



HHIP During Virtual Learning

What HHIP is

The DCPS Home and Hospital Instruction Program (HHIP) is service that works to provide access to the education for students who have a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness, or a repeated intermittent illness that confines them to the home or hospital for two weeks or more. HHIP utilizes different modalities to keep students as connected to their classrooms and classroom teachers as possible with the goal of a successful transition back to the student's least restrictive environment as soon as they can safely do so.

HHIP and virtual learning

Whenever possible, HHIP's primary purposes is to provide students with access to their assigned, school-based teacher (s) and remove barriers to accessing instruction. Assigning a temporary, HHIP teacher is only appropriate when there are no viable options to connect the student to their assigned school-based teacher. We believe that providing students with access to their school-based team and peers is the optimal option in mitigating regression. We submit that the current pandemic, provides confined students access to the education in the same modality as their peers. In the rare instance in which a child's medical regimen takes place during the school day, HHIP will work with the school team to create a make-up plan for the student and provide the student with alternative access to instruction.

How students should be supported

The HHIP team welcomes the opportunity to give all students access to their school-based classroom. During the initial shut-down (March-May 2020), many students re-joined their school-based classroom. We understood that families believed that allowing their child to rejoin their class was in the best interest of their child. When students cannot attend classes due to medical appointments or illness, HHIP will collaborate with the school-based team to ensure that these students receive the needed support to maintain their academic progress. Cases in which students are unable to access instruction during the day, HHIP will continue to offer different pathways to classroom content—this may include after school hours during the evening.

HHIP's direction

Prior to the COVID-19 pandemic, HHIP proposed a shift in our model to ensure that the majority of our medically confined students were being supported by their school-based team. Our investment in technology for the 20-21 academic year and the implementation of additional support systems would allow our medically confined students to have minimal disruption to their academic needs. The HHIP team has observed that students who are able to access their school-based team appeared to fare better than students assigned to a temporary teacher. We believe that investment in a model that anchors students to their classroom will benefit our students.

Rational

- Continuity of support
- Instruction is immediate—it can take several days for HHIP teacher to schedule instruction with parents
- School-based teacher understands student skill level
- Rapport and relationship building
- School based teacher planning is appropriately aligned to future exams, culminating projects, etc.
- Minimize effects of short- term disruption

HHIP under virtual learning model

How
students
will be
supported?

- Join live classes and benefit from interaction with peers and classroom teachers
- Receive needed support when classes missed due to medical appointments or consequences of illness
- Attend office hours

Consistent
support for
HHIP
families

- Students must qualify for HHIP based on DCPS guidance
- Parents & schools will collaborate to design an individualized HHIP plan for students
- Parents receive on-going technical support