



**GILMER
INDEPENDENT
SCHOOL DISTRICT**

**HOMEBOUND SERVICES MANUAL
2018-2019**

Homebound Overview

Students who are chronically ill, or who have other medical conditions which result in the student being confined to their home or hospital bed for at least four consecutive or cumulative weeks during the school year may be eligible to receive instruction at home. This placement requires documentation from a physician indicating the type and severity of the condition as well as the anticipated length of confinement to the home.

Students in both special education and the general student population may be eligible for homebound services. Special education homebound instruction is provided for IDEA (Individuals with Disabilities Act) eligible students who the ARD (Admission, Review, and Dismissal) committee determines should be served at home. Accommodations for students who are in general education and have qualifying medical conditions should be made under General Education Homebound (GEH) guidelines.

Homebound Services Basics:

1. Students are not eligible without a physician's statement explaining that student will need to be confined to their home for a minimum of four weeks and the specific reason the student cannot attend school for this length of time. Absences accumulated before the placement meetings are not considered as part of the four-week confinement time. This is not the final determination for Homebound Services. (Homebound Services Eligibility Form)
2. Homebound is intended to be a temporary placement and is not an alternative placement for students who are habitually absent or simply refuse to attend school.
3. Determination for Homebound Services is done either by the ARD or GEH Committee and must be documented.
4. The student's campus teacher(s) will remain the teacher(s) of record, will provide lesson plans, materials, student books and tests in a timely manner, and will assign grades.
5. Courses to be continued during homebound instruction for GEH students are determined by the GEH committee. A Highly Qualified Teacher under the No Child Left Behind (NCLB) guidelines must provide instruction for high school students.
6. For Homebound Services, one hour of instruction is equivalent to one full day present.
7. Dismissal from Homebound Services requires documentation from a physician.
8. Incarcerated students are not served through the homebound program.

Policy EEH (LOCAL)

Gilmer ISD Board Policy EEH (Local) controls homebound services in the school district. The policy is as follows:

General Education

Consistent with TEA's Student Attendance Accounting Handbook (SAAH), a student to be confined for a minimum of four weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the United States may be eligible for general education homebound services. The parent's request for services shall be made through the principal in accordance with TEA's SAAH and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

Special Education

For special education students, the ARD committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

Documentation of Services

The District shall maintain, in accordance with administrative procedures, full documentation about students receiving homebound services.

GENERAL EDUCATION HOMEBOUND (GEH) GUIDELINES

In-home/bedside educational services for general education students in Gilmer ISD are provided in accordance with Gilmer ISD policies, procedures, and the guidelines in this manual. It is the responsibility of each campus principal to designate personnel responsible for processing requests for homebound services in a timely fashion.

Eligibility

Under Gilmer ISD policy EEH(Local), a student to be confined for a minimum of four weeks to a hospital or homebound for medical reasons only and specifically documented by a physician licensed to practice in the U.S. may be eligible for general education homebound services. You can access the Texas Medical Board's database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp

If appropriate, every attempt should be made to accommodate and serve the student on campus when practically possible. The parent/guardian should continually pick up all assignments and should remain current with all class work pending a determination of eligibility for homebound services.

Referral Process

According to Gilmer ISD's policy, the parent/guardian's request for services shall be made through the principal in accordance with TEA's Student Attendance Accounting Handbook and administrative procedures.

Each campus principal or designee will ensure the following:

1. The parent/guardian is given the *Physician's Condition of Eligibility* form to be completed by the student's physician and returned to the campus designee.
2. The parent/guardian is given and completes the *Homebound Statements to Parent/Guardian* and the *Release/Request for Medical Information*.
3. Once the GEH referral packet is complete, the packet will be forwarded to the campus counselor for a 504 referral and the campus PEIMS clerk for prompt processing.

GEH Committee

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, the parent/guardian of the student and the homebound teacher (when possible) to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

In making these decisions, the GEH committee must consider information from the student's licensed physician. However, the licensed physician's note/information **is not** the sole determining factor in the committee's decision-making process.

More specifically, the GEH Committee is responsible for the following:

1. Determining whether there is a medical need for providing GEH services evidenced by the *Physician's Condition of Eligibility Form*. If the *Physician's Condition of Eligibility Form* is not completely filled out and signed by the student's physician, the GEH Committee must adjourn and reconvene once the form is complete.
2. Determining how long the student will be out of the traditional classroom setting (minimum of four weeks). **The committee should meet again to re-evaluate a NEW physician's form and the need for HB services after 8 weeks of services.**
3. Determining the subject areas that will be covered through the GEH services (see *GEH Committee Meeting form*).
4. Ensuring that each teacher whose content will be taught through GEH completes and provides weekly lessons and all materials needed for lessons.
5. Review and ensure that teachers of record (classroom teachers) understand assignments, testing and grading responsibilities.
6. Determining how much GEH service (consideration of the student's health and current ability) is required each week (in hours).
7. Determining the procedure for the homebound teacher to contact the regular education teacher(s).
8. Coordinate with parent/guardian to ensure that there will be a responsible adult at home at all times services are to be provided.
9. Ensuring that the parent/guardian has received and has a completed *Physician's Statement – Homebound Services Release* form when the student is ready to return to school.
10. Ensuring that all parties, including parent/guardian, understand that as long as the student is receiving GEH services and not attending any classes, that student is not permitted to attend any extracurricular activities involving Gilmer ISD without first obtaining written approval from the campus principal.
11. Ensuring the student's return to the classroom as soon as practical. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. In unusual cases where a student's medical condition is in doubt, Gilmer ISD may request a second doctor's opinion at its own expense and call another GEH committee meeting to consider dismissing the student from GEH services, depending on the results of the examination.
12. Ensuring that all documentation is properly completed and maintained.

****Please note that the homebound forms will help guide the GEH committee in making these decisions.**

Courses Continued During GEH

The following are guidelines for determining which *elementary and middle school* courses to continue during GEH placement:

1. Any course or subject may be continued.
2. In courses where lab experience or classroom participation make up the majority of the grade, written assignments may be given in lieu of those activities. If the participatory course is an elective, it may be dropped.

The following are guidelines for determining which *high school* courses to continue during GEH placement. Decisions for course during GEH will be decided on a case by case basis, as No Child Left Behind criteria for highly qualified teachers must be followed for all high school courses:

1. If the injury or illness occurs during a semester and the student is expected to return by the end of the semester, the student should be given the opportunity to continue any of his/her subjects. In this case, the student should be given written assignments in lieu of classroom-based activities.
2. If the injury or illness occurs during the first semester and will still require home confinement past the first 6 weeks of the second semester, consideration should be given to dropping a course if more than half of the grade for that course is based on any of the following:
 - a. Hands-on experience or lab work, e.g., physical education or chemistry lab;
 - b. Classroom participation, e.g., foreign languages and speech courses;
 - c. Clock hours, e.g., cosmetology.
3. If the student is enrolled in vocational courses at the time the student is to go on homebound, a schedule change is needed to put the student in a different course that does not generate contact hours.

Staff Obligations to GEH Students

1. The homebound teacher will follow-up with teacher contacts as discussed and agreed to at the GEH committee meeting.
2. The campus homebound designee will act as liaison between the homebound teacher and the campus administration. The student's principal will be responsible for program supervision and ensuring the campus teachers provide all necessary information at the campus level.

Attendance Requirements for GEH Students

1. Attendance will be awarded following the guidelines of the current year's Student Attendance Accounting Handbook.
2. The campus designee or counselor will notify the campus PEIMS clerk, and campus attendance clerk, when a student begins homebound services.
3. The campus designee or counselor will notify the campus teachers when the student begins homebound services.
4. The homebound teacher will complete the *General Education Homebound Instruction Log* and email the log on a weekly basis to the District Homebound Coordinator. The District Homebound Coordinator will then forward copies of the homebound instruction log to the campus attendance clerk and the campus PEIMS clerk.
5. The *Homebound Instruction Log* will reflect the school calendar week by week so that available instructional days are easily identifiable.
6. Total weekly instructional time and total weekly days in attendance are summarized at the end of each instructional week.
7. If absences are reported for any given day, a notation as to the reason should be made in the Notes/Other section of the log.
8. In order for funding to be generated for general education homebound, services must be provided as follows: The *Homebound Instruction Log*, along with the *Homebound Time and Travel* report, is submitted on a monthly basis to the District Homebound Coordinator's secretary for payroll processing.
9. While parents/guardians are asked to arrange medical appointments around the homebound teacher's schedule, absences are often incurred because the student is too ill to attend to instruction. The homebound teacher may be able to rearrange instruction for that week but if unable to do so, absences will be recorded according to the instructional hours delivered. Instructional hours must be delivered within each week to accrue attendance for that week.
10. The GEH Committee should convene after 12 weeks to re-evaluate a NEW *Physician's Statement of Eligibility* form and the need for homebound services if the student is still being served on homebound.
11. GEH students served at home will earn eligible days present based the Student Attendance Accounting Handbook. Generally, attendance is based on the following chart:

GEH Funding Chart

Amount of Time Served Per Week:	Eligible Days Present Earned per Week:
1 hour	1-day present
2 hours	2-days present
3 hours	3-days present
4 or more hours	4-days present (if the week is a 4-day week) 5-days present (if the week is a 5-day week)
More than 4 hours	4-days present (if the week is a 4-day week) 5-days present (if the week is a 5-day week)

Eligible days present are determined each week. For GEH purposes, a week begins on Sunday and ends Saturday. GEH service hours may not be accumulated and carried forward from one week to the next, nor may service be applied to a previous week.

Test Administration and GEH

A student receiving GEH services may earn eligible days present as stated in the GEH funding chart when a homebound instructor administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6-weeks, semester, and final exams and required state assessments is limited to earning 1-day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours cannot be credited as attendance.

If the routine, standardized, 6-weeks, semester, or final exam administration or required state assessment testing requires less than one hour, then the homebound instructor must complete the hour with homebound instruction for the student to earn the 1-day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn 1-day present.

A student receiving GEH services **who returns to his or her campus to take required state assessments must have a medical release** from a licensed physician to do so.

Transition From GEH to the Classroom

A student transitioning back to a school-based setting may continue to generate eligible days present based on the GEH funding chart during the transition period. The GEH committee must determine the length of the transition period based on current medical information. Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Transitioning Students With Chronic Illness Between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the GEH program for at least 4 weeks will generate contact hours based on the following:

- Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the GEH funding chart.
- The length of the transition period must be determined by the GEH committee based on current medical information.

During the transition period, students are to be served through the GEH program for the period of time each week as specified by the GEH committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on the GEH funding chart.

Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

With a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem that is a recurring condition that requires the student to be in the GEH program for a period of time (which can be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the GEH program and a school-based placement generate eligible days present for those days they are served through the GEH program subject to the GEH funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance information for students with a recurring condition.

For any week in which the student with the recurring condition —	the student earns contact hours and/or attendance —
is served solely at home/hospital bedside through the GEH program,	according to the requirements of the GEH funding chart.
is served for at least 4 hours at home/hospital bedside through the GEH program and attends school at his or her campus,	according to the requirements of the GEH funding chart.
is served from 1 to 3 hours at home/hospital bedside through the GEH program and attends school at his or her campus,	<ul style="list-style-type: none"> • according to the requirements of the GEH funding chart for those days the student is provided instruction at home/hospital bedside through the GEH program and • according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.

Regardless of how many hours of GEH instruction a student is provided or how many days that student is in attendance at his or her campus, the student may not generate more than the equivalent of one ADA.

If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Attendance Accounting and Documentation: To document the changing instructional arrangements/settings for students with a recurring condition for attendance reporting and auditing purposes, district personnel must keep a log of the student's attendance information (see **3.7.2.1 GEH Committee Documentation Responsibilities**).

The eligible days present should be recorded in your district's student attendance accounting system. Any time not accounted for should be reported as absences.

Dismissal for Homebound Students

1. If there is not a specific documented return date from the physician, the physician must first complete the *Physician's Statement--Homebound Services Release* form.
2. The homebound teacher will notify the campus designee when a student is being released from homebound for entry back into school.
3. No homebound instruction may occur after the dismissal date.
4. The campus designee will notify the teacher(s) and the campus attendance clerk when the student has been dismissed and will return to the regular classroom setting. (*Homebound Service Dismissal Notification* form).
5. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. It is imperative that students return to the classroom as soon as practical. This is usually dictated by the student's doctor. However, in unusual cases where the student's medical condition is in doubt, Gilmer ISD may request a second doctor's opinion at its own expense and call another GEH committee meeting to consider dismissing the student from GEH services depending on the results of that examination.
6. Upon a student's dismissal from GEH or at the end of the school year, whichever comes first, the campus designee will forward a copy of the student's completed GEH file to the District Homebound Coordinator and the 504 District Contact.

FREQUENTLY ASKED QUESTIONS

How do I know what to do when I can't find the answer in this packet of information?

If you have a question or feel uncertain about the GEH Program or process, contact Jeff Hamilton at 903.841.7408 or hamiltonj@gilmerisd.org.

Can the doctor's nurse or assistant sign the GEH documentation instead of the doctor?

No. The doctor must sign the GEH documentation forms.

Can the doctor use his or her office forms to document the need for GEH?

The Gilmer ISD's, **PHYSICIAN'S CONDITION OF ELIGIBILITY FORM**, must be completed, although the doctor is welcome to attach other information to that form.

How often must we ask for medical documentation?

Every time there is a change in the student's GEH plan, the campus administrator must request an update on the medical status and needs of the student. The district GEH form must be used to gather detailed information. All parts of the form must be completed so that the GEH Committee has a well-informed understanding of how the medical condition impacts the student's educational setting.

Who makes decisions regarding homebound services?

If a student is a general education student and the school receives a request for Homebound Services, the GEH Committee should meet to consider the student for General Education Homebound and to determine what services are appropriate while the student is at home (i.e., assignments sent home and returned to be graded by general education teacher, access to a homework helpline, etc.)

If the student is eligible under IDEA and is receiving special education and related services, the ARD Committee should convene to discuss whether the student meets the eligibility criteria of Other Health Impaired, whether a change of placement is needed, and what services are appropriate for the student to receive if homebound is recommended.

How sick does a student have to be to get homebound services?

Students served on a homebound or hospital basis are expected to be confined for a minimum of four consecutive weeks and the weeks need not to be consecutive as documented by a physician licensed to practice in the United States. Homebound or hospital instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. For special education students, the ARD Committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules and regulations.

What if the homebound teacher is absent?

The GISD will ensure that a substitute teacher or make-up classes are provided to homebound students when the homebound teacher is absent. Classes missed due to student inability to receive homebound instruction will not be rescheduled; however, other provisions for "making-up" work will be offered when possible in order to minimize the lapse in provision of services.

What if the student qualifies for special education and is also pregnant?

Students who are eligible for special education and related services who also receive Pregnancy Related Services (PRS) must be served collaboratively through both programs.

Can students earn career and technology credit while on homebound?

In order for a homebound or hospital bedside student to earn career and technology contact hours, the student must continue to receive the same amount and type of career and technology service that he or she was receiving before being placed in the homebound instructional setting. Career and technology education teachers must maintain a log to verify all contact hours with homebound/hospital bedside students. Can students earn career and technology credit while on homebound?

How do homebound students count toward eligible days present?

Students served in the homebound instructional/setting must be served two to four hours each week in order to generate eligible days present. Homebound or hospital bedside instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling four weeks throughout the school year, as documented by a physician licensed to practice in the United States. Chronically ill students should only be coded with the 01, instructional arrangement/setting code, on the days the student is absent from school but counted present because the student received homebound services. Students with a reoccurring condition generally do not require a transition period.

In order to document the changing instructional arrangements/setting for students with a recurring condition for attendance reporting purposes, it is recommended that attendance clerks accumulate the attendance information for the entire six-week reporting period and summarize the information for the eligible days of attendance and contact hours served. The eligible days present should be recorded in the district's student attendance accounting system. Any time not accounted for should be reported as absences. At the end of each week the homebound teacher will inform the attendance clerk the amount of time the homebound student received services from the certified special education teacher and the number of absences that should be recorded in the attendance accounting system.

How do we handle mental health disorders?

The category of "mental health disorders" is not included as impairments to be considered for OHI eligibility. Mental health impairments are identified by completing a psychological evaluation. Students with mental health disorders that meet eligibility criteria would be eligible for services under the disability category of Emotionally Disturbed, not Other Health Impaired. The Homebound Referral Form is completed by a Psychiatrist, Clinical Psychologist, or qualified physician licensed to practice in the United States. If the basis for the homebound request is related to mental illness, completion of the form by a Psychiatrist or Clinical Psychologist is preferred. In addition, a letter completed by the Psychiatrist, Clinical Psychologist, or qualified physician that outlines the student's treatment plan must be submitted with the homebound form.

If the campus receives a homebound recommendation from a physician for a student with mental health impairment, the ARD or GEH Committee should consider a referral for psychological evaluation.

Staff can consider appropriate services available on the campus to be provided under GEH while the evaluation is in process. Once complete, the ARD Committee should be convened to determine whether the student meets eligibility criteria for Emotionally Disturbed and, if so, determine the appropriate educational services available in the district to meet the student's educational needs.

Can homebound be a discipline placement?

A student cannot be expelled into the homebound instructional arrangement/setting.

Gilmer Independent School District
500 South Trinity, Gilmer, TX 75644
Phone 903.841.7400 • Fax 903.843.0170

HOMEBOUND SERVICES STATEMENT TO PARENT/GUARDIAN

Student's Name: _____	Student's ID: _____	
Campus: _____	Grade: _____	Age: _____
Days of Service: _____	Time: _____	

Homebound Teacher: _____ Telephone: _____

Homebound services have been requested for the above named student. I agree to cooperate as follows:

1. Provide a place in the home that is quiet, free from distractions (away from other people and television), sanitary, well lit, safe, and properly ventilated and heated.
2. Ensure the student is prepared for instruction when the teacher arrives. Please arrange other activities, including doctor appointments, around scheduled instruction.
3. Be aware that changes in the home schedule may be necessary.
4. Ensure a responsible adult will always be in the home during instruction time. (The homebound teacher will leave the home and the student will be counted absent if there is not an adult in the home).
5. Notify the homebound teacher as soon as possible if the student is unable to receive instruction or if anyone in the home develops a contagious condition.
6. The student must do 90% of the assigned work between the teacher's visits. The student must be willing to work independently and accept the responsibility of homework with the guidance of the homebound teacher. The student should have uninterrupted study time.
7. Parents and students must be aware that all tests, grades and assignments come directly from the campus teachers.
8. Household pets should not be allowed to interrupt home instruction. If pets are usually kept indoors, they should be confined to a room other than the one in which class is being held.
9. A student can be dismissed from the homebound program due to excessive unexcused absences. If scheduled instructional times are cancelled, absences will be reported.
10. Homebound services cannot begin until the above conditions have been met and homebound services will be discontinued if these conditions are not maintained.
11. The student's educational program will be planned and carried out on the basis of the limitations of the student and the homebound services program, which cannot provide the same experiences of regular classroom instruction.

I UNDERSTAND AND AGREE TO THE ABOVE RULES.

Parent/Guardian Signature

Date

Student Signature

Date

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PHYSICIAN'S STATEMENT- HOMEBOUND SERVICES RELEASE

Student: _____ DOB: _____

Address: _____ Phone: _____

Home Campus: _____ Grade: _____

Based on my examination, this student no longer exhibits a health disorder that adversely affects his/her educational performance.

Check one of the following options:

I am releasing this student to return to school without any restrictions.

I am releasing this student to return to school with the following restrictions:

Date of Examination: _____

Signature of Physician (please do not stamp): _____

Physician's address Physician's printed name: _____

Physician's office phone number: _____

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PHYSICIAN'S CONDITION OF ELIGIBILITY

Student's Name: _____	Student's ID: _____
Date of Birth: _____	Grade: _____ Campus: _____

PROFESSIONAL EVALUATORS: The multidisciplinary team that collects and reviews evaluation data in connection with the determination of a student's eligibility for homebound placement must include a licensed physician. To be eligible for homebound services, the district requires a statement from his/her physician regarding the specific medical condition and the projected time that the student will be absent from school. This placement is considered temporary and is the most restrictive environment for the student.

●Please be advised that the student will receive only 2-4 hours of home instruction per week. Therefore, returning to his/her home campus at the earliest date possible is imperative for peer interaction and educational success.

1. Date of physical exam: _____

2. YES NO Have you recommended a follow-up exam? If YES, when: _____

3. YES NO Has this student been/will be confined to his/her home **for a minimum of four weeks** (except for doctor's visits). The period of confinement is expected to last from:
_____ to _____

4. Diagnosis (according to the ICD-International Classification of Diseases):

5. Describe the nature of the condition(s) resulting in the need for homebound services:

6. Is this a communicable disease? YES NO

7. Is the student confined to the home? YES NO If not, is the student able to receive any instructional services on his/her campus (shortened school day, alternate school days, attend special events)?

YES NO Explain: _____

8. Are there any accommodations that would enable the student to receive instruction on his/her campus?
If yes, explain: _____

9. Is the student now physically able to perform school work with a homebound teacher? YES NO

If not, please explain:

10. The period of time the student is expected to receive homebound services is approximately _____ weeks.

11. **ANTICIPATED START DATE:** _____ **ANTICIPATED END DATE:** _____

12. I recognize that homebound placement is a very restrictive educational placement that prevents the student from interacting with his/her peer. YES NO

13. My recommendation concerning educational placement is based on my professional medical assessment of this student's health condition. YES NO

14. Additional comments to aid the staff in serving this student:

Signature of Licensed Physician (Please do not stamp)

Date

Physician's Printed or Typed Name

Phone Number

Physician's Address City, State and Zip Code

NOTE: Homebound is intended to be a temporary school placement to provide instructional services when the student is unable to attend regular classes due to medical conditions. It is not an alternative placement for students who are habitually truant or simply refuse to attend school. If the basis for the homebound request is related to mental illness, completion of the form by a Psychiatrist or Clinical Psychologist is preferred. In addition, a letter completed by the Psychiatrist, Clinical Psychologist, or qualified physician that outlines the student's treatment plan must be submitted with the homebound form.

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**GENERAL EDUCATION HOMEBOUND (GEH)
COMMITTEE MEETING**

DATE OF MEETING: _____

Student's Name: _____ Student's ID: _____
Date of Birth: _____ Grade: _____ Campus: _____

1. Review of the GEH needs assessment indicates the following:
 1. This student is a Regular Education student. If not, please contact the special education department so they can set up an ARD. Do not proceed with the meeting. YES NO
 2. This is a student with an acute or chronic medical condition. YES NO
 3. This is a student who will be confined to his home / hospital for a minimum of four weeks for medical purposes only. YES NO
 4. This medical condition has been appropriately documented by a physician who is licensed to practice in the United States. YES NO

2. GEH Committee has reviewed all required documentation and has determined that the student meets eligibility for general education homebound. YES NO

If YES, attach the documentation from a physician stating that the student has a medical condition that requires the student to be confined at home or hospital.

If NO, then the student is not eligible for homebound services at this time.

3. Describe the medical condition at this time and how it impacts the student's attendance at school:

4. GEH Committee determines the amount of time per week for instruction to be provided to the student. The GEH teacher will maintain a log of all homebound instruction for PEIMS reference and for the student's cumulative file. The student will require the following types of services / supports / instructional time per week while on homebound:

Date student is expected to begin GEH Services:	Date:(mmddyy)
Number of instructional hours per week planned:	Hours:
Date of student's anticipated return to school:	Date:(mmddyy)

The homebound teacher will contact the regular education teacher on a regular basis by:

- Telephone
- Interoffice Mail
- Conference periods
- Email
- Other: _____

Please attach the student's schedule to the Committee Meeting Notes.

Additional Notes/Comments:

Participants of the GEH Committee Meeting:

Participants' Signature	Relationship to child
	Parent/Guardian of Student
	Campus Administrator
	Teacher of the Student
	Campus Coordinator GEH

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HOMEBOUND SERVICES HOMEBOUND WORK ASSIGNMENT

Student's Name: _____	Student's ID: _____	
Age: _____	Grade: _____	Campus: _____

This assignment is due by

_____ Date

Instructions:

Please place in homebound box and include any worksheets, maps, tests, videos, and study sheets for tests.

Thank you: _____
Classroom Teacher

<i>To be completed by homebound teacher:</i>
Date Received: _____
Date Due: _____
Date Completed: _____
Homebound Teacher: _____

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HOMEBOUND SERVICES INSTRUCTIONAL LOG

Student's Name: _____ **Student's ID:** _____

Date of Birth: _____ **Grade:** _____ **Campus:** _____

Teacher Name: _____ Teacher Signature: _____

Supervisor Name: _____ Supervisor Signature: _____

A copy or email of this instruction log must be sent to the District Homebound Coordinator on a weekly basis. The District Homebound Coordinator's secretary will forward a copy to the respective campus attendance clerk and the District PEIMS Coordinator.

Day	Date of visit	Time Present - Ex: 10:00am-11:00 am	Hours Served Ex: 1 hour	Content Addressed: instruction must be provided for all courses including electives	Parent/Adult Guardian Signature
Mon					
Tues					
Wed					
Thur					
Fri					

Total Weekly Instructional Time: _____ Total Weekly Days in Attendance: _____

Gilmer Independent School District
 500 South Trinity, Gilmer, TX 75644
 Phone 903.841.7400 • Fax 903.843.0170

HOMEBOUND SERVICES TIME AND TRAVEL

Student's Name: _____	Student's ID: _____
Date of Birth: _____	Grade: _____ Campus: _____

Teacher Name: _____ Teacher Signature: _____

Supervisor Name: _____ Supervisor Signature: _____

This time sheet is to be completed on a monthly basis following the dates of the enclosed payroll processing calendar. Deliver or fax this completed time sheet to the District Homebound Coordinator's secretary.

TRAVEL TIME:

Date	Travel from	Travel to	Mileage	Total
			Total	

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HOMEBOUND SERVICES ATTENDANCE NOTIFICATION

TO: Campus Attendance Clerks

REF: Homebound Student

Student: _____

Grade: _____

Start Date: _____

This student qualifies for Homebound Services. He/she should no longer be counted absent. The classroom teachers have been informed of this, but may, on occasion, report the student as absent. Please do NOT record these absences. The homebound teacher will notify you if the student misses a homebound session and needs to be counted absent.

Thank you.

Campus Homebound Coordinator/Administrator

Gilmer Independent School District
500 South Trinity, Gilmer, TX 75644
Phone 903.841.7400 • Fax 903.843.0170

HOMEBOUND SERVICES DISMISSAL NOTIFICATION

TO: Campus Attendance Clerks & Teachers

REF: Homebound Student

Student: _____

Grade: _____

Dismissal Date: _____

ID #: _____

This student will be returning to school as of the dismissal date listed above. He/she will no longer be enrolled in the Homebound Services Program. As of the dismissal date, the classroom teacher should count him/her absent. You will be notified if the student should need homebound services again. Thank you for your consideration and help. It has been a pleasure working with you.

Sincerely,

Sincerely,

Homebound Campus Coordinator/Administrator

Gilmer Independent School District
500 South Trinity, Gilmer, TX 75644
Phone 903.841.7400 • Fax 903.843.0170

HOMEBOUND SERVICES TEACHER NOTIFICATION

Teacher: _____

Student: _____

Date: _____

Dear Teacher:

The above student has been placed in the Homebound Services Program. As of the date stated above, he/she should no longer be counted absent from your class. I will contact the attendance clerk if the student is to be reported absent.

Since the student, in most cases, will be returning to your class when his/her condition allows, I will be asking you for weekly assignments and tests. Once completed, I will return these assignments and tests for your grading. Assignment sheets for the following week will be placed in your box. Please list assignments and tests in the space provided and return to the appropriate homebound box as soon as possible.

It is impossible for homebound services to provide curriculum and materials for the numerous programs and subjects offered by Gilmer ISD. Please provide all worksheets, manipulatives and other materials needed to implement your lessons.

Homebound sessions will typically be scheduled for four hours per week, or as determined by the ARD committee, or as determined by the GEH Committee during which **all** academic and elective areas, when feasible, are covered. Approximately 90% of all assignments have to be completed independently by the student. Any accommodations you can make to help the homebound student be successful in your class are greatly appreciated.

If you have any questions or concerns, I may be reached at _____ .
Thank you for your assistance.

Sincerely,

