Hospital Homebound Program Distance Learning Procedures  
SY 2022 - 2023**



***Role and Responsibilities of the Homebound Teacher during Distance Learning***

Homebound /Itinerant Teachers will:

- Contact families via email and/or phone with assistance in Google Classroom home learning opportunities
- Follow student's IEP for virtual/distance learning
  - Plan and work collaboratively with related services providers
- Attend Google Team meetings with assigned schools upon request
- Participate in Professional Development (PD)
- Revise IEPs when needed
- Document provided services per week for each student
  - Maintain Student Attendance Logs
  - Delivery of instruction should be documented
- Compile instructional packets for students who do not have access to technology
  - Progress monitor the homebound student's achievement

***Virtual Instruction Platforms***

The Hospital Homebound Program, in concert with the East Baton Rouge Parish School System's (EBRPSS) Distance Learning Plan, utilizes at least three online learning platforms to deliver virtual instruction to students who are receiving homebound services. These learning platforms are as follows:

1. Google Classroom
2. Microsoft Teams
3. Google Duo

Additionally, Homebound Teachers utilize work packets for **distance learning** with students who have significant disabilities as well as virtual instruction to the maximum extent possible. Homebound teachers communicate with parents via telephone, email, or text to ensure that work packets are provided for students. For these students who may not be able work virtually, parents will log in and the Homebound teacher will observe and facilitate lessons related to the content in the work packets that are sent home. This practice will provide more hand-over-hand activities with the students and their parents or caregiver.

Hospital Homebound Distance Learning services will be provided to students with significant disabilities. The [EBRPSS Guidance on Remote Learning for Teachers of Students with Significant Disabilities](#) provides information on distance education for students with significant disabilities (LEAP Connect). The curriculum that will be used with these students is outlined below:

- I. Distance Education Curriculum
  - Mild/Moderate (Generic) Sub-group**
    - Unique Learning (UL) Curriculum for ELA, Mathematics, Science, Social Studies, Life Skills, and Applied HS Transition courses.



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**Severe/Profound Sub-group**

- UL Curriculum and/or
- Teacher-made lessons on academics, literacy, and numeracy

**II. Supplementary Materials/ Enrichment Activities**

- Unique Learning System Programs such as News2you, Positivity, and L3 Skills
- Teacher-made instructional materials on Literacy and Numeracy
- Sensory/ Motor, Communication, Social Stories, Visual Supports, and Other Adapted Materials:  
[https://drive.google.com/drive/folders/1GURWW6ncCNvVT\\_uQBY2aVrT0MfFbkzmz](https://drive.google.com/drive/folders/1GURWW6ncCNvVT_uQBY2aVrT0MfFbkzmz)

**III. Mode of Delivery**

- Individual Student Accounts (Unique Learning)—to access the lessons and assignments
- Microsoft Teams- to virtually meet with the students and parents
- Paper Packets- for students who do not have computers or internet connection
- For procedures on paper packets, please consult with your principal.
- For concerns regarding the mode of delivery (i.e., no technology at home), please consult with the school Principal.

**IV. Accessibility**

- Unique Learning Text to Speech Feature
- Kurzweil for supplementary materials that are on PDF. For Kurzweil instruction, click [https://drive.google.com/drive/folders/1AyQ1YoWqoCYEymHose6dIXhLbE\\_uS9ft](https://drive.google.com/drive/folders/1AyQ1YoWqoCYEymHose6dIXhLbE_uS9ft)
- For concerns and questions about accessibility, please email any of the ESS program facilitators.

**V. Amount of Lessons and Content**

- Collaborate with the parents on the amount of work or lessons the student can take in a week
- For severe/ profound subgroup, the district recommends 1-2 lessons per course per week unless the parents ask for additional lessons
- For the Mild/ Moderate (Generic) subgroup, the district recommends 2-3 lessons per course per week unless the parents ask for additional lessons.

***Plan for Delivering Virtual Instruction to Homebound Students***

The Homebound teachers will provide an orientation to parents about distance learning activities and procedures.

They will communicate and collaborate with parents via text, email, and US mail. Homebound teachers will create classrooms in Microsoft Teams that will facilitate collaboration with teachers, related service providers, Instructional Support Staff, and other team members.

The homebound teacher will create classes in Google Classroom to ensure continuity of learning in the virtual environment.



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The Hospital Homebound Program will provide for the use of numerous instructional applications for the delivery of instruction. Students are assigned rigorous homework activities that are differentiated and will reinforce the student's online learning. Progress monitoring is conducted by the homebound teachers so that student progress is documented and assessed.

Internal software applications are used with students so that they can play games to reinforce learning. Parents and caregivers are instructed on screen sharing with the teachers during instruction. Homebound teachers tailor instruction to the curriculum and to the prescribed goals and objectives on students' Individualized Education Plans (IEPs).

The teachers will use Go Guardian, Teach Town, Vizzle, Kurzweil, and Achieve 3000 to track students' performance and provide accommodations as they are documented in the students' IEPs.



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***Teacher Collaboration for Student Success in Virtual and In-Person Environments***

Careful collaboration and planning for homebound instruction is imperative to ensuring student success in both virtual and in-person environments. The chart below outlines this process.

<b>Teacher Collaboration: <i>Homebound (HBD) and Regular Education Teacher</i></b> (This collaboration begins when the student's application to receive Homebound Services is approved by the ESS Supervisor.)		
<b>Schedules/Student Attendance</b> The HBD Teacher . . .	<b>Pacing of Instruction/Lesson Planning</b> The HBD Teacher . . .	<b>Grading/Student Accommodations</b> The HBD Teacher . . .
Requests and receives the student's schedule.	Obtains content information from the student's teacher(s) to identify where in the pacing guide the class is, i.e., which unit is the teacher on.	Modifies grading for the student if needed (may be needed for ESS students).
Submits an <i>Assignment Request</i> to the student's teacher.  Documents student attendance/participation during Homebound services. The student will be marked as " <b>HP</b> " in JCampus while on Homebound.	Ensures pacing of the lessons are aligned with that of the student's class.  Modifies the pacing of the lessons if needed for student.  Plans instruction for lessons/practice activities/informal and formal assessments  Progress monitor student achievement during homebound instruction.	Calculates and provides the student's grades at the 4.5- and 9-week grading periods while the student receives homebound services.  <b>Cannot</b> put grades into JCampus.  Provides a Homebound Progress Report for each student.  Provides grades and submits them to the student's teacher. The teacher will put grades into JCampus.  Maintains accurate documentation of grades given to HBD students.  Ensures that HBD students are placed on a <b>temporary Individualized Accommodation Plan (IAP)</b> or <b>504 Plan</b> for testing while receiving Homebound Services.  Ensures that HBD students with disabilities' IEPs are modified to document the Homebound placement.

**NOTE:** The ESS Supervisor will receive homebound students' grades at the end of each semester.

***Exiting Homebound Services***

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The Hospital Homebound 3 (HH3) Form with both the beginning and ending dates that the student will receive services is sent to the parent(s). These dates should have been put in JCampus by the student's school upon approval to receive Homebound services by the ESS Supervisor.

The student/parent(s)/school will be reminded of the ending date through use of the HH3 Form.

***Resources for Teachers to Use with Students Receiving Homebound Instruction***

[Effective Teaching Strategies for Students with Disabilities](#)

[Resources for Teachers of Students with Significant Cognitive Disabilities](#)

[Louisiana Connectors for Students with Significant Cognitive Disabilities](#)

[Alternate Assessment Trainings and Overviews](#)

[Policy for Providing Homebound Instruction in EBRPSS](#)

[Teacher's Support Toolbox for Instruction](#)

[Strong Start Resources for Students with Disabilities](#)