



Onalaska ISD Homebound Handbook

GEH - GENERAL EDUCATION HOMEBOUND

SHE – SPECIAL EDUCATION HOMEBOUND

**PRS/CEHI – PREGNANCY RELATED SERVICES HOMEBOUND and Compensatory Education Home
Instruction (see PRS Handbook)**

DEDICATED TO EXCELLENCE

It is the policy of Onalaska ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, or handicap in its vocational programs, services, or activities as required by the Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

General Information about Homebound Students

General Education Homebound (GEH) - Student Attendance Accounting Handbook Section 3.7

- Student is confined at home or hospital minimum of 4 weeks and does not need to be consecutive
- Medical reasons only
- Documented by US physician
- Served by certified gen ed teacher
- Must receive instruction in all core academic subject area courses enrolled in
- If possible receive instruction in all courses student is enrolled
- Students retain the same ADA eligibility code they had before receiving GEH services regardless of how many hours the student served the GED program.
- Local school board must approve policy and procedures to implement GEH
- A specific committee makes the decision for GEH
- A minimum of 4 hours of service a week earns a full week of eligible ADA funding. Less hours served is less days of ADA funding

Special Education Homebound

- Student is confined at home or hospital minimum of 4 weeks and does not need to be consecutive
- Medical reasons only
- Documented by US physician
- ARD student eligible for sped services
- Must be certified in sped and some variations regarding highly qualified
- 6 yrs or older student retains the same ADA eligibility code regardless of number of hours student is served in homebound
- A minimum of 4 hours of service a week earns a full week of eligible ADA funding. Less hours served is less days of ADA funding

Other possibilities for students unable to attend school

- Remote conferencing for regular education students
- Remote conferencing special education students
- Remote homebound instruction regular education students
- Remote homebound instruction for special education students

Other possibilities that could work if allowed for students who are confined but not sick. These are on campus options that could be extended for confined students

- Self-Paced computer courses

Homebound Referral Process

Any person, such as a parent/guardian, teacher, nurse, administrator, counselor, or other person who suspects a student needs homebound services may initiate the process by contacting the campus principal or campus counselor.

The homebound contact will conduct a pre-homebound conference with the parent/guardian or adult student to gather pertinent information about the student's medical situation. If appropriate, the homebound contact will obtain consent to request medical information from the physician from the parent/guardian or adult student.

During this process the parent/guardian or student should make arrangements with the campus to obtain assignments from teachers to assure student's continued progress during the referral process.

Once medical information has been obtained, the parent/guardian or adult student will be notified and invited to a committee meeting to determine eligibility.

Student Attendance Accounting Handbook General Education Homebound (GEH) Program

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 licensed¹ to practice in the United States.

A student served through the GEH program at home or 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 core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible.

Note: For guidance in determining GEH instruction for pregnant students see the Pregnancy Related Services Handbook.

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.

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GEH Committee

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

- a campus administrator,
- a teacher of the student, and
- a parent or 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 or hospital bedside. If instruction is to be provided at home or 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 core academic subject area courses in which the student is enrolled and should, if possible, be provided instruction in all other courses in which the student is enrolled.

In making these decisions, the GEH committee must consider information from the student's licensed physician. However, documentation from the licensed physician **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 licensed physician stating that the student has a medical condition that requires the student to be confined at home or 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 following:

- the name of the homebound teacher,
- the student's name and Texas Unique Student ID,
- the date that the homebound teacher visited the homebound student, and
- the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.).

Additional documentation may be maintained as part of this record at your district's discretion. 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 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 must not be accumulated and carried forward from one week to the next, and service hours must not 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 must not 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. The time spent on campus taking required state assessments must not count as any part of the number of hours of GEH service for eligible days present.

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 may 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.

**Attendance Accounting Information Related to
Students with a Recurring Chronic or Acute Health Condition**

For any week in which the student with the recurring condition:	the student earns contact hours or attendance:
is served solely at home or hospital bedside through the GEH program,	according to the requirements of the GEH funding chart.
is served for at least 240 minutes (4 hours) at home or 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 60 to 180 minutes (1 to 3 hours) at home or 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 or 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 minutes of GEH instruction a student is provided or how many days that student is in attendance at his or her campus, the student must 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 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.

Pregnancy Related Services

(see PRS Handbook)

Pregnancy Related Services are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy prenatal and postpartum periods. Districts may choose whether to offer a PRS program. If a district chooses to offer a PRS program, it must offer CEHI services as part of that program, as they are mandatory. The programs are designed to help students adjust academically, mentally, and physically and stay in school. These services are delivered to a student when:

- the student is pregnant and attending classes on a district campus;
- the pregnancy prenatal period prevents the student from attending classes on a district campus; and
- the pregnancy postpartum period prevents the student from attending classes on a district campus.

Texas Education Code §29.081(d) identifies a student at risk of dropping out of school if the student is pregnant or is a parent. See the rules for operation of a PRS program in the Texas Administrative Code (TAC) Section 129.1025, or on the Student Attendance Accounting Handbook page on the TEA website.

The district may choose to offer both support services components and the CEHI component or only the CEHI component in a PRS program. However, your district may not code any student as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.

A district receives 2.41 PRS weighted funding while PRS components are provided to the student during the prenatal or postpartum periods. To claim PRS eligible days present for weighted funding, documentation must be maintained by responsible campus officials, medical or nurse practitioners, and maintaining certified teacher logs (Section 7).

Compensatory Education Home Instruction

CEHI is the mandatory support service component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital bedside when a valid medical necessity for confinement during the pregnancy prenatal or postpartum periods prevents the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district providing academic services to the student.

Substitutes can be used to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The certified teacher maintains a log to document the actual amount of prenatal and postpartum PRS CEHI each student receives. When students are provided CEHI, your district continues to receive the 2.41 PRS weighted funding (i.e., district personnel should continue to code students in the attendance accounting system as receiving PRS while providing PRS components). Students who do not come to school and who do not receive CEHI or Special Education (SPED) homebound must be counted absent in accordance with the charts provided in this Chapter.

Districts may not code students as PRS in the attendance accounting system to receive 2.41 PRS

weighted funding unless CEHI is included as one of the service components provided by the district's PRS program.

Support Services for PRS program

Support services are the optional components of a PRS program that may be provided to the student during the prenatal period of the pregnancy while the student is pregnant and attending school. In addition, support services may be provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. In all cases, support services are provided to support the student and should not interfere with the academic services while she is on the school campus or receiving CEHI at home or hospital bedside. Districts offering support services with CEHI may code students as PRS in the attendance accounting system to receive the 2.41 PRS weighted funding beginning on the date support services are provided to pregnant students. Examples of support services that a district may choose to offer are:

1. counseling services including the initial session when the student discloses the pregnancy;
2. health services including services from the school nurse and certified athletic trainer;
3. transportation for the student or the student's children to school, child care facility, community service agencies, health services, etc.;
4. instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
5. child care for the student's children;
6. schedule modifications (see 9.18 Quality Control); and
7. case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

Special Education Homebound (SEH) Program

Homebound Services for Infants and Toddlers with Auditory or Visual Impairments or Both

Infants and toddlers (children from birth through 2 years of age) with auditory impairments or visual impairments or both may receive homebound instruction as determined by the IFSP team.

Preschool Programs for Children with Disabilities and Homebound Services

Students aged 3 through 5 years for whom the ARD committee has determined that homebound is the appropriate instructional setting should be reported with a grade level of EE (early education) and with the ADA eligibility code shown in the following table:

ADA Eligibility Coding for Students Receiving Preschool Program for Children with Disabilities Services in the Homebound Instructional Setting

Amount of Time Served per Week	ADA Eligibility Code
fewer than 2 hours per week	0—enrolled, not in membership
at least 2 hours but fewer than 4 hours per week	2—eligible for half-day attendance
at least 4 hours per week	1—eligible for full-day attendance

Note: The ADA eligibility coding information in the preceding chart does not apply to students aged 6 years or older. A student aged 6 years or older who is served in the homebound instructional setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional setting.

Homebound Funding and Homebound Documentation Requirements

A student who receives special education and related services in the special education homebound instructional setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home or hospital bedside by a certified special education teacher each week. Use the following chart to calculate eligible days present:

Homebound 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 special education homebound purposes, a week starts Sunday and ends Saturday. Homebound service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

The certified special education teachers and related service staff members providing services must keep a log of the amount of time spent serving the student.

The minimum documentation required in a homebound log (the attendance record maintained by a homebound teacher or provider of related services) is the following:

- the name of the homebound teacher or related service provider,
- the student's name and Texas Unique Student ID,
- the date that the homebound teacher or related service provider visited the homebound student, and
- the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.).

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

Test Administration and the Homebound Instructional Setting

A student receiving services in the special education homebound instructional setting may earn eligible days present as stated in the chart above when a certified special education teacher 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, or final exams or 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 must not be credited as attendance.

If the routine, standardized, 6-weeks, semester, or final exam administration or required state assessment testing requires less than 1 hour, then the certified special education teacher 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 services in the special education homebound instructional setting **who returns to his or her campus to take required state assessments must have a medical release from a licensed² physician to do so. The time spent on campus taking required state assessments must not count as any part of the number of hours of homebound service for eligible days present.**

Transition from Homebound to the Classroom

A student transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the requirements shown in the homebound funding chart.

The ARD committee must determine the length of the transition period based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week specified by the ARD 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 in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound 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 homebound instructional setting 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 ARD committee based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week as specified by the ARD 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 in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound 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 homebound instructional setting for a period of time (which may 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 homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting 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 and instructional setting code information for students with a recurring condition.

Attendance Accounting Information related to Students with a Recurring Chronic or Acute Health Condition

For any week in which the student with the recurring condition:	the student earns contact hours or attendance:	The student's instructional setting code should be as follows:
is served solely in the homebound instructional setting,	according to the requirements of the homebound funding chart.	01, homebound.
is served for at least 4 hours in the homebound instructional setting and attends school at his or her campus,	according to the requirements of the homebound funding chart.	01, homebound, regardless of the fact that the student attended school at his or her campus in addition to receiving homebound instruction.
is served from 1 to 3 hours in the homebound instructional setting 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 in the homebound setting 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.	01, homebound, for those days the student is provided homebound instruction and the code for the applicable non-homebound special education instructional setting* the student is served while at school (for example, 40, special education mainstream) for those days the student attends school.

* The instructional setting in which the student is to be served while at school should be specified in the student's IEP.

Regardless of how many hours of homebound instruction a student is provided or how many days that student is in attendance at his or her campus, the student must 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 homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

(For an example of how to code a student with a recurring chronic or acute health condition, see the last example in [4.18.1 Code 01 - Homebound Examples](#).)

Attendance Accounting and Documentation: To document the changing instructional 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 [4.7.2.5 Homebound Funding and Homebound Documentation Requirements](#)).

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.

Homebound: Career and Technical Education (CTE) Funding Requirements

For a student who receives homebound services to earn CTE contact hours, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the homebound instructional setting. CTE teachers must maintain a log to verify all contact hours with students.

GEH - GENERAL EDUCATION HOMEBOUND

Forms

Onalaska Independent School District
134 N. FM, Onalaska, Texas 77360
Campus Phone: Elem (936) 646-1010/ JRSR High (936) 646-1020

Homebound Needs Evaluation
Professional Evaluation: Licensed Physician

*According to 34 Code of Federal Regulations, §§ 300.550-300.554, **homebound services** are services provided for students served on a home or hospital bedside basis and are expected to be confined for a minimum of four (4) weeks as documented by a physician licensed to practice in the United States.*

Student Name:	D.O.B.	Age:
Parent Name:	Address:	

Date of physical exam: _____ **Is follow-exam recommended?** Yes No **When:** _____

This student has been/will be confined to his/her home for a minimum of four (4) consecutive weeks except for visits to the doctor.

Yes No

The duration of confinement is expected to last from _____ to _____
(Use calendar dates such as 11/20/10 to (01/20/10 – NOT statements such as “indefinitely)

If the student is **chronically ill** and is expected to be confined to bed / home for a period of time totaling at least four weeks during the school year, please indicate start date: _____ until _____.

Describe the nature of the condition(s) requiring the need for homebound services to be considered:

If the period of confinement is not expected to be continuous, please describe the basis for your expectation that the student will be confined for a length of time totaling at least four (4) weeks during the school year.

What circumstances or condition of the student will necessitate confinement? (e.g. chemotherapy, therapy, etc.)

What are the criteria for the student returning to school?

Is the nature of the condition: physical psychological/psychiatric combination?

Does the student have a communicable disease that poses a risk to the homebound teacher becoming infected/carrying to another student?

Yes No

If yes, please describe precautions to be taken:

If the condition is psychological/psychiatric, is the student considered dangerous to self or others?

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Is the student able to do school work with a homebound teacher for at least four **(4) hours weekly**? Yes No
*****State Assessments must be administered on campus.**

Is the student permitted to participate in any activities outside the home? Yes No

If yes, explain:

Are there any accommodations that would enable the student to receive his/her instruction on the regular campus (e.g. special transportation, frequent breaks, rest periods, shortened school day?)

Yes No If yes, please explain:

What medication is the student now taking?

What effects, if any, will the medication have on the student's learning (e.g. concentration, attention span, emotional side effects, possible physical side effects [nausea, drowsiness or level of consciousness, etc.], etc?

If homebound placement is recommended, please check the following:

- Yes No The student is unable to function in the school setting, even for a shortened day at this time.
- Yes No I recognize that homebound placement is a very restrictive education placement that prevents the student from interacting with his/her peers and in the case of high school students, could limit the number of credits the student may receive if on extended homebound services.
- Yes No My recommendation concerning educational placement is based on my professional medical assessment of the student's current condition.

Licensed Physician's Signature

Telephone Number

Printed / Typed Physician's Name / Licensure #

Date

Date Form Received in Campus Office: _____

School Administrator's Signature: _____

Date _____

School Counselor's Signature: _____

Date _____

Section 504 Coordinator's Signature: _____

Date _____

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 134 N. FM, Onalaska, Texas 77360
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School Student Contact Tracking Sheet

STUDENT NAME: _____

ENTRY DATE: _____ **GRADE:** _____

WEEK OF:					
DAY	DATE	TIME IN	TIME OUT	PARENT/GUARDIAN SIGNATURE	TEACHER SIGNATURE
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
TOTAL NO. OF HOURS SERVED FOR WEEK ENDING:					

WEEK OF:					
DAY	DATE	TIME IN	TIME OUT	PARENT/GUARDIAN SIGNATURE	TEACHER SIGNATURE
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
TOTAL NO. OF HOURS SERVED FOR WEEK ENDING:					

WEEK OF:					
DAY	DATE	TIME IN	TIME OUT	PARENT/GUARDIAN SIGNATURE	TEACHER SIGNATURE
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
TOTAL NO. OF HOURS SERVED FOR WEEK ENDING:					

WEEK OF:					
DAY	DATE	TIME IN	TIME OUT	PARENT/GUARDIAN SIGNATURE	TEACHER SIGNATURE
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
TOTAL NO. OF HOURS SERVED FOR WEEK ENDING:					

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Physicians Release of Homebound Services

Instructions: This form is sent to the physician by the campus coordinator listed below. It should be returned directly to the coordinator.

Campus: _____ Counselor/Coordinator: _____

Phone: _____ Fax: _____

To the Physician:

_____ is receiving Homebound educational services due to a medical condition. Plans for attendance on campus for this student's educational needs are being considered. Before the student returns to regular school placement, he/she will need a physician's statement attesting to his/her physical fitness to enter school or to request a continuation of Homebound services. Please give us your recommendation by completing this form:

Release of Homebound Services:

Is the return to school of this student recommended? _____ Yes _____ No

If the answer is yes, can this student follow the regular school program without any restrictions?
_____ Yes _____ No

If No, state any restrictions which are necessary upon his/her return to school:

Date of return: _____

Licensed Physician (please print)

Date

Signature: Licensed Physician

Date

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HOMEBOUND COMMITTEE
Deliberations/Minutes

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 4 day week) 5 days present (if the week is 5 day week)
More than 4 hours	4 days present (if the week is 4 day week) 5 days present (if the week is 5 day week)

(Student Attendance Accounting Handbook)

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HOMEBOUND COMMITTEE
 Recommendations

Date: _____ Campus (check one): OES
 OJSH

Student: _____ Grade: _____ Student ID: _____

Parents: _____

The General Homebound Committee recommends that the student be given homebound status effective _____ (date).

Date Services will begin: _____ Est. date Services to end: _____

Description of Services: _____

Signature	Position	Agree	Disagree
	Parent		
	Administrator		
	Teacher		
	Other		

Attach Physician's documentation

**Onalaska Independent School District
134 N. FM, Onalaska, Texas 77360
Campus Phone: Elem (936) 646-1010/ JRSR High (936) 646-1020**

HOMEBOUND COMMITTEE

Dear Parents:

Homebound services are educational services provided in the home for a student who is unable to attend school because of a diagnosed health condition.

A student is eligible for General Education Homebound (GEH) services when the following conditions apply:

1. Students are expected to be confined at home for a minimum of four consecutive weeks.
2. GEH needed for medical reasons only.
3. Medical condition is documented by a physician licensed to practice in the United States.

When homebound services are no longer required, your child will be transitioned back to his/her previous educational setting.

Homebound services will allow your child to be provided instruction in your home either through electronic/virtual classroom experience or by allowing a teacher to come to your home to provide instruction so that your child can remain current with required classwork and assignments. Instruction will be coordinated with your child's teachers to ensure a coordinated educational program that will prepare your child for transition back into the campus setting. Attendance will be kept and documented with your child's home campus.

Medical information is required from your child's doctor before homebound services may be assigned. It is essential that you keep the school informed with updated information from your child's physician.

Thank you.

General Homebound Committee

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HOMEBOUND COMMITTEE

Date: _____

The General Homebound Committee has elected to give the following student homebound instruction beginning _____ (date).

Student: _____

Course: _____

The General Education Homebound services of the Onalaska Independent School District strives to give each student an instructional program designed to meet the student's individual instructional needs. In order to provide quality homebound services, please provide the following:

- **The scope and sequence of your subject for the period of time the student will be out.**
- **Class notes, reference and instructional materials for delivery of the content.**
- **Assignments with directions, supplies, and materials necessary to complete the assignments/activities.**

Please do not count the student absent during the time he/she is receiving homebound services. Attendance will be kept by the homebound teacher/committee.

Other instructions/information: _____

If you have any questions, please contact your counselor or campus administrator. Our goal is to help the student maintain skills, learn new materials, and be able to pass the final exams when applicable. Your help is greatly appreciated.

General Education Homebound Committee