

Big Spring Independent School District
708 11th Place
Big Spring, Texas 79720

Physician's Verification of Need for Homebound Services

Student's Legal Name: _____ Date of Birth: _____

Date of Physical Exam: _____

Have you recommended a follow-up exam? Yes No If yes, when? _____

Check one of the following statements:

The student will be confined to his/her home for a minimum of four consecutive weeks except for visits to the doctor. The period of confinement is expected to last from _____ to _____.

OR

The student is chronically ill and expected to be confined for a period of time totaling at least four weeks during the school year.

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

If the period of confinement is not expected to be continuous, describe the basis for your expectations that the student will be confined for a period of time totaling at least four weeks during the school year. Describe circumstances or conditions of the student which will necessitate confinement (e.g., daily chemotherapy for 4 weeks)?

What are the criteria for the student returning to school? _____

Is this student unable to function for a shortened day or with other accommodations? Yes No

Is the nature of the condition physical psychological/psychiatric combination

Does the student have a communicable disease that poses a risk of the homebound teacher becoming infected or carrying it to another student? Yes No

If Yes, describe precautions that should be taken: _____

If the condition is psychological/psychiatric, explain any services such as counseling or parent training that would facilitate the student's return to the general education campus.

Based on my examination, this student **has / does not have** a serious, acute illness, injury or a long term medical condition requiring homebound services. (circle one)

Physician's name (Printed or Typed)

Signature of Physician

Date

Physician's Address

City, State Zip

Phone Number

Meeting Date: _____

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General Education Homebound Committee Minutes

Student's Legal Name: _____ Date of Birth: _____

GEH Committee Members:

Member	Title	Name
Campus Administrator		
Teacher of the Student		
Parent/Guardian		
Other		
Other		
Other		

This committee has been convened to determine if the above-mentioned student should be served at home or hospital bedside for a minimum of four weeks.

After reviewing all available information, including the Physician's statement, this committee has determined that this student **should / should not** receive homebound services.

- ❖ A certified teacher will provide _____ hours of instruction each week for the duration of the confinement beginning on _____ (date).
- ❖ The teacher will be responsible to submit a log to the campus attendance clerk each Friday documenting the date and time of homebound instruction.
- ❖ The student is expected to return to regular classes on _____ (date).
- ❖ Parent/Student Agreement has been reviewed and copy given to Parent/Student.

Administrator's Signature _____ Teacher's Signature _____

Parent/Guardian's Signature _____ Parent's Phone # _____

Address where homebound services will be delivered: _____

Notes/Follow-up

Legal Name of Student: _____

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Parent/Student Agreement to Homebound Services

Homebound teaching is requested for the above named student.

I agree to cooperate as follows:

- Provide a place in the home that is quiet, free from distractions (away from other people and from TV), sanitary, well-lighted, and properly ventilated and heated.
- A study table of suitable height will be provided. This table should be clean, properly lighted, and ready to be used when the teacher arrives. (Valuable time is wasted if the table has to be set up or cleared after the teacher arrives.)
- The student will be ready to do school work when the teacher arrives. Schedule other activities around school work. Regular doctor appointments should be arranged around your class times and will not be considered excused absences. (If problems arise with homework which make it impossible to do the assigned work, call the homebound teacher ahead of time rather than waiting until she comes for class and then saying "I didn't do my homework because I could not understand it.")
- I understand that changes in the homebound teaching program may be necessary from time to time, as other students are added to or dropped from the teacher's rolls. As a result, I understand that schedules may have to be adjusted accordingly.
- I shall see to it that an adult will always be in the home during the time the teacher is working with my child.
- I shall notify the District before 8:00 a.m. if my child is ill and unable to have a lesson, or if she/he or anyone in the home develops an infectious condition.
- I understand that 90% of the work must be done by the student between the teacher's visits, and that the student must be willing to work independently, and accept the responsibility of homework with the guidance of the homebound teacher. I will see to it that the student has uninterrupted study time.
- 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 held.
- I understand that homebound students receive a ZERO for all assignments due on an unexcused absence day. The student will not be permitted to make up those assignments due on an unexcused absence day.
- I understand that I am responsible for all books (textbooks and library books) which are checked out for my child.
- I understand that students are not eligible for homebound teachings if they are capable of participating in school or community activities. Students seen active outside the home will be dropped from homebound services.
- It is my understanding that the homebound teaching cannot begin until the above conditions have been met and that the homebound teaching will have to be discontinued if these conditions are not maintained.
- I understand that the child's educational program will be planned and carried out on the basis of the limitations of the child himself and of the services of homebound teaching, which obviously cannot provide the experience of a regular classroom.

Signature of Student

Date

Signature of Parent/Guardian

Date

Signature of School Administrator

Date

Phone Number

Big Spring Independent School District
Weekly Homebound Log for _____

Teacher Name: _____

	Student Name	I.D. Number	✓ Service Delivered			Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours	Attn Posted By:
			Sp Ed	PRS	GEH							
1												
		Student or Parent initials										
2												
		Student or Parent initials										
3												
		Student or Parent initials										
4												
		Student or Parent initials										
5												
		Student or Parent initials										
6												
		Student or Parent initials										
7												
		Student or Parent initials										
8												
		Student or Parent initials										

Total mileage per day							Total Mileage:
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Homebound Teacher's Signature: _____ Date: _____

- Enter campus name 'Weekly Homebound Log For . . .'
- Enter teacher's name in heading & calendar dates under each weekday
- Enter student's legal name and student ID
- Enter each day's begin time & end time
- Enter total # hours for the week
- Teacher should sign & date form prior to submitting to the appropriate campus attendance office

3.7 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.

Students served through GEH at home/hospital bedside must be served by a certified general education teacher.

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

3.7.1 GEH Policy Requirements

To qualify for GEH funding, your school district must have policy and procedures for implementation of general education homebound instruction that have been approved by the local school board. (EEH Local)

3.7.2 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.

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.

3.7.2.1 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.

3.7.3 GEH Services for Students With Chronic Illness/Acute Health Problems

The federal definition for OHI found in 34 CFR, §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 —

1. 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
2. adversely affects a child's educational performance.

3.7.4 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:

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 <u>or more</u> hours	4 days present (4-day week) 5 days present (5-day week)

3.7.5 Transition from GEH to the Classroom

A student transitioning back to a school-based setting may continue to generate ADA 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. ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the GEH committee.

3.7.6 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 Homebound 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 instruction the Homebound Funding Chart.

ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the GEH committee.

3.7.7 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 Homebound 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 —
	according to the requirements of the Homebound

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,	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 Homebound 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 Homebound Funding Chart for those days the student is provided instruction at home/hospital bedside through the GEH program and according to the 2-through-4-hour rule for those days the student attends school at his or her campus, as long as the student is present during the official attendance-taking period.

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, ADA eligibility shifts back to the requirements of the 2-through-4-hour rule.

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.