



## Developing the Home and Hospital Teaching Transition Plan

**Administrative Procedure 5011 states that a Transition Plan must be submitted with the Psychiatrist/Psychologist Emotional Conditions (DSS-22A) form.** The Transition Plan is developed by the school team, parent(s), and student (if appropriate). The plan must include phased re-entry and support the student's return to school.

**PART I** of the Transition Plan provides information to the parent/guardian/caregiver on what to expect during the home and hospital processes if the student is approved for support.

**PART II** of the Transition Plan is completed by the School Team. Provide dates of any IEP, 504, SIT/SST meetings, hospitalizations, or referrals to the PPW if the student is chronically absent.

**Part III** of the Transition Plan is completed by the school team and the parent/guardian/caregiver. Share any school-based supports provided to the student, and indicate any school-based supports that will be provided so the student may transition back to school. Select N/A if the support is not available at the school, or cannot be provided for the student.

**Part IV of the Transition Plan** is completed by the school team with the parent/guardian/caregiver. All students approved for home and hospital teaching will receive home and hospital support exclusively during the first three weeks of approval. All students with an emotional condition who are approved for home and hospital support should make attempts to attend school by week 4 of approval.

**Part V of the Transition Plan** is completed by the school team and the parent. List all participants who participated in the development of the plan and select a transition plan monitor to check in on the student's progress in transitioning back to school.

### School Team Recommendations:

- Include the parent and student in the development of the Transition Plan to achieve the best level of support for the student. The parent and the student must be fully aware of the Transition Plan and expectations.
- Consider what support the student will need when the student returns to school, and identify what steps the school will take to prepare for the student's return to school.
- Determine if the present inability to attend school, in conjunction with the mental health diagnosis, requires a referral to Section 504 or Special Education services.
- Implement the school-based supports quickly to ensure the student has an optimal chance for success. The goal is always to return the student to the school environment where his/her academic needs are best served.

### School Responsibilities:

- The Professional School Counselor submits the Psychiatrist/Psychologist Verification (DSS-22A) form, Transition Plan, and the Treatment Plan to the Office of Home & Hospital Teaching.
- If the student is approved for HHT, the approved student should be placed on the SST/SIT agenda and remain on the SST/SIT agenda for monitoring until services have concluded. **See AP 5124** for more information.
- The person identified as responsible for monitoring the student's transition should maintain communication with the parent and referring practitioner during the student's HHT approval.

### Office of Home & Hospital Teaching Responsibilities

- The support teacher assigned to the student will ask the student at each HHT session if he/she attempted to attend school. This information will be located on the shared progress summary so the school team can monitor the student's attempts to transition back to school.