

Technical Assistance Bulletin

Home and Hospital Teaching Supplement on Students with Disabilities

March 2018

**Overall Emphasis and Purpose:**

Home and hospital teaching (HHT) services are instructional services provided for students who are unable to attend school for emotional and/or medical reasons. With appropriate documentation, HHT services are available for students from age 3 through 21. There is a minimum of 6 hours weekly of instructional services for students in a full day of school and a 3 hour minimum of instructional services for students in half day programs. There is no maximum amount of HHT that a student may receive. **FOR STUDENTS WITH DISABILITIES** receiving special education services pursuant to an IEP, the IEP team determines the appropriate hours of instruction, as well as the related services required to mitigate the cause for the HHT. IEP teams can determine that additional related services are required even if they have not been on the student’s IEP prior to HHT. A student receiving special education services who is on HHT due to an emotional crisis can remain out of school for up to 60 school days. There can be an extension under very limited circumstances. Students may be evaluated while they are receiving HHT services. HHT services cannot be provided for students awaiting a different placement, or as a disciplinary placement. The IEP team must develop a detailed re-entry plan with periodic reviews of the sufficiency of services and the student’s ability to return to school.

**What this means for you as a Special Educator/Special Service Provider:**

- The IEP team is required to revise the student’s IEP and develop a plan for return. This should be captured in the Prior Written Notice and IEP document. The IEP team must meet within 10 days of receiving notification and verification of HHT, and should consider the student’s availability for instruction.
- ALL related services must be considered by the team and provided during HHT- even if the student has not been receiving them in the school setting (counseling services especially).
- In planning for the student’s return to school, the team needs to consider what is preventing them from attending and what will mitigate that concern.
- Qualified staff should observe the student while on HHT, as appropriate.
- When the student returns, the IEP team must convene to review and revise the IEP and consider LRE.
- There is a limit of 60 school days for emotional crisis HHT, which can be extended only if:
  - The IEP team has determined a change of placement is not appropriate
  - The student is unable to return despite a good faith effort and plan for return
  - The practitioner verifying recommends continuation. Any re-verification over the 60 school days will be scrutinized by MSDE.

- If the return plan is not effective in getting the student back to school within 60 school days, the team must review and revise it.
- If the student refuses HHT services, truancy procedures should be implemented.
- Students can be evaluated and assessed while on HHT.

**What the Special Educator/Special Service Provider needs to do if they are not already doing:**

- Participate in the IEP process to determine appropriate services while on HHT and revise the IEP accordingly.
- Provide prior written notice as to the basis for HHT decisions.
- Participate in the development of a detailed re-entry plan.
- Observe the student while on HHT as appropriate.
- Participate in IEP team meetings on or around the 30<sup>th</sup> and 50<sup>th</sup> day of removal to review and revise (as appropriate) the student’s progress on the re-entry plan.
- Participate in an IEP team meeting when the student returns to school to review and revise the IEP as appropriate.
- Evaluate the student while on HHT as appropriate.