

A. Purpose

To articulate procedures for providing interim instructional services to students who are unable to attend their regular educational programs due to a verified health condition.

B. Background

Maryland law mandates the implementation of interim instructional services for students who are unable to attend their school of enrollment due to a verified health condition. Frederick County Public Schools (FCPS) maintains a Home and Hospital Teaching Program (HHT) to meet this requirement, as directed by Board of Education of Frederick County (Board) [Policy 417, Interim Instructional Services](#). The Office of Student Services (OSS) administers the FCPS HHT Program.

C. Definitions

1. “Certified Nurse Practitioner” is defined as a nationally board certified, advance practice nurse with a master’s or doctorate degree who, by reason of certification under COMAR 10.27.07, may practice in Maryland as a nurse practitioner under the terms of that chapter or, if out-of-State, as a nurse practitioner in the state in which services are provided.
2. “HHT Liaison” is defined to mean the OSS staff member(s) assigned to manage the HHT program and oversee implementation of this Regulation, in consultation with the Director of Student Services and the Supervisor of Behavioral Health and Student Services.
3. “Parent” is defined to mean a biological or adoptive parent, a court-appointed custodian or guardian, a foster parent, or a caregiver (as defined by the Education Article of the Maryland Annotated Code or as designated by the United States Department of Health and Human Services, Office of Refugee Resettlement).
4. “Psychiatric Mental Health Nurse Practitioner” is defined as an advanced practice registered nurse, possessing a master’s or doctorate degree, who, by reason of national certification under COMAR 10.27.12, is recognized as being trained and certified to diagnose and treat individuals who have mental health needs and substance abuse issues.
5. “Student” is defined to mean an individual who is attending or has attended FCPS and for whom FCPS maintains the student’s records or personally identifiable information. “Student” does not mean an individual who has not been enrolled in an FCPS school or program.
6. “Therapeutic Treatment Center” is defined as any day or residential facility, licensed by a unit of State government, providing treatment for medical, physical, or emotional conditions, including drug and alcohol dependency.

7. “Verified Health Condition” is defined to mean a physical condition as validated by a licensed physician or certified nurse practitioner, or an emotional condition as validated by a certified school psychologist, licensed psychologist, licensed psychiatrist, or licensed psychiatric mental health nurse practitioner.

D. Procedures

1. **Exclusions.** The following students are not eligible for HHT services under this Regulation:
 - a. Students who are home schooled, parentally placed in private or religious schools, or receiving home-based programs operated through the Office for Children and the Maryland Infants and Toddlers Program for children from birth through age two.
 - b. Students who may have a verified health condition, but whose expected absence does not meet one (1) of the required eligibility criteria listed in sections D(4)(a) and D(5)(a) below.
2. **General Terms and Requirements Applicable to the FCPS HHT Program**
 - a. The FCPS HHT Program provides short term instructional continuity (HHT services) for students who cannot attend their regular school of enrollment due to a verified physical or emotional health condition.
 - b. HHT services are available to FCPS-enrolled students and to students with disabilities for whom FCPS is responsible for providing educational services, including students placed in nonpublic programs through the Individualized Education Program (IEP) process.
 - c. HHT services may be authorized as full-time, part-time, or intermittent, based on the student’s verified health condition and anticipated duration or pattern of absence.
 - d. FCPS shall consult with the parent, the student when appropriate, and relevant medical or mental health professionals, such as a psychologist, physician, psychiatrist, or nurse practitioner, as applicable to the student’s documented condition. For students with disabilities, the IEP Team or Section 504 Team shall participate in decisions related to HHT services.
 - e. **Service Delivery.** FCPS shall initiate HHT services as soon as practicable, but not later than ten (10) school calendar days after FCPS receives:
 - i. Notification that the student is unable to attend their regular educational program; and
 - ii. Documentation of the student’s verified health condition.
 - f. **Contracting for Services.** FCPS may contract with other Maryland school systems to provide HHT services in licensed medical or therapeutic institution settings when appropriate.
 - g. **Delivery Methods.** HHT services may be delivered using one or more of the following methods:
 - i. An FCPS-approved remote instructional platform, which may include virtual instruction as appropriate;
 - ii. An FCPS-approved online educational program;
 - iii. In a medical institution;
 - iv. At a therapeutic treatment center; or

- v. In-person instruction at the student's residence or an approved community location, subject to authorization by the Director of Student Services.
 - h. **FCPS-Issued Technology**
 - i. If determined to be appropriate, FCPS will provide FCPS-Issued Technology (*e.g.*, Chromebooks, laptops).
 - ii. Students are responsible for securing internet connectivity, unless the student has an IEP which requires FCPS to provide internet access.
 - iii. Students must adhere to the permissible and prohibited uses of FCPS-Issued Technology as outlined in [FCPS Regulation 434-01, Technology Use, Students](#).
 - i. **Curriculum and Instruction Limitations**
 - i. HHT services shall be limited to the general core curriculum, as determined appropriate by FCPS.
 - ii. At the middle school level, HHT services shall be limited to core curricular courses.
 - iii. Advanced Placement (AP) or similarly advanced courses may not be available through HHT services.
 - iv. Specialized programs, including but not limited to Career and Technology Center (CTC) programs, laboratory-based courses, or other hands-on instructional programs, may not be feasible to deliver through HHT services.
 - v. Courses requiring regular access to computer labs, specialized equipment, or on-site instructional resources may be unavailable during the period of HHT services.
 - j. **State Assessments.** Students receiving HHT services remain subject to all state assessment requirements.
 - k. **Extracurricular Activities.** Students receiving HHT services are generally not eligible to participate in extracurricular activities; however, FCPS may authorize participation when supported by appropriate medical documentation.
3. **Application Submission, Initial Review, and Approval Process**
- a. Inquires and requests to apply for HHT services should be directed to the Pupil Personnel Worker (PPW) or the Community School Coordinator (CSC) assigned to the student's current school. PPW assignments are available on [FCPS's website](#).
 - b. The PPW or CSC must promptly contact the individual making the request, and in no case later than three (3) school days from receipt of the inquiry. The PPW or CSC shall discuss the request and provide the appropriate HHT application packet based on the nature of the student's condition.
 - c. A parent or an eligible student may submit an application at any time the student is experiencing a verified health condition that meets the eligibility criteria set forth in this Regulation. The student's parent or eligible student is responsible for submitting the completed application packet to the PPW or CSC assigned to the student's current school.
 - d. **Application and Documentation Requirements**
 - i. A complete application packet is required for HHT consideration and must include:
 - 1. The Application for Home and Hospital Teaching Services Form for a Physical Condition or an Emotional Condition, as appropriate;
 - 2. The Parent Agreement Form; and
 - 3. A Transition Plan Form (only for an emotional condition).

- ii. **Application Form Components.** The Application for Home and Hospital Teaching Services Form consists of (3) parts and requires:
 - 1. Part I to be completed by the student's parent or eligible student;
 - 2. Part II to be completed by the appropriate medical professional; and
 - 3. Part III to be completed by the PPW or CSC.
 - iii. **Medical Professional Requirements**
 - 1. **Physical Conditions.** For physical conditions, only a licensed physician or certified nurse practitioner is permitted to complete the applicable portion of the application packet.
 - 2. **Emotional Conditions.** For emotional conditions, only a licensed psychiatrist, licensed psychologist, certified school psychologist, or licensed psychiatric mental health nurse practitioner is permitted to complete the applicable portion of the application packet.
 - e. **Initial Review.** Upon receipt of an application packet, the PPW or CSC shall conduct an initial review to determine whether the packet is complete and meets the basic eligibility and documentation requirements.
 - f. **Approval.** If the PPW or CSC determines that an application packet is complete and meets basic eligibility requirements, the PPW or CSC shall forward the application to the appropriate individual(s) for formal review and approval as follows.
 - i. **Students Without a Disability.** The PPW or CSC shall forward the application to the HHT Liaison for review and determination.
 - ii. **Students With a Disability**
 - 1. The PPW shall forward the application to the HHT Liaison for review and determination.
 - 2. The PPW or CSC shall also forward the application the student's school-based special education case manager and the appropriate Office of Special Education (OSE) supervisor to ensure coordination with the student's IEP Team or Section 504 Team.
 - 3. For students with an IEP, an expedited IEP Team meeting shall be convened to determine whether HHT services are appropriate and to revise the IEP as needed.
4. **Full-Time and Part-Time HHT Services**
- a. **Eligibility.** A student is eligible for full-time or part-time HHT services when the student:
 - i. Has a verified health condition; and
 - ii. Because of the student's verified health condition, is expected to be absent from school for:
 - 1. At least twenty (20) consecutive school days for elementary or middle school students; or
 - 2. At least ten (10) consecutive school days for high school students.
 - b. **Hours of Instruction**
 - i. **Full-Time**
 - 1. Students shall receive a minimum of six (6) hours of instruction per week.
 - 2. Students will not attend school during this period, except for any attendance related to a transition plan.

- ii. **Part-Time.** Students shall receive a minimum of three (3) hours of instruction per week while attending school daily on a partial schedule.
 - iii. **Adjustments by IEP/Section 504 Teams.** When appropriate, a student's IEP Team or Section 504 Team may modify the required minimum hours of instruction.
- c. **Authorization, Continuation, and Reverification**
 - i. The initial authorization period for full-time or part-time HHT services shall not exceed sixty (60) calendar days.
 - ii. FCPS shall reverify the need HHT services sixty (60) calendar days after the initial authorization and every sixty (60) days thereafter, or earlier upon request by the parent, eligible student, or FCPS.
- d. **Attendance**
 - i. The Home and Hospital Teacher shall document attendance for all scheduled sessions and submit attendance records to the HHT Liaison.
 - ii. The Home and Hospital Teacher is not required to reschedule missed or cancelled sessions unless the cancellation was initiated by the teacher.
 - iii. If a student is unavailable for a scheduled HHT session, parents should notify the Home and Hospital Teacher in advance, preferably by 3:00 p.m. on the day prior to the scheduled session.
 - iv. Parents shall provide written documentation for absences to the school's attendance office. Undocumented absences will be recorded as unlawful, in accordance with [FCPS Regulation 430-02, Student Attendance](#) (formerly 400-89).
 - v. Excessive absences from scheduled HHT sessions may result in termination of HHT services and may prompt the school to initiate truancy procedures.
- e. **Instruction, Assignments, and Grading**
 - i. The Home and Hospital Teacher shall provide instruction, assignments, and grading for each course assigned under the HHT authorization.
 - ii. The Home and Hospital Teacher shall award grades for all work completed under their instruction. Grades earned during HHT shall be incorporated proportionately with classroom grades earned before and/or after the HHT period.
 - 1. When a student receives full-time or part-time HHT services for an entire academic term, grades issued by the Home and Hospital Teacher shall serve as the final term grades.
 - 2. When a student receives classroom instruction for part of a term and full-time or part-time HHT services for the remainder, the final term grade shall reflect a proportional or otherwise appropriate weighting of classroom and HHT grades.
 - iii. Students receiving HHT services are responsible for completing assignments provided by the Home and Hospital Teacher for the courses covered under the HHT authorization.
 - iv. Students remain responsible for completing and submitting assignments missed prior to the start of HHT services directly to their classroom teacher.
- f. **Grade and Attendance Reporting Requirements.** The Home and Hospital Teacher shall submit grade and attendance reports to the HHT Liaison, in accordance with OSS's established deadlines.

5. **Intermittent HHT Services**

- a. **Eligibility.** A student is eligible for intermittent HHT services when the student:

- i. Has a verified health condition, such as, but not limited to, kidney failure, cancer, asthma, cystic fibrosis, sickle cell anemia, depression, and bipolar disorder; and
 - ii. Because of the student's verified health condition, is expected to be absent intermittently for at least twenty percent (20%) of the school year.
 - b. **Continuation and Reverification.** FCPS shall reverify the need for intermittent HHT services at least once annually.
 - c. **Attendance Requirements**
 - i. The intermittent Home and Hospital Teacher shall document attendance for all scheduled instructional support and submit the attendance record to the HHT Liaison.
 - ii. Parents shall provide written documentation for any missed scheduled support sessions to the student's school.
 - d. **Instruction, Assignments, and Grading**
 - i. Once a student becomes eligible for intermittent HHT services by accruing at least two (2) full-day absences in one school week, the parent or student shall contact the intermittent Home and Hospital Teacher to request instructional support.
 - ii. The parent or student shall obtain missed assignments from the school and submit completed work directly to the classroom teacher for grading.
 - iii. Students receiving intermittent HHT services remain responsible for completing all coursework assigned by their classroom teachers.
 - iv. Students shall be prepared to identify the specific coursework or assignments for which instructional support is requested.
 - v. Students may receive up to one (1) hour of intermittent HHT instructional support for each full-day absence.
 - vi. The Home and Hospital Teacher shall provide instructional support to assist the student in completing coursework missed due to eligible absences.
 - vii. Home and Hospital Teachers do not issue assignments or grades. Classroom teachers retain responsibility for issuing all course grades for students receiving intermittent HHT services.
6. **Transition**
- a. The student shall return to school as soon as medically appropriate, and the transition process shall be completed in a timely manner to minimize instructional disruption.
 - b. The school of enrollment shall coordinate with the Home and Hospital Teacher, classroom teachers, and the family to support the student's transition back to school, including arranging any necessary academic or support services.
 - c. Classroom teachers shall assist the student in completing missed assignments, provide necessary instructional support, and ensure the student has access to required materials upon return.
 - d. **Transition Planning for Students With a Disability.** For students with a disability, the IEP Team or Section 504 Team shall convene as needed to review the student's needs and determine any supports, accommodations, or services required upon the student's return to school.
7. **Parent Responsibilities.** Parents of students receiving HHT services are expected to:
- a. Cooperate with FCPS in the delivery of HHT services;

- b. Ensure a responsible adult is present during the delivery of HHT services;
 - c. Adhere to the Parent/Legal Guardian Agreement;
 - d. Provide written documentation for absences in accordance with school attendance procedures detailed in [FCPS Regulation 430-02, *Student Attendance*](#) (formerly 400-89);
 - e. Maintain communication with the PPW or CSC;
 - f. Provide reverification documentation necessary to maintain eligibility for HHT services; and
 - g. Notify the school when the student is medically cleared to return and provide updated medical documentation confirming the student's readiness to resume regular attendance.
8. **Student Responsibilities.** Students receiving HHT services are expected to:
- a. Participate in all scheduled HHT instructional sessions;
 - b. Complete assignments provided by the Home and Hospital Teacher and/or classroom teachers;
 - c. Complete and submit to their classroom teachers any assignments missed prior to the start of HHT services;
 - d. Communicate with teachers regarding missed work and needed support; and
 - e. Adhere to the [FCPS Student Code of Conduct](#) during HHT instruction.
9. **FCPS Staff Responsibilities**
- a. **School-Based Staff**
 - i. **Generally.** The student's school of enrollment shall support the HHT process by maintaining communication with the parent, student, and Home and Hospital Teacher, and by ensuring accurate and timely grade and attendance reporting, including issuing report cards.
 - ii. **Responsibilities of School Administrators.** School administrators shall ensure that staff comply with HHT procedures, facilitate communication between school personnel and the Home and Hospital Teacher, and support the student's transition back to school.
 - iii. **Responsibilities of Classroom Teachers.** Classroom teachers shall:
 - 1. Provide assignments, instructional materials, and course information to the Home and Hospital Teacher or student as needed;
 - 2. Communicate with the Home and Hospital Teacher regarding course expectations and required content;
 - 3. Issue grades for students receiving intermittent HHT services; and
 - 4. Accept and grade assignments completed prior to the start of HHT services.
 - iv. **Responsibilities of the Registrar/Secretary.** The registrar/secretary shall enter grades and attendance submitted by the Home and Hospital Teacher and ensure that all student records are accurate and up to date.
 - b. **Responsibilities of the Pupil Personnel Worker (PPW) and Community School Coordinator (CSC).** PPWs and CSCs shall:
 - i. Conduct initial reviews of HHT applications to ensure all required documentation has been completed;

- ii. Forward completed applications to the HHT Liaison and, when applicable, notify the Office of Special Education;
 - iii. Communicate with families regarding the approval status of HHT applications;
 - iv. Receive and review grade and attendance reports submitted by the Home and Hospital Teacher.
 - v. Serve as the primary point of contact for the parent, the student when appropriate, and school-based staff;
 - vi. Facilitate communication among instructional staff, medical or mental health professionals, and relevant school personnel;
 - vii. Ensure that instructional services are initiated, scheduled, and adjusted in accordance with timelines required by applicable federal and state laws and regulations;
 - viii. Monitor the student's participation, progress, and ongoing eligibility; and
 - ix. Reach out to the parent prior to the end of the authorization period to discuss continued eligibility, needed documentation, and next steps.
- c. **Responsibilities of the HHT Liaison.** The HHT Liaison shall assign a qualified Home and Hospital Teacher to provide HHT services in accordance with this Regulation.

10. Charter Schools

- a. Charter schools may elect whether to participate in the FCPS HHT Program. Charter schools that choose to provide their own HHT services must comply with all requirements of this Regulation. For students with disabilities, the charter school remains responsible for providing HHT services in accordance with the student's IEP or Section 504 Plan.
- b. Upon receipt of an HHT application for a student enrolled in a charter school, the PPW or CSC shall verify whether the charter school has elected to participate in the FCPS HHT Program. If the charter school has opted out, the PPW or CSC shall refer the matter to the charter school principal or designee for further action.
- c. FCPS shall monitor charter school compliance with this Regulation for students with disabilities for whom FCPS retains responsibility, and may review documentation or service delivery as needed to confirm adherence to applicable requirements.

11. Review Process for Resolving Disagreements

- a. When a disagreement occurs, the parent or eligible student shall first communicate the concern to the PPW or CSC. The PPW or CSC will review the concern and attempt to resolve the matter informally.
- b. If the disagreement is not resolved at the school level, the parent or eligible student may submit a written request for review to the Office of Student Services. The request shall describe the nature of the disagreement and the outcome sought.
- c. Upon receipt of the request, the Director of Student Services or their designee shall conduct an administrative review and shall issue a written response outlining its determination and the rationale for the decision.
- d. If the disagreement remains unresolved, the parent or eligible student may appeal the Director or their designee's decision to the Superintendent. The Superintendent or their designee shall review all relevant documentation, may request additional information, and shall issue a final written decision.

- e. Each step of the review process shall be completed within reasonable timelines established by FCPS to ensure prompt resolution, unless extenuating circumstances require additional time.
- f. Pending the outcome of the review process, FCPS shall continue to provide interim instructional services to the extent appropriate and feasible based on the student's verified health condition.

E. Related Information

1. Board Policy

- a. [Policy 417, Interim Instructional Services](https://apps.fcps.org/legal/documents/417)
(https://apps.fcps.org/legal/documents/417)
- b. [Policy 430, Attendance and Enrollment](https://apps.fcps.org/legal/documents/430)
(https://apps.fcps.org/legal/documents/430)

2. Code of Maryland Regulations (COMAR)

- a. [COMAR 13A.03.05.01, Scope](https://fcps-md.info/COMAR_13A-03-05-01)
(https://fcps-md.info/COMAR_13A-03-05-01)
- b. [COMAR 13A.03.05.02, Definitions](https://fcps-md.info/COMAR_13A-03-05-02)
(https://fcps-md.info/COMAR_13A-03-05-02)
- c. [COMAR 13A.03.05.03, Responsibility of Local School Systems](https://fcps-md.info/COMAR_13A-03-05-03)
(https://fcps-md.info/COMAR_13A-03-05-03)
- d. [COMAR 13A.03.05.04, Verification Procedures](https://fcps-md.info/COMAR_13A-03-05-04)
(https://fcps-md.info/COMAR_13A-03-05-04)
- e. [COMAR 13A.05.01.10, Least Restrictive Environment \(LRE\)](https://fcps-md.info/COMAR_13A-05-01-10)
(https://fcps-md.info/COMAR_13A-05-01-10)
- f. [COMAR 13A.05.05.03, Pupil Personnel Program](https://fcps-md.info/COMAR_13A-05-05-03)
(https://fcps-md.info/COMAR_13A-05-05-03)
- g. [COMAR 13A.12.01.02, Definitions](https://fcps-md.info/COMAR_13A-12-01-02)
(https://fcps-md.info/COMAR_13A-12-01-02)

3. External Resources

- a. Maryland State Department of Education (MSDE) (March 2018), [Technical Assistance Bulletin Home and Hospital Teaching Supplement on Students with Disabilities](https://fcps-md.info/MSDE_HHT_Bulletin)
(https://fcps-md.info/MSDE_HHT_Bulletin)
- b. [MSDE \(Rev. September 14, 2021\), Frequently Asked Questions Regarding Home and Hospital Teaching and Supplement on Students with Disabilities](https://fcps-md.info/HHT_FAQs)
(https://fcps-md.info/HHT_FAQs)
- c. [MSDE \(2022\), Home and Hospital Teaching Fact Sheet](https://fcps-md.info/MSDE_HHT_Fact_Sheet)
(https://fcps-md.info/MSDE_HHT_Fact_Sheet)

4. FCPS Regulations

- a. [Regulation 400-66, Section 504 of the Rehabilitation Act of 1973](https://apps.fcps.org/legal/documents/400-66)
(https://apps.fcps.org/legal/documents/400-66)
- b. [Regulation 417-02, Students Who Are Pregnant or Have Parenting Responsibilities](#)
(formerly 400-99)

- (<https://apps.fcps.org/legal/documents/417-02>)
- c. [Regulation 430-02, *Student Attendance*](https://apps.fcps.org/legal/documents/430-02) (formerly 400-98)
(<https://apps.fcps.org/legal/documents/430-02>)
- d. [Regulation 434-01, *Technology Use, Students*](https://apps.fcps.org/legal/documents/434-01)
(<https://apps.fcps.org/legal/documents/434-01>)
- e. [Regulation 508-02, *School Individualized Education Program \(IEP\) Team*](https://apps.fcps.org/legal/documents/508-02) (formerly 400-22)
(<https://apps.fcps.org/legal/documents/508-02>)

5. FCPS Resources

- a. [FCPS / Families & Students / Office of Student Services / Home and Hospital Teaching](https://www.fcps.org/families_students/student_services/home_and_hospital_teaching)
(https://www.fcps.org/families_students/student_services/home_and_hospital_teaching)
- b. [FCPS / Families & Students / Student Code of Conduct](https://www.fcps.org/families_students/student_code_of_conduct)
(https://www.fcps.org/families_students/student_code_of_conduct)
- c. **Forms**
 - i. Application for Home and Hospital Teaching Services Form
 - ii. Parent Agreement Form
 - iii. Transition Plan Form
- d. **Office of Special Education Standard Operating Procedures**
 - i. [Concurrent Home / Hospital Teaching \(Rev Nov. 2023\)](#)
 - ii. [Full Time Home / Hospital Teaching \(Rev. July 2025\)](#)
 - iii. [Home / Hospital Teaching \(Rev. June 2024\)](#)
 - iv. [Home / Hospital Teaching IEP Documentation \(Rev. May 2025\)](#)
 - v. [Homebound \(Rev. Nov. 2023\)](#)
 - vi. [Intermittent Home / Hospital Teaching \(Rev. Dec. 2025\)](#)
- e. **Office of Student Services**
 - i. [Guidelines for Intermittent Home and Hospital Teaching SY 25 \(08.18.23\)](#)
 - ii. [Home and Hospital Teaching Grading Procedure \(08.10.23\)](#)

6. Federal Law

- a. [Americans with Disabilities Act](https://fcps-md.info/ADA_42_USC_12132) (ADA)
(https://fcps-md.info/ADA_42_USC_12132)
- b. [Individuals with Disabilities Education Act](https://fcps-md.info/IDEA_20_USC_1400) (IDEA)
(https://fcps-md.info/IDEA_20_USC_1400)
- c. [Section 504 of the Rehabilitation Act of 1973](https://fcps-md.info/Section_504_29_USC_794) (Section 504)
(https://fcps-md.info/Section_504_29_USC_794)

7. Maryland Statutes

- a. [Md. Code Ann., Educ. § 7-101](https://fcps-md.info/MD_Educ_Code_7-101)
(https://fcps-md.info/MD_Educ_Code_7-101)
- b. [Md. Code Ann., Educ. § 7-301](https://fcps-md.info/MD_Educ_Code_7-301)
(https://fcps-md.info/MD_Educ_Code_7-301)
- c. [Md. Code Ann., Educ. § 8-403](https://fcps-md.info/MD_Educ_Code_8-403)
(https://fcps-md.info/MD_Educ_Code_8-403)

F. Regulation History (Maintained by Legal Services)

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