



General Education Homebound Handbook

General Education Homebound (GEH)

Any student who is served through the GEH program must meet the following three criteria:

- The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks **need not** be consecutive.
- The student is confined at home or hospital bedside for medical reasons only.
- The student's medical condition is documented by a physician licensed to practice in the United States.

A student served through GEH at home/hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.

Note: For guidance in determining GEH instruction for pregnant students who are or are not receiving pregnancy related services, please refer to Section 9.

A student who is served through the GEH program retains the same ADA eligibility code he or she had before receiving GEH services, regardless of how many hours the student will be served through the GEH program.

GEH Policy Requirements

To qualify for GEH funding, your school district must have policy and procedures for implementation of GEH instruction that have been approved by the local school board.

GEH Committee

A designated campus committee must make decisions regarding GEH placement. Members of the committee should include but are not limited to —

- a campus administrator,
- a teacher of the student, and
- a parent/guardian of the student.

The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home/hospital bedside. If instruction is to be provided at home/hospital bedside, the GEH committee determines the type(s) and amount of instruction to be provided. Over the period of his or her confinement, however, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.

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

GEH Committee Documentation Responsibilities

In qualifying a student for and providing the student GEH services, the following documentation is required:

- a district-developed form that documents GEH committee decisions regarding whether a student is to be served through GEH,
- documentation on the form of the GEH committee's decision regarding the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided,

- a note from a physician stating that the student has a medical condition that requires the student to be confined at home/hospital bedside for a minimum of 4 weeks,
- documentation of the day(s) homebound instruction started and stopped, and
- the teacher’s homebound instruction log.
- The minimum documentation required in homebound logs (the attendance record maintained by a homebound teacher) is —
- the name of the homebound teacher,
- the student name and identification or social security number,
- the date that the homebound teacher visited the homebound student, and
- the actual time per visit that the student was served (e.g., 10:00 a.m. until 12:00 p.m.)

Additional documentation may be maintained as part of this record at the discretion of the local education agency. This documentation may include, but is not limited to, mileage records for the homebound teacher and information on subjects that were taught as part of the homebound instruction.

GEH Services for Students With Chronic Illness/Acute Health Problems

The federal definition for OHI found in 34 Code of Federal Regulations, §300.8(c)(9)(i)(ii), states, "Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child’s educational performance.

GEH Funding Chart

For GEH services to generate ADA, the services must be provided as follows:

A general education student served at home earns eligible days present based on the number of hours the student is served at home by a certified teacher each week. Use the following chart to calculate eligible days present:

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 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 starts Sunday and ends Saturday. GEH service hours may not be accumulated and carried forward from one week to the next, nor may service hours 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 the TAKS 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, six-weeks, semester, or final exam administration or TAKS 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 a state-required assessment instrument (e.g., TAKS) must have a medical release** from a medical or nurse practitioner licensed to practice in the United States 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.

Students 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,	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 **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.



Lamesa Independent School District
Every Student Every Day

Parent Information Letter Homebound Services

Dear Parent(s)/Guardian(s):

Please complete and return the enclosed forms to the campus principal or Campus General Education Coordinator as soon as possible. After all required forms are completed and returned, you will be invited to attend a General Education Homebound (GEH) Placement Committee Meeting.

It is important that you obtain assignments from your child's teachers and have the student begin completing assignments before the General Education Homebound (GEH) Placement Committee Meeting. This will prevent the student from falling so far behind. The homebound teacher will be responsible for working with the student and getting the assignments from teachers only for material assigned after the General Education Homebound (GEH) Placement Committee Meeting.

When Homebound Services begin, a proper setting for learning is to be provided. Instruction should be held in a clean, smoke-free, well-lighted room that is free from distractions. A responsible adult must be present in the home, but not in the room.

The goals for homebound instruction are to provide some continuity of instruction, and to facilitate the student's return to a regular school setting as quickly as possible.

We are looking forward to providing Homebound Services to your child. If you have any questions before the meeting, please call your campus principal or General Education Homebound (GEH) Coordinator.

Sincerely,

Guidance Counselor
General Education Homebound Coordinator



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Parent Request for General Education Homebound Services

I. Student Information

School: _____ Grade: _____ Homeroom: _____
Student Name: _____ Birthday _____
Parent/Guardian: _____ Relation: _____
Address: _____
Home phone: _____ Cell phone: _____ Work Phone: _____

Does student receive the following Services	Last Day of Attendance
LEP <input type="checkbox"/> yes <input type="checkbox"/> no Special Ed <input type="checkbox"/> yes <input type="checkbox"/> no	

II. Parent/ Guardian Permission

I request General Education Homebound Instruction for my child. I understand that an adult must be present in the home during the home-based instruction and GEH guidelines must be followed. My signature indicates that I authorize Lamesa ISD to obtain medical information.

Parent Guardian Signature: _____ Date: _____

Please return this form to your child's principal or designated GEH coordinator.

Note: This form may be completed via telephone. Parent must sign request during the GEH Placement Committee Meeting.

Completed by Office Staff Only

Referral Taken Via Telephone <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Taken By: Name: _____ Date: _____
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GEH Approved _____ Date Approved by Committee: _____

GEH Not Approved: _____ Reason: _____

GEH Coordinator Signature: _____



Lamesa Independent School District
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GEH Homebound Instruction
Parent/Guardian Responsibilities Form

Date:

To: Parent/Student

Welcome to Lamesa ISD General Education Homebound (GEH) Instruction program. LISD School System is pleased to provide homebound instruction for your child,

1. A responsible adult must always be present in the home at the time of instruction. Please work with the homebound teacher to set up a schedule so that a responsible adult is present in your home. You will also be required to sign the Checklist (Assignment/Attendance).

2. Please provide a quiet work place, free from distractions of television and phone calls, where the teacher and student can work without interruption.

3. Your child should be home and ready to learn when the teacher arrives at the agreed upon days and times. Always notify the homebound teacher in advance if there is any reason why it is not possible to have a lesson.

- a. If your child misses planned instruction numerous times, the Homebound Teacher will notify the Campus GEH Coordinator.
b. The Campus GEH Coordinator will attempt to contact you to discuss the missed appointments.
c. If your child continues to miss planned instruction, instruction may be discontinued and child will generate unexcused absences. The Coordinator will contact you and resumption of services will be determined on a case-by-case basis.

4. Please cooperate with the General Education Homebound Teacher by seeing that your child does the daily assignments. This will help your child make progress.

5. Students who are receiving homebound instruction should not be engaging in recreational/ extra-curricular activities or employment that conflicts with the reason(s) for which homebound was approved. The school system reserves the right to deny or revoke homebound for students found to be capable of attending the regular school.

Parent/Guardian's Signature Student's Signature

Home Address:

Home Phone: Work Phone-Mom:

Cell Phone: Work Phone-Dad:

Date and time services are to begin:

Anticipated date and time services are to end:



Lamesa Independent School District
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**General Education Homebound (GEH)
Teacher's Responsibilities**

1. Work collaboratively with the classroom teachers to follow the student's Educational Plan.
2. Establish schedule for instruction with parent.
3. Meet with the student in the home for amount of time determined by the **General Education Homebound (GEH)** Committee.
4. Facilitate instruction for the student to as indicated in the instruction and assignments provided by the classroom teacher.
5. Return completed work to school weekly in the designated location.
6. Inform classroom teachers and Campus GEH Coordinator of student's progress and discuss any concerns.
7. Report any absences to school.
8. Implement any accommodations and/or modifications identified in the student's Educational Plan.
9. Turn in a copy of Time Card and Signed Assignment Calendar to GEH Coordinator at the end of pay period.
10. Assist in making the student's transition from home to school a positive one.

Signature of Receipt (GEH Homebound Teacher)

Date

