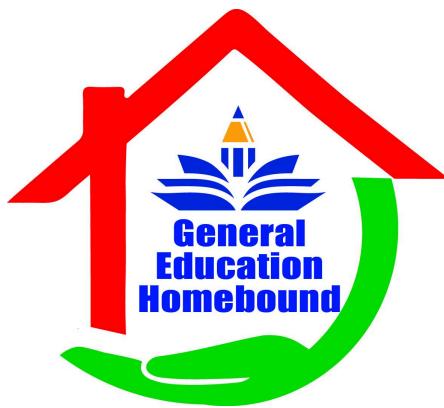




United Independent School District

Section 504 General Education Homebound Handbook 2024-2025



It is the policy of United ISD not to discriminate on the basis of race, color, national origin, sex, handicap in its programs, services or activities as required by 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.

Section 504

General Education Homebound

Purpose

The purpose of Section 504 General Education Homebound Services is to provide educational services to students who are unable to attend school due to health issues. We aim to ensure that these students continue to receive a quality education and have the opportunity to achieve academic success, despite their inability to attend school in a traditional classroom setting.

Mission

At Section 504 General Education Homebound Services, our mission is to provide high-quality educational services to students who are unable to attend school due to health. We are committed to creating an inclusive and supportive learning environment that fosters academic and personal growth and helps our students achieve their full potential. We aim to work closely with families, schools, and healthcare professionals to develop customized education plans that meet the unique needs of each student and to ensure that they receive the necessary resources and support to succeed academically and socially.

Section 504 General Homebound Services

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 United States Licensed Physician, Physician Assistant and Nurse Practitioner, indicating the type and severity of the condition as well as the anticipated length of confinement to the home.

Students in the general student population may be eligible for homebound services.

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 *certified* physician's statement explaining that students 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.
2. Homebound is intended to be a temporary educational setting 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 for 504 GEH students through the Section 504 Committee and must be documented.
4. The student's campus teacher(s) will remain the teacher(s) of record, and will provide lesson plans, materials, student books, and tests in a timely manner to the GEH Teacher. The Teacher of record will review the student's work and assign grades.
5. Courses to be continued during homebound instruction for GEH students are determined by the Section 504 GEH Committee.
6. For Homebound Services, one hour of instruction is equivalent to one full day of instruction.
7. Dismissal from Homebound Services requires documentation from a physician and a dismissal Section 504 GEH Committee meeting.

It is important to note that homebound services are a temporary solution for students who are unable to attend school due to medical reasons and are not a substitute for regular school attendance. As such, it is essential for students to return to school as soon as their medical condition allows.

Note: For guidance in determining GEH instruction for pregnant students, please consult with the [Pregnancy Education Program](#).

UISD POLICY EEH (LOCAL)

A SECTION OF THE GENERAL ED HOMEBOUND UISD POLICY EEH (LOCAL) IS BEING REFERRED BELOW.(General Education Homebound)

United ISD Board Policy EEH (Local) controls homebound services in the school district. The

policy is as follows: United ISD 240903

INSTRUCTIONAL ARRANGEMENTS EEH HOMEBOUND INSTRUCTION (LOCAL)

GENERAL EDUCATION Consistent with TEA's *Student Attendance Accounting Handbook* (SAAH), a student may be eligible for general education homebound services if the student is confined for a minimum of four weeks to a hospital or homebound setting for medical reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services must be submitted to the principal or designee (Campus Section 504 Coordinator) 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, if applicable, the length of the transition period to the school-based setting based on current medical information.

DOCUMENTATION OF SERVICES The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the SAAH, and a student's individualized education program (IEP), as applicable.

DATE ISSUED: 03-14-2016 ADOPTED: UPDATE104 EEH(LOCAL)-A

GENERAL EDUCATION HOMEBOUND (GEH) PROCEDURES

In-home/bedside educational services for general education students in United ISD are provided in accordance with United ISD policies, procedures, State of Texas Student Attendance Accounting Handbook, and the guidelines in this manual. It is the responsibility of each campus's Section 504 Coordinator to ensure the provision of appropriate services.

Eligibility

Based on [the United ISD policy EEH \(Local\)](#), a student 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 U.S. may be eligible for general education homebound services. If appropriate, every attempt should be made to accommodate and serve the students on campus when practically possible. The parent/guardian is responsible for picking up all assignments and students should remain current with all classwork pending a determination of eligibility for

homebound services.

Referral Process

According to United ISD policy, the parent/guardian's request for services shall be made through the Campus Section 504 Coordinator in accordance with TEA's Student Attendance Accounting Handbook and administrative procedures.

Each Campus Section 504 Coordinator will ensure the following:

- The parent/guardian is given the Physician's Medical Need Verification form to be completed by the student's physician and returned to the campus designee (Campus 504 Coordinator).
- The parent/guardian completes the GEH Statement Parent/Student/Teacher Responsibilities and the Release/Request of Confidential Records.
- Once the GEH referral packet is complete, the Section 504 Coordinator will convene a Section 504 GEH Committee Meeting.

Section 504 GEH Meetings

Each campus will convene a Section 504 General Education Homebound Committee as the need arises and will ensure the three criteria are met as stated in the Texas Education Agency Student Attendance Accounting Handbook.

Any student who is served through the General Education Homebound Program must meet the following three criteria:

1. The student is expected to be confined at home or hospital bedside for a minimum of four weeks.
 - a. The weeks need not be consecutive. The student is confined at home or hospital bedside for medical reasons only.
2. A physician licensed to practice in the United States must document the student's medical condition.
3. A certified general education teacher must serve students served through the General Education Homebound Program at home/hospital bedside.

Section 504 – Minor and Transitory Impairments

A minor or transitory impairment is one with an expected duration of six months or less. A student with a minor or transitory impairment will not qualify for Section 504 protections or accommodations unless it is determined that the impairment does substantiate or limit a major life condition. Campuses are encouraged to provide any necessary general education accommodations to students with minor or transitory impairments who do not qualify for Section 504. GEH is a possible general education accommodation; however, campuses are encouraged to seek alternative ways for a student to physically attend school with assistance.

Section 504 GEH Policy Requirements

To qualify for funding purposes the school district must have policy and procedures approved by the local school board for implementation of General Education Homebound Program instruction.

Section 504 GEH Committee

The campus Section 504 Committee must make decisions regarding general education homebound placement. The members of the committee should include but are not limited to a campus administrator (Section 504 Coordinator), the teacher of record, the school nurse, the school counselor, and the parent/guardian of the student.

The role of the Section 504 GEH committee is to review and consider the need for providing instruction to a general education student at home/hospital bedside. If the instruction is provided at home/hospital bedside, the Section 504 GEH committee will determine the type(s) and amount of instruction to be provided. In making these decisions, the Section 504 GEH committee must consider the physician's information. **However, the physician's note/information is not the sole determining factor in the committee's decision-making process.**

Section 504 GEH Committee Responsibilities

In qualifying a student for and serving a student through General Education Homebound (GEH), the following documentation requirements must be met:

1. Utilizing the district's process for General Education Homebound the Section 504 GEH Committee will clearly state its 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.

2. Document the date homebound instruction will start and the anticipated date of service termination.
3. The U.S. licensed physician must complete the GEH Medical Need Verification form, which states the medical condition of the student and the duration of the home/hospital bedside confinement for a minimum of 4 weeks. The weeks need not be consecutive.
4. The Campus Section 504 Coordinator will complete the GEH packet for the student needing home instructional services.
5. The Campus Section 504 Coordinator will ensure the student's classroom teacher(s) will have assignments ready for the homebound teacher.
6. The GEH teacher will visit with campus teachers and administration on a weekly basis to deliver and pick up student assignments.
7. At the end of the week, the GEH teacher will report **only** student absences to the campus attendance clerk.
8. The District's Section 504 Coordinator must ensure that the homebound instruction log is kept on file for verification and auditing purposes.

The campus Section 504 GEH Committee should convene to review the information on the student (including the physician's statement) to determine if a transition period is necessary and the date that homebound services are no longer necessary. In the event that the student requires a transition period upon return to the classroom, the GEH committee must document the following:

- a) The length of time for the transition period.
- b) The amount of time the student will be served in both homebound and classroom during the transition period.
- c) The effective date the student returns to the classroom on a full-time basis.

As per the State of Texas Student Attendance Accounting Handbook, [**3.7.4 Test**](#)

Administration and GEH: "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 cannot count as any part of the number of hours of GEH service for eligible days present".

More specifically, the Campus Section 504 Coordinator/Committee is responsible for the following:

1. Determining whether there is a medical need for providing GEH services is evidenced by the [GEH Medical Need Verification Form](#). The Program Transition Form must be received via parent delivery from the physician's office or faxed directly from the physician's office. If the form is not completed in its entirety and signed by the student's U.S. Licensed Physician, the GEH committee must adjourn and reconvene once the completed form is received.

2. Determining how long the student will be out of the traditional classroom setting (minimum of four weeks).
3. Determining the subject areas that will be covered through the GEH services (see GEH Committee Meeting form).
4. Determining the procedure for the homebound teacher to contact the regular education teacher(s).
5. Ensuring that each teacher whose content will be taught through GEH completes and provides weekly lessons and all materials needed for lessons.
6. Reviewing and ensuring that the teachers of record (classroom teachers) understand assignments, testing, and grading responsibilities.
7. Checking Students' accommodations for instruction and state assessments.
8. For students in GEH, remember that the curriculum cannot be modified. These students must master the TEKS that are expected of all students. Ensure teachers of record are careful when reducing content.
9. Ensuring that each teacher provides clear directions for all assignments (open book, time restraints, materials needed, etc.)
10. Ensuring that each teacher includes where to find the information needed to complete each assignment (i.e. teacher notes, book(s), page numbers, PowerPoints, class notes on Google Classroom, etc.)
11. Ensuring that each teacher provides answer key(s) for assignment(s) (for homebound teacher's use only)
12. Ensuring that each teacher returns graded work as soon as possible to GEH Teacher and/or student.
13. Ensuring that each teacher of record allows the GEH Teacher to be an observer in their class if needed.
14. Ensuring that each teacher considers alternative assignments for things the student cannot complete at home (labs, group assignments, hands-on activities, projects, etc.)
15. Ensuring the daily monitoring of the student's log-in to the Odyssey Learning System to track the student's progress. The Odyssey Teacher (not the GEH Teacher) is responsible for monitoring and communicating progress with the Section 504 Coordinator.
16. Determining how much GEH service (consider the student's health and current ability) is required each week (in hours).
17. Coordinating with parent/guardian to ensure that there will be a responsible adult at home at all times services are to be provided.
18. Parents are requested to schedule medical appointments around the homebound teacher's availability. However, if a student is too ill to receive instruction, absences may occur. The homebound teacher may attempt to reschedule instruction for that

week, but if unable to do so, absences will be recorded based on the number of instructional hours delivered. To receive attendance credit for a given week, the student must receive the required number of instructional hours within that week.

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)

19. If a student is going to be absent due to a doctor's appointment, the parent must provide a doctor's note for the day of the appointment. If this note is not provided, the student will be marked as absent and missed services will not be made up.
20. The district and parent will collaborate to establish a schedule that works for both parties regarding homebound services. If there are three consecutive or a consistent pattern of canceled appointments, the committee will decide on the appropriate course of action. Additional information from the physician may be necessary. Excused and unexcused absences will be determined based on the time the student is available for services. It is important to note that even though attendance is managed differently in this format, **truancy** laws still apply.
21. The 504 committee will determine the start and end dates of homebound services, based on information provided by the United State Licensed Physician. It should be noted that if the school has not received confirmation of an extension from the physician by the expiration date of the homebound services, the services will cease, and regular attendance expectations will resume. No homebound instruction may occur after the dismissal date. A 504 reevaluation meeting must be held a few days before the end of services date to send students back to school.
22. Ensuring that all parties, including parent/guardian, understand that as long as the student is receiving GEH services and not attending classes, a re-evaluation will be conducted when information that the student regularly starts to attend activities outside the home is received by campus personnel (such as driving a car, attending concerts, working, or extracurricular events).
23. Students with disabilities receiving homebound instruction have the right to participate in district-sponsored activities to the extent they are able to do so. Homebound students should timely receive all notices of district-sponsored activities (tryouts,

senior picture day, school trips). In accordance with a student's 504 plan and medical information, a section 504 committee will determine a student's ability to participate in district-sponsored activities such as dances, junior/senior walks, junior/senior proms, junior/senior graduation, junior/senior breakfast, graduation exercises, etc. The Section 504 Committee must review and reach a determination on a case-by-case basis. The student must have a medical release from a licensed physician allowing participation in district-sponsored activities.

24. Analyze requests for bullied students on a case-by-case basis. GEH placement can violate the Least Restrictive Environment (LRE) if the placement is not appropriate, GEH placement is very restrictive and the school district has the responsibility to provide LRE.
25. Ensuring that notices, fliers, and information should be provided to students who are homebound such as senior breakfast, tryouts for any sports or program, etc.
26. As per the Texas Education Agency SAAH 10.10 Disciplinary Removal of Students With Disabilities: "Options that your district may consider for a special education student's disciplinary placement include, but are not limited to, placement in a DAEP (disciplinary action codes 03 and 04) or placement in another interim alternative education setting that will enable the student to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. **Note, however, that a student may not be removed to a homebound setting**".
27. Ensuring the student returns to the classroom as soon as practical. Section 504 GEH Homebound instruction is usually considered a temporary arrangement and is not equivalent to classroom instruction. It is imperative that students return to the classroom as soon as practical and this is usually dictated by the student's physician.
28. Ensuring that all documentation is properly completed, and maintained and that all the information obtained from all sources is documented and carefully considered.

By LAW, the Section 504 Coordinator must provide to the parent of the 504 Committee's determination about eligibility, as well as copies of all evaluation data and any other data considered by the committee and the student's IAP Plan along with the Section 504 Procedural Safeguards.

Contact information:

UNITED I.S.D. Section 504 Department - Department of Special Education Department

- Laura De Los Santos, Executive Director of Special Education 956 473- 2047, santos@uisd.net*
- Cynthia Ramirez, Executive Director for Non-Traditional Learning Environments*
- Jaime Garza, Director (956) 473-2066 , jagarza@uisd.net*
- Mary Aguirre, Itinerant Dyslexia Teacher, 956-473-1833, maria.aguirre@uisd.net*

Student Attendance Accounting Handbook

Texas Education Agency

3.7 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 licensed 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, who are receiving pregnancy-related services, see 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.

3.7.1 GEH Policy Requirements

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

3.7.2 Section 504 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 the 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

² You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NotifyVerif.asp. Throughout Section 3.7, "licensed" means licensed to practice in the United States.

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.

3.7.2.1 Section 504 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 Section 504 GEH committee decisions regarding whether a student is to be served through GEH;
- documentation on the form of the Section 504 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.

3.7.3 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.

3.7.4 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 a 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 licensed³ 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.

*The campus is responsible to obtain a campus teacher to administer STAAR/EOC assessments for a GEH student.

³ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NotifyVerif.asp.

3.7.5 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 Section 504 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.

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 GEH funding chart.
- The length of the transition period must be determined by the Section 504 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 Section 504 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 Section 504 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.

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 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,

- 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 [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.

Texas Education Agency Austin, Texas

General Education Homebound Forms

Resources

- *Hardcastle, Lisa. Clear Creek Independent School District “Is General Education Homebound Making You Wish You Were Confined to Your Home or Hospital Bedside?”*
- *CESD. Annual Southwest Section 504 Conference. Austin, Texas. November Richard’s Lindsay & Martin, LLP. Information presented at the CESD Annual Southwest Section 504 Conference, November*
- *Texas Education Agency, Student Attendance Accounting Handbook; November*

Compiled by: United Independent School District Section 504 Department