

HOME INSTRUCTION

INFORMATION PACKET

2023-2024

**Wayne-Finger Lakes
Board of Cooperative Educational Services
Home Instruction Coordination
131 Drumlin Court
Newark, NY 14513**

315-332-7400

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INTRODUCTION

The purpose of this guide is to assist parents who exercise their right to provide required instruction at home to such students in fulfilling their responsibilities under Education Law, section 3212(2).

Below are a few pertinent facts about home instruction in New York State

Compulsory School Attendance Age refers to a period of educational attendance required of all students.

- If your child is 6 years old on or before Dec. 1st of the current school year, that child must receive educational instruction and all required home school documentation must be submitted.
- If your child is 16 years old on or after July 1st of the current school year, that child must receive educational instruction and all required home school documentation must be submitted for the entire year.

Parents should be advised that students who are home schooled do not receive a graduation diploma and may not be entitled to the same benefits as children who attend and graduate with a diploma from a public or non-public school system. Some employers will not accept home instruction or a General Equivalency Diploma (GED) as being equivalent to a diploma issued by a school.

Home-instructed students are not eligible to participate in interscholastic sports. Section 135.4(c)(7) of the Regulations of the Commissioner of Education, which governs interscholastic sports, directs that a participant in interscholastic sports must be enrolled in the school. A district may, but is not obligated to, allow home-instructed students to participate in other school-sponsored club activities.

Districts are not required to loan textbooks to home instructed-students. However, a school district may, if it wishes to, provide textbooks and other materials to students instructed at home.

Students instructed at home may not participate in the instructional program of the school district. This is because the Legislature has not authorized part-time attendance.

State law does not require any specific credentials for the person(s) providing home instruction.

Primary responsibility for determining compliance with Section 100.10 rests with the superintendent of schools of the school district in which a home-instructed student resides.

It is the parent's responsibility to keep copies of all documentation submitted to the district. The district is not responsible for supplying copies of home school documentation to colleges or employers.

OVERVIEW OF RESPONSIBILITIES

The Parent or Guardian is required to:

1. Submit to the home district superintendent a *Letter of Intent* to home school by **July 1** each year, or within **14 days** of commencing home instruction.
2. Submit a separate, written *Individual Home Instruction Plan (IHIP)* for each child being instructed at home. A single set of documents may not be used for more than one child. A separate plan must be submitted for each child individually. IHIPs are due by **August 15** or within **four weeks** of receiving a response to a letter of intent from the district, whichever is later.

If notified that the IHIP submitted is not acceptable, a revised IHIP, with corrected deficiencies must be submitted within 15 days of notification, or by September 15, whichever is later.

3. Submit four *Quarterly Reports* on or before the dates specified by the parent or guardian in the IHIP.
4. Submit a separate *Annual Assessment* at the time the fourth quarter report is submitted for each child being instructed at home.

If notified that the achievement levels do not meet state minimums (composite score above the 33rd percentile on national norms), a remedial plan to correct deficiencies must be submitted with the IHIP for the next school year.

REQUIRED DOCUMENTS

1. NOTICE OF INTENTION TO HOME SCHOOL

Required:

Notification to instruct any child of compulsory school attendance age at home must be submitted to the home district. Children who have their birthday on or before December 1 are considered to be of compulsory age as of the preceding September.

For students who turn 16 on or after July 1st, an Intent Letter must be submitted for the present school year.

Due:

Intention Letters are due by July 1 or within 14 days of commencing instruction.

Content:

The Intent Letter should include at least:

Child's Name, Grade, Date of Birth, Address, Names of Parents or Guardians, and Telephone Number.

2. INDIVIDUAL HOME INSTRUCTION PLAN (IHIP)

Required:

A separate instruction plan for each child of compulsory school attendance age being instructed at home must be submitted to the home district.

NOTE: An IHIP is required for any child who reaches their 6th birthday on or before December 1st of the current school year. Any child that turns 16 within the school year, an IHIP must be submitted covering the entire year.

Due:

August 15 or within four weeks of receiving a response to an intention letter from the school superintendent, whichever is later.

Content:

- A. Name, Age, and Grade Level
- B. The dates by which quarterly reports will be submitted to the district.
- C. The names of individuals providing instruction.
- D. A list of syllabi, curriculum materials, textbooks, or a plan of instruction to be used in each required subject. A table of contents from an appropriate textbook, or if available, a scope and sequence chart can be submitted if it describes the content that will be taught.

3. QUARTERLY REPORTS

Required:

A quarterly report describing academic progress made by each child must be submitted by dates assigned in the IHIP.

Due:

Quarterly reports are due on or before the dates assigned by the parent or guardian in the IHIP.

Content:

- A. The total number of instruction hours completed during the quarter.
- B. A written description of the materials covered for each subject listed on the IHIP during the quarter.
- C. A grade or written narrative evaluating the child's progress for each subject.
- D. A written statement in the event that less than 80 percent of the amount of the course materials, as set forth in the IHIP planned for that quarter, has been covered in any subject.

4. ANNUAL ASSESSMENT

Required:

A norm-referenced standardized achievement test, or approved alternative that documents the level of achievement for each student, must be administered each year.

Due:

Annual assessments are due with the fourth quarter report or as soon as the results are available.

A. Standardized Testing:

Selected by Parents from the following:

- Iowa Test of Basic Skills
- California Achievement Test
- Comprehensive Test of Basic Skills
- Metropolitan Achievement Test
- Stanford Achievement Test
- Personal Achievement Summary System
- A State Education Department Test
- Another test approved by the State Education Department

Administration:

Selected by Parents from the following:

- At the public school, by its professional staff
- At a registered nonpublic school, by its professional staff, with the prior consent of its school's chief school officer.
- At a non-registered, nonpublic school, by its professional staff, with the prior consent of both the home district superintendent and the chief school officer of the nonpublic school.
- At a parent's home, or any reasonable location, by a New York State certified teacher or other qualified person with the prior consent of the home district superintendent.

Scoring:

The test shall be scored by the person administering the test or by other qualified persons mutually agreeable to the parents and the home district superintendent.

Costs:

The cost of administration, including materials, facilities, personnel and transportation shall be borne by the parents.

Results:

A student's score shall be deemed adequate if the composite score is above the 33rd percentile on national norms, or reflects one academic year of growth compared to a test administered during or subsequent to the prior school year.

NOTE: A score below the 33rd percentile is considered inadequate and the program shall be placed on probation for a period of up to two years. A remediation plan is required for home school programs placed on probation and is required to be submitted prior to submitting the IHIP for the next school year.

5. ALTERNATIVE EVALUATIONS

A written narrative completed by a qualified person is permitted to be chosen by parents under the following conditions:

- A. Students must be in grades 1-3
- B. Students in grade 4-8 may be assessed by written narrative every other year only. (i.e. grades 4, 6, 8 or grades 5, 7)

Administration:

A qualified person such as a certified teacher or home instruction peer review panel may be chosen by the parent with the consent of the home district superintendent. A parent who has been identified as the home school instructor may also complete the narrative with the prior consent of the superintendent.

Results:

The evaluator for a narrative assessment interviews the student and reviews a portfolio of his/her work. The portfolio should include a variety of work samples that demonstrate growth and achievement over the year in the curricular areas as outlined in the IHIP. The written narrative that is submitted should describe the work that has been observed, and certifies whether or not the student has made adequate academic progress.

Such evaluations require planning. It is advisable to make decisions about the annual assessment early in the year so there is ample time to make arrangements and report such arrangements on the third quarterly report form.

HOME INSTRUCTION

COMMISSIONER'S

REGULATION



Home Instruction in New York State
PART 100.10 OF REGULATIONS OF THE COMMISSIONER OF EDUCATION
Pursuant to sections 207, 3204, 3210, 3212 and 3234 of the Education Law

100.10 Home instruction.

a. **Purpose of section.** The purpose of this section is to establish procedures to assist school authorities in fulfilling their responsibility under Education Law, sections 3204(2) and 3210(2)(d), and in meeting their responsibility of determining the competency of the instructor and substantial equivalence of instruction being provided at home to students of compulsory school attendance age, and to assist parents who exercise their right to provide required instruction at home to such students in fulfilling their responsibilities under Education Law, section 3212(2).

b. **Notice of intention to instruct at home.**

1. Except as otherwise provided in paragraphs (2) and (3) of this subdivision, parents or other persons in parental relation to a student of compulsory school attendance age shall annually provide written notice to the superintendent of schools of their school district of residence of their intention to educate their child at home by July 1st of each school year. The school year begins July 1st and ends June 30th for all purposes within this section. In the case of the City School District of the City of New York, the school district of residence for students who, if enrolled in the public schools, would attend elementary school, intermediate school or junior high school in a community school district, shall be deemed to be the community school district in which the parents reside.

2. Parents who determine to commence home instruction after the start of the school year, or who establish residence in the school district after the start of the school year, shall provide written notice of their intention to educate their child at home within 14 days following the commencement of home instruction within the school district.

3. For the 1988-89 school year only, the written notice of intention to instruct at home required in paragraph (1) of this subdivision shall be due on August 1, 1988.

c. **Procedures for development and review of an individualized home instruction plan (IHIP).**

1. Within 10 business days of the receipt of the notice of intention to instruct at home, the school district shall send to the parents a copy of this section 100.10 of the Regulations of the Commissioner of Education and a form on which to submit an individualized home instruction plan (IHIP) for each child of compulsory attendance age who is to be taught at home.
2. Within four weeks of the receipt of such materials, or by August 15th, or for the 1988-89 school year by September 15, 1988, whichever is later, the parent shall submit the completed IHIP form to the school district. The district shall provide assistance in preparation of the forms, if requested by the parents.
3. Within 10 business days of receipt of the IHIP, or by August 31st, or for the 1988-89 school year by September 30, 1988, whichever is later, the school district shall either notify the parents that the IHIP complies with the requirements of subdivisions (d) and (e) of this section or shall give the parents written notice of any deficiency in the IHIP.
4. Within 15 days of receipt of a notice of a deficiency in the IHIP, or by September 15th, or for the 1988-89 school year by October 15, 1988, whichever is later, the parents shall submit a revised IHIP which corrects any such deficiencies.
5. The superintendent of schools shall review the revised IHIP and shall notify the parents as to whether the revised IHIP complies with subdivisions (d) and (e) of this section within 15 days of receipt of the revised IHIP or by September 30th, or for the 1988-89 school year by October 31, 1988, whichever is later. If the revised IHIP is determined not to be in compliance with subdivisions (d) and (e) of this section, then the parents shall be notified in writing of the reasons for such determination. Such notice shall also contain the date of the next regularly scheduled meeting of the board of education that will be held at least 10 days after the date of mailing of the notice, and shall indicate that if the parents wish to contest the determination of noncompliance, the parents must so notify the board of education at least three business days prior to such meeting. At such board meeting, the parents shall have the right to present proof of compliance, and the board of education shall make a final determination of compliance or noncompliance.
6. The parents shall have the right to appeal any such final school district determination of noncompliance to the Commissioner of Education within 30 days after receipt of such determination.

7. When administrative review of a school district determination of noncompliance is completed, the parents shall immediately provide for the instruction of their children at a public school or elsewhere in compliance with Education Law, sections 3204 and 3210. For purposes of this subdivision, such administrative review shall be deemed to be completed when one of the following events has occurred:

- i. the parents have failed to contest a determination of noncompliance by appealing to the board of education;
- ii. the parents have failed to appeal a final school district determination of noncompliance to the Commissioner of Education; or
- iii. the parents have received a decision of the Commissioner of Education which upholds a final school district determination of noncompliance.

8. Within 10 days after administrative review of the determination of noncompliance is completed, the parents shall furnish the superintendent of schools with written notice of the arrangements they have made to provide their children with the required instruction, except that such notice shall not be required if the parents enroll their children in a public school.

d. Content of individualized home instruction plan (IHIP). Each child's IHIP shall contain:

1. the child's name, age and grade level;
2. a list of the syllabi, curriculum materials, textbooks or plan of instruction to be used in each of the required subjects listed in subdivision (e) of this section;
3. the dates for submission to the school district of the parents' quarterly reports as required in subdivision (g) of this section. These reports shall be spaced in even and logical periods;
4. the names of the individuals providing instruction; and
5. a statement that the child will be meeting the compulsory educational requirements of Education Law, section 3205 through full-time study at a degree-granting institution, meaning enrollment for at least 12 semester hours in a semester or its equivalent, if that is the case. In this situation, the IHIP shall identify the degree-granting institution and the subjects to be covered by that study.

e. Required courses.

1. For purposes of this subdivision, a unit means 6,480 minutes of instruction per school year.

2. Instruction in the following subjects shall be required:

- i. For grades one through six: arithmetic, reading, spelling, writing, the English language, geography, United States history, science, health education, music, visual arts, physical education, bilingual education and/or English as a second language where the need is indicated.
- ii. For grades seven and eight: English (two units); history and geography (two units); science (two units); mathematics (two units); physical education (on a regular basis); health education (on a regular basis); art (one-half unit); music (one-half unit); practical arts (on a regular basis); and library skills (on a regular basis). The units required herein are cumulative requirements for both grades seven and eight.
- iii. The following courses shall be taught at least once during the first eight grades: United States history, New York State history, and the Constitutions of the United States and New York State.
- iv. For grades 9 through 12: English (four units); social studies (four units), which includes one unit of American history, one-half unit in participation in government, and one-half unit of economics; mathematics (two units); science (two units); art and/or music (one unit); health education (one-half unit); physical education (two units); and three units of electives. The units required herein are cumulative requirements for grades 9 through 12.
- v. Education Law, sections 801, 804, 806 and 808, also require the following subjects to be covered during grades kindergarten through 12:
 - a. patriotism and citizenship;
 - b. health education regarding alcohol, drug and tobacco misuse;
 - c. highway safety and traffic regulations, including bicycle safety; and
 - d. fire and arson prevention and safety.

f. Attendance requirements. Each child shall attend upon instruction as follows:

1. The substantial equivalent of 180 days of instruction shall be provided each school year.
2. The cumulative hours of instruction for grades 1 through 6 shall be 900 hours per year. The cumulative hours of instruction for grades 7 through 12 shall be 990 hours per year.

3. Absences shall be permitted on the same basis as provided in the policy of the school district for its own students.
4. Records of attendance shall be maintained by the parent and shall be made available to the school district upon request.
5. Instruction provided at a site other than the primary residence of the parents shall be provided in a building which has not been determined to be in violation of the local building code.

g. Quarterly reports. On or before the dates specified by the parent in the IHIP, a quarterly report for each child shall be furnished by the parent to the school district. The quarterly report shall contain the following:

1. the number of hours of instruction during said quarter;
2. a description of the material covered in each subject listed in the IHIP;
3. either a grade for the child in each subject or a written narrative evaluating the child's progress; and
4. a written explanation in the event that less than 80 percent of the amount of the course materials as set forth in the IHIP planned for that quarter has been covered in any subject.

h. Annual assessment. At the time of filing the fourth quarterly report as specified in the IHIP, the parent shall also file an annual assessment in accordance with this subdivision. The annual assessment shall include the results of a commercially published norm referenced achievement test which meets the requirements of paragraph (1) of this subdivision, or an alternative form of evaluation which meets the requirements of paragraph (2) of this subdivision.

1. Commercially published norm-referenced achievement tests.
 - i. The test shall be selected by the parent from one of the following: the Iowa Test of Basic Skills, the California Achievement Test, the Stanford Achievement Test, the Comprehensive Test of Basic Skills, the Metropolitan Achievement Test, a State Education Department test, or another test approved by the State Education Department.
 - ii. The test shall be administered in accordance with one of the following options, to be selected by the parents:
 - a. at the public school, by its professional staff;

- b. at a registered nonpublic school, by its professional staff, provided that the consent of the chief school officer of the nonpublic school is obtained;
- c. at a nonregistered nonpublic school, by its professional staff, provided that the consent of the superintendent of schools of the school district and of the chief school officer of the nonpublic school is obtained; or
- d. at the parents' home or at any other reasonable location, by a New York State- certified teacher or by another qualified person, provided that the superintendent has consented to having said certified teacher or other person administer the test.

iii. The test shall be scored by the persons administering the test or by other persons who are mutually agreeable to the parents and the superintendent of schools.

iv. The test shall be provided by the school district upon request by the parent, provided that the cost of any testing facilities, transportation, and/or personnel for testing conducted at a location other than the public school shall be borne by the parent.

v. If a score on a test is determined to be inadequate, the program shall be placed on probation pursuant to subdivision (i) of this section. A student's score shall be deemed adequate if:

- a. the student has a composite score above the 33rd percentile on national norms; or
- b. the student's score reflects one academic year of growth as compared to a test administered during or subsequent to the prior school year.

2. Alternative evaluation methods. An alternative form of evaluation shall be permitted to be chosen by the parent only as follows:

- i. for grades one through three, a written narrative prepared by a person specified in subparagraph (iii) of this paragraph;
- ii. for grades four through eight, a written narrative prepared by a person specified in subparagraph (iii) of this paragraph. This alternative form of evaluation may be used no more often than every other school year for these grades;
- iii. for the purposes of this paragraph, the person who prepares the written narrative shall be a New York State-certified teacher, a home instruction peer group review panel, or

other person, who has interviewed the child and reviewed a portfolio of the child's work. Such person shall certify either that the child has made adequate academic progress or that the child has failed to make adequate progress. In the event that such child has failed to make adequate progress, the home instruction program shall be placed on probation pursuant to subdivision (i) of this section. The certified teacher, peer review panel or other person shall be chosen by the parent with the consent of the superintendent. Any resulting cost shall be borne by the parent.

3. If a dispute arises between the parents and the superintendent of schools, including disputes over the administration of the commercially published norm-referenced achievement test or the use of alternative evaluation methods, the parents may appeal to the board of education. If the parents disagree with the determination of the board of education, the parents may appeal to the Commissioner of Education within 30 days of receipt of the board's final determination.

i. Probation.

1. If a child's annual assessment fails to comply with the requirements of subdivision (h) of this section, the home instruction program shall be placed on probation for a period of up to two school years. The parent shall be required to submit a plan of remediation which addresses the deficiencies in the child's achievement, and seeks to remedy said deficiencies. The plan shall be reviewed by the school district. The school district may require the parents to make changes in the plan prior to acceptance.

2. If after the end of any semester of the probationary period, the child progresses to the level specified in the remediation plan, then the home instruction program shall be removed from probation. If the child does not attain at least 75 percent of the objectives specified in the remediation plan at the end of any given semester within the period of probation, or if after two years on probation 100 percent of the objectives of the remediation plan have not been satisfied, the superintendent of schools shall provide the parents with the notice specified in paragraph (c)(5) of this section and the board of education shall review the determination of noncompliance in accordance with such paragraph, except that consent of the parents to such review shall not be required.

3. If, during the period of probation, the superintendent of schools has reasonable grounds to believe that the program of home instruction is in substantial noncompliance with these regulations, the superintendent may require one or more home visits. Such home visit(s) shall be made only after three days' written notice. The purpose of such visit(s) shall be to ascertain areas

of noncompliance with these regulations and to determine methods of remediating any such deficiencies. The home visit(s) shall be conducted by the superintendent or by the superintendent's designee. The superintendent may include members of a home instruction peer review panel in the home visit team.

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HOME INSTRUCTION

2004

AMENDMENT

FOR CHILDREN IN 9TH THROUGH 12TH GRADES

ATTENTION ALL HOME SCHOOL FAMILIES
With Children in
NINTH THROUGH TWELFTH GRADES

If your child is in 9-12th grade you should be aware of the New York State Education Law regarding home instructed students who may want to attend a university or college in New York State. The law requires your child have a *Letter of Equivalency* signed by the Superintendent, or a GED diploma.

If your child turns 16 years old on or before July 1st of the new school year, legally you are no longer required to report to the district. However, if we do not have complete records for four years of high school education, we will be unable to grant a *Letter of Equivalency*. All the requirements of Part 100.10 of the New York State Commissioner's Regulation must be fulfilled and all supporting documentation on file before the letter will be granted.

In order to receive a Letter of Equivalency, the following must be on file with your home district:

- **Letter of Intent for all years the child is receiving instruction at home**
- **Individualized Home Instruction Plan (IHIP) covering instruction for grades 9-12**
- **Four quarterly reports for each year of high school; grades 9-12**
- **Annual Assessment – Commercially Published Norm-Referenced Achievement Test Results for grades 9-12**
- **Documentation (IHIP, Quarterly Reports) demonstrating that all the required courses for grades 9-12 have been successfully completed**

Please note: if you will be requesting an Equivalency Letter from the District Superintendent, you must fulfill the same course requirements as a public high school. Although the home school regulation requires a minimum number of units for grades 9-12, in order to be granted the Equivalency Letter you must fulfill the same number of units as a student enrolled in a public high school. Your home school education must be equivalent to a four year public high school education.

The following page contains a course guide for students requesting an Equivalency Letter.

If requesting a Letter of Equivalency, documentation must be on file to demonstrate the following course requirements have been fulfilled.

List of courses required for an equivalent high school education:

English - 4 units required

Social Studies - 4 units required

Must include:

United States History

Participation in Government

Economics

Mathematics - 3 units required

Science - 3 units required

Fine Arts - 1 unit required

Language other than English - 1 unit required

Health Education - 1/2 unit required

Physical Education - 2 units required

½ unit per high school year

Electives - 3.5 units required

Total Units Required: 22

A college may request an academic transcript for your home schooled student. The district does not keep transcripts for home schooled students. It is your responsibility to supply the college with a transcript. On the following page is a sample transcript that you may use.

OFFICIAL HOME SCHOOL TRANSCRIPT

Student Name:
Address:
DOB:
Phone Number:
Parent/Guardian:

ACADEMIC RECORD					
School Year: Grade: 9			School Year: Grade: 10		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>
Total Credits:	GPA:	Cumulative GPA:	Total Credits:	GPA:	Cumulative GPA:
School Year: Grade: 11			School Year: Grade: 12		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>
Total Credits:	GPA:	Cumulative GPA:	Total Credits:	GPA:	Cumulative GPA:

<p style="text-align: center;">Academic Summary</p> <p>Cumulative GPA: Credits Earned: Graduation Date:</p>	<p style="text-align: center;">Official High School Transcript of STUDENT</p> <p>Verified By: Title: Date:</p>
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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,

NY 12234

CEO 05-04

February 14, 2005

TO: Chief Executive Officers of Degree-Granting Institutions
District Superintendents of Schools
Superintendents of Public and Non-Public Schools

FROM: Johanna Duncan-Poitier, Deputy Commissioner
Office of Higher Education and Office of the Professions

James A. Kadamus, Deputy Commissioner
Office of Elementary, Middle, Secondary & Continuing Education

SUBJECT: Guidelines on Revised Rules and Regulations Relating to:
The Requirements for Conferral of a College Degree
The Home Instruction of Students of Compulsory School Age and Full-Time College Study

INTRODUCTION

In September 2004, the New York State Board of Regents adopted amendments to section 3.47 of the *Rules of the Board of Regents* relating to the requirements for conferral of a college degree and to section 100.10 of the *Regulations of the Commissioner of Education* relating to the home instruction of students of compulsory school age who wish to attend college on a full-time basis. These amendments also necessitated revisions to section 8.2 of Regents Rules concerning access to Regents examinations and to section 100.7 of Commissioner's Regulations relating to the course distribution requirements for earning a high school equivalency diploma through college study. The full texts of the amendments, effective on September 30, 2004, are attached.

The purpose of these guidelines is to help colleges and universities in New York State and school administrators of local school districts administer these provisions effectively and respond to the needs of both prospective and enrolled students. The guidelines are also designed to assist parents and students in understanding and complying with the requirements. *It is important to communicate this information to prospective and enrolled students.* This memorandum will also be posted on the web at www.emsc.nysed.gov.

The adoption of these amendments represents the culmination of many months of discussion and comment from various constituencies—parents who instruct their children at home, college admissions personnel, and school district superintendents, among others. As amended, the rules accommodate constituent concerns while maintaining appropriate standards to ensure that degree candidates at colleges and universities in New York State demonstrate satisfactory preliminary education needed to obtain a college degree. The changes provide additional flexibility for a student beyond compulsory school age to demonstrate preliminary education for earning a college degree through a variety of alternatives.

HIGHLIGHTS

The amendments adopted by the Regents:

- Establish preliminary education requirements that must be met in order for a student to obtain a college degree, for candidates who are of compulsory school age* and for candidates who are beyond compulsory school age. Students beyond compulsory school age are afforded six alternative means to demonstrate preliminary education for a college degree.
- Require students of compulsory school age who have yet to complete a four-year high school program and who seek to enroll in full-time college study to submit to the college verification from the school district of residence that the student will be meeting the compulsory education requirements through full-time college study. This verification must be in the form of an approved Individualized Home Instruction Plan (IHIP) that includes such full-time college study.
- Permit school district residents, including home instructed students, to take five specific Regents examinations or approved alternative examinations for the purpose of meeting the preliminary education requirement for earning a college degree, applicable to students beyond compulsory school age.
- Repeal the requirement that a student present satisfactory evidence of a preliminary education of at least a four-year high school course or its equivalent before beginning college degree study. This requirement was in conflict with the Commissioner's Regulation that permitted a student to earn a high school equivalency diploma through completing 24 semester hours as a recognized candidate for a college degree.

* In New York State, section 3205 of the Education Law requires a child's attendance in full-time day instruction from the age of six to the end of the school year in which the child turns sixteen, or seventeen for school districts that select this age.

DISCUSSION OF CHANGES

A discussion of the changes in each amended section follows:

I. Section 3.47(a) of the Rules of the Board of Regents.

Subdivision (a) of section 3.47 of the Rules of the Board of Regents, as amended, establishes general requirements that a candidate must meet to earn a college degree, including preliminary education requirements that must be met before a degree may be awarded.

A. A Student Is Not Required to Demonstrate Completion of a Four-Year High School Course or its Equivalent Before Beginning College Degree Study.

Section 3.47(a) is amended to repeal the requirement that a student present satisfactory evidence of a preliminary education of at least a four-year high school course or its equivalent before beginning college degree study. As stated above, this requirement was in conflict with the regulation that permitted a student to earn a high school equivalency diploma through completing 24 semester hours as a recognized candidate for a college degree. However, section 52.2(d) of Commissioner's Regulations still requires a college to have admission requirements for its registered programs that take into account the capacity of the student to undertake the program of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program. It should be noted that the repeal of this requirement does not affect the eligibility requirements for State student financial aid, which are discussed below.

B. A Candidate for a Degree Must Complete a Registered College Program.

Section 3.47(a)(1) provides that no earned degree shall be conferred unless the candidate has completed a program of study at an institution authorized to confer that degree and the program of study has been registered (approved) by the State Education Department. These requirements were contained in the original language of the rule but have been rearranged and restated for clarity. (The Department maintains a list of approved programs, the Inventory of Registered Programs, by institution. The Inventory is available on the SED web site at www.highered.nysed.gov/ocue.)

C. A Candidate for a Degree Must Meet Preliminary Education Requirements Before Being Awarded A College Degree.

Substantive changes are contained in *section 3.47(a)(2)* establishing preliminary education requirements that a candidate must meet before he or she may be awarded an earned degree. Note: these preliminary education requirements are not requirements for awarding a college credit-bearing certificate.


The requirements are different for students of compulsory school age and students beyond compulsory school age. Students beyond compulsory school age may show preliminary education through six alternatives. The alternatives for students of compulsory school age are more limited. Students of compulsory school age must be enrolled in a four-year high school program unless they have already completed such program. Therefore, they must show completion of a high school education or its

substantial equivalent, as certified by the Superintendent of Schools or comparable chief school administrator, before being awarded a college degree.

1. Preliminary Education Requirements for Students of Compulsory School Age.

Section 3.47(a)(2)(i) provides *two alternatives* for students of compulsory school age seeking to demonstrate acceptable preliminary education before they may be awarded a college degree:

(i) Holding a high school diploma; or




(ii) Having completed the substantial equivalent of a four-year high school course, as certified by the Superintendent of Schools or comparable chief school administrator.

2. Preliminary Education Requirements for Students Beyond Compulsory School Age.

Section 3.47(a)(2)(ii) provides *six alternatives* for students beyond the age of compulsory attendance seeking to demonstrate acceptable preliminary education before they may be awarded a college degree:

(i) Holding a high school diploma; or



(ii) Having completed the substantial equivalent of a four-year high school course, as certified by the Superintendent of Schools or comparable chief school administrator; or

(iii) Holding a High School Equivalency Diploma; or

(iv) Completing 24 semester hours or the equivalent as a recognized candidate for a college-level degree or certificate at a degree-granting institution, as defined in the regulation (6 semester hours or the equivalent in English Language Arts including writing, speaking and reading (literature), 3 semester hours or the equivalent in Mathematics, 3 semester hours or the equivalent in Natural Sciences, 3 semester hours or the equivalent in Social Sciences, 3 semester hours or the equivalent in Humanities, and 6 semester hours or the equivalent in any other courses within the registered degree or certificate program); or

(v) Having previously earned and been granted a degree from a degree-granting institution, as defined in the regulation; or

(vi) Having passed and completed all requirements for the following five Regents examinations or approved alternative assessments for these examinations: the Regents Comprehensive Examination in English, the Regents examination in mathematics, the Regents examination in United States history and government, a Regents examination in science, and the Regents examination in global history and geography.

Additional information about some of these alternatives is provided below.

High school diploma


Graduates of non-public high schools

Only public high schools and registered non-public schools are permitted by New York State Education Law to issue high school diplomas. Therefore, students who have completed their secondary education at a non-public school that has elected not to register with the State Education Department must choose one of the options for complying with section 3.47, e.g., earning a high school equivalency diploma or completing 24 semester hour credits in the specified disciplines.

Graduates of a high school located in another state or a high school program of correspondence study

When a student has graduated from high school in another state, to be acceptable for purposes of section 3.47, the high school or its program of study must be recognized, authorized, or approved by the state educational entity having jurisdiction. When a student has completed a high school program through correspondence study, the correspondence school must be recognized, authorized, or approved by the state educational entity where the correspondence school is located. Additional validation of the high school program in the form of regional accreditation adds to the acceptability of such credentials. (The regional accrediting agencies include: the Middle States Association of Colleges and Schools; the New England Association of Colleges and Schools; the North Central Association of Schools and Colleges; the Northwest Association of Schools, Colleges and Universities; the Southern Association of Colleges and Schools; and the Western Association of Schools and Colleges.)

Letter of substantial equivalency from the superintendent of schools



A student may meet the preliminary education requirement in section 3.47 through completing a home instruction program, pursuant to the requirements of section 100.10 of the Regulations of the Commissioner of Education, provided that the superintendent of schools certifies in writing that such program is substantially equivalent to a four-year high school program. If the superintendent determines substantial equivalence, a letter to that effect from the superintendent to the home instructed student is the appropriate documentation that the college should maintain in the student's file to demonstrate compliance with the preliminary education requirement for earning a college degree. For students of compulsory school age, the superintendent, upon request of the student, is required to perform the evaluation for the substantial equivalency determination. In the case of students beyond compulsory school age who ask for the evaluation for the substantial equivalency determination, the State Education Department strongly encourages the superintendent to perform this evaluation.

High School Equivalency Diploma by Completion of 24 Semester Credits

It is strongly recommended that, for each student electing this alternative, colleges develop and maintain a checklist of the required 24-credit course distribution to ensure that all such courses have been completed. This exercise will help guard against potential disallowances during an audit of the Tuition

Assistance Program (TAP) by the New York State Office of the State Comptroller.

Institutions that operate on a quarter credit system must convert to semester credits by multiplying the quarter credits by two-thirds (a quarter credit is equal to two-thirds of a semester credit). Thus, for example, a student would need to earn 4.5 quarter credits to satisfy a 3-semester credit requirement.

The use of College Level Examination Programs (CLEP) to satisfy any of the required 24 credit hours will be determined by the institution of higher education and clearly stated in its academic policies. For the high school equivalency diploma, the State Education Department also must approve the distribution of CLEP credits in the required subject areas.

Possession of a Previous College Degree

Students seeking to earn a degree who have already earned a degree from a regionally accredited college or university or any institution in New York State authorized by the Board of Regents to confer degrees can use the prior degree to satisfy section 3.47. An official transcript or copy of the student's diploma will be acceptable documentation of the student's prior degree.

For a student who has completed a degree at a college or university in another country, the New York institution the student attends must assure that the study was at the postsecondary level and that the foreign institution is recognized by the country's Ministry of Education or equivalent.

II. Section 3.47(b) of the Rules of the Board of Regents.

Subdivision (b) of section 3.47 establishes a *preliminary requirement for enrollment*, applicable to students of compulsory school age who seek to meet compulsory educational requirements through full-time college study. Prior to enrolling, such student must submit to the degree-granting institution a valid and in-effect Individualized Home Instruction Plan (IHIP) verifying that the compulsory education requirements will be met through full-time college study. This requirement does not apply to students of compulsory school age who are in attendance at college part-time or during the summer if the student is taking fewer than 12 semester hours or its equivalent in the summer semester. An explanation of the related IHIP requirements is provided below.

III. Section 100.10 of the Regulations of the Commissioner of Education.

Section 100.10(d) specifies the content of Individualized Home Instruction Plans (IHIPs). IHIPs are plans that are approved by school districts under which students receive home instruction. The change in this section is designed to coordinate with *section 3.47(b)* of the Regents Rules (discussed above), which specifies that students of compulsory school age who have yet to complete a four-year high school program and who seek to enroll in full-time college study must submit to the college verification from the school district of residence that the student will be meeting the compulsory education requirements through full-time college study. This verification must be in the form of an approved IHIP that includes such full-time study. In this situation, the IHIP must identify the degree-granting institution and the subjects to be covered by that study.

IV. Section 8.2 of the Rules of the Board of Regents.

The change to Regents Rule *section 8.2* pertains to access to Regents examinations. It was changed to accommodate the alternative in Regents Rule section 3.47(a)(2) that students beyond compulsory school age may demonstrate preliminary education for earning a college degree through having passed and completed all requirements for five specified Regents examinations or approved alternative assessments for these examinations (discussed above). The change in section 8.2 requires principals of public schools administering Regents examinations to open admission to the Regents examinations to any school district resident who seeks to take such examinations for the purpose of meeting the preliminary education requirement for earning a degree pursuant to Regents Rule *section 3.47(a)(2)*.

V. Section 100.7 of the Regulations of the Commissioner of Education.

Section 100.7(a)(2) pertains to requirements for earning a high school equivalency diploma in New York State. One way to earn the diploma is by successfully completing 24 semester hours or the equivalent in specified subjects as a recognized candidate for a college-level degree or certificate at an approved institution. The regulation is changed to coordinate with the alternative in Regents Rule section 3.47(a)(2) that students beyond compulsory school age may demonstrate preliminary education for earning a college degree through having completed 24 semester hours or the equivalent in specified subjects (discussed above). This alternative is available to students who do not wish to obtain a high school equivalency diploma, although they meet the requirements for one through the completion of college coursework. The change simply specifies the same subjects for both the high school equivalency diploma and the preliminary education requirement for earning a college degree. *Beginning with applications for the high school equivalency diploma on or after September 30, 2004*, the 24 semester hours must be distributed as follows: 6 semester hours or the equivalent in English Language Arts including writing, speaking and reading (literature); 3 semester hours or the equivalent in Mathematics; 3 semester hours or the equivalent in the Natural Sciences; 3 semester hours or the equivalent in the Social Sciences; 3 semester hours or the equivalent in the Humanities; and 6 semester hours or the equivalent in any other courses within the registered degree or certificate program.

FINANCIAL AID ELIGIBILITY

New York State Education Law section 661(4)(c) specifies that to be eligible for State student financial aid, a student "must have a certificate of graduation from a school providing secondary education; or the recognized equivalent of such certificate; or have achieved a passing score, as determined by the United States secretary of education, on a federally approved examination which demonstrates that the student can benefit from the education being offered." It is important to note that the above-referenced statutory requirements defining financial aid eligibility are different from the requirements in Regents Rule 3.47 for earning a college degree. In October 2002, the State Education Department issued CEO memorandum #6, a "Summary of Recent Interagency Discussion and Agreement on Issues Related to State Student Financial Assistance." (A copy can be found on the Department's web site at: www.highered.nysed.gov/ocue.) The guidance in the October 2002 memorandum is applicable for financial aid eligibility purposes.

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HOME INSTRUCTION

**SPECIAL
EDUCATION**



OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR
INDIVIDUALS WITH DISABILITIES STATEWIDE COORDINATOR FOR
SPECIAL EDUCATION

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July 2008

To: District Superintendents of Schools
Superintendents of Public Schools
Directors of Special Education
Chairpersons, Committee on Special Education
Parents, Individuals and Organizations Interested in the Education
of Students with Disabilities
Commissioner's Advisory Panel for Special Education Services
Commissioner's Advisory Panel for Nonpublic Schools

From: James P. DeLorenzo 

Subject: New Requirements for the Provision of Special Education Services
to Home-Instructed ("Home-Schooled") Students

This memorandum is to inform you that, pursuant to Chapter 217 of the Laws of 2008, which was signed by the Governor on July 7, 2008, students with disabilities who are in home instruction programs pursuant to section 100.10 of the Regulations of the Commissioner of Education are eligible to receive special education services from their school district. The new law resulted from proposed legislation advanced by the State Education Department.

Section 3602-c of the Education Law has been amended to add a new subdivision 2-c to deem home-schooled students with disabilities and students suspected of having a disability to be nonpublic school students solely for the purpose of receiving special education services during the regular school year.

To be eligible for special education services, a home-schooled student must be entitled to attend the public schools without payment of tuition pursuant to Education Law §3202(1). In addition, such student would be required to have an individualized home instruction plan (IHIP) that the superintendent of schools of the school district in which the home school is located has determined to be in compliance with section 100.10 of the Regulations of the Commissioner of Education. Where the student is educated at home, the school district of location is the same as the student's school district of residence.

School districts should notify all parents of students with disabilities who are in home instruction programs pursuant to section 100.10 of the Regulations of the Commissioner of Education that:

- For home-schooled students who are students with disabilities, the Committee on Special Education (CSE) would develop an individualized education services program (IESP) for the student. The IESP would be developed in the same manner and have the same contents as an individualized education program (IEP). An IESP is developed in consideration of the parents' decision to home school their child.
- In order to receive services in the 2008-09 school year, **a parent must submit a written request for such services to the board of education of the school district of location no later than August 6, 2008 of this year** (which is 30 days after this new law takes effect). For a student who is first identified as a student with a disability after the first day of June 2008 and prior to the first day of April of 2009, a parent must submit the written request for services within 30 days after the student is first identified. A request may also be submitted within 30 days of a change in the student's school district of residence.
- In subsequent years, the parent must request special education services in writing to the board of education of the school district of location by June 1 preceding the school year for which the request for services is made. However, for a student who is first identified as a student with a disability after the first day of June preceding the school year for which the request is made and prior to the first day of April of such current school year, the parent must submit the written request for services within 30 days after the student was first identified. A request may also be submitted within 30 days of a change in the student's school district of residence.
- Special education services must be provided to home-schooled students on an equitable basis as compared to special education programs and services provided to other students with disabilities attending public or nonpublic schools within the district.
- Parents of home-schooled students who disagree with the IESP recommendation of the CSE would be entitled to due process pursuant to Education Law section 4404 just as parents of nonpublic students are.
- A board of education determines the location where special education services will be available to home-schooled students, which could include the site of the home school.

Please share this memorandum with appropriate staff, including Directors of Special Education, CSE Chairpersons, Directors of Pupil Personnel Service, and Principals as well as Parent Teacher Associations. If you have any questions about this information, please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), Special Education Policy Unit, at 518-473-2878 or your Regional Associate at one of the following VESID Special Education Quality Assurance Regional Offices:

Central NY Regional Office	(315) 428-3287
Eastern Regional Office	(518) 486-6366
Hudson Valley Regional Office	(914) 245-0010
Long Island Regional Office	(631) 884-8530
New York City Regional Office	(718) 722-4544
Western Regional Office	(585) 344-2002 ext. 420
Nondistrict Office	(518) 473-1185

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HOME INSTRUCTION

**QUESTIONS
AND
ANSWERS**



Quick links to Q&A sections

[General](#)

[Individualized Home Instruction Plan \(IHIP\)](#)

[Evaluation](#)

[Commencement of Home Instruction During the School Year](#)

[College Entrance](#)

REVISED QUESTIONS AND ANSWERS ON HOME INSTRUCTION

New York State Education Department

General

1. Who is eligible to receive homebound instruction?

A resident of the public school district enrolled in a public or nonpublic school is eligible for this service if qualified. Home instruction is a form of tutorial services, provided to public or nonpublic students, by the public school district of residence. These services are provided in accordance with Commissioner's Regulations 175.21 to students who are unable to attend their public or nonpublic school because of physical, mental, or emotional illness or injury. Parents requesting these services must comply with local board of education requirements to provide medical verification of the student's inability to attend school for a time that exceeds the number of days required by the district (about 10 days).

Tutorial services are also used by public schools to comply with compulsory education requirements (Education Law 3205) for students unable to attend school because they have been suspended.

If the parents and public school are in disagreement concerning the validity of the medical reason provided for the student not to attend school, the parents should encourage and provide permission for their private physician to discuss his/her recommendations with the Public School Medical Director. Parents also have the right to ask that their child be evaluated by the public school for special education or Section 504 needs pursuant to the federal, Individuals with Disabilities Education Act ("IDEA"). Parents may appeal school practices to their board of education and then the Commissioner of Education that they believe to be unlawful. Educational laws and the Regulations of the Commissioner of Education may be reviewed at

<http://www.p12.nysed.gov/sss/lawsregs/>. Directions for making an appeal to the Commissioner of Education are available at <http://www.counsel.nysed.gov/appeals/>.

2. **May a district require parents to register their child in the public school if they plan to provide home instruction?**

No. Parents are not required to register their child in the public school if they plan to provide home instruction. However, the parent, if requested, must demonstrate that the child resides within the school district and is of compulsory age.

3. **Are parents required to meet with school officials?**

No. School officials may request a meeting with parents to discuss the process of home schooling, but they may not deny parents the right to home instruct if the parents decline such a meeting.

4. **Must a district respond to a letter of intent?**

Yes. The district is obligated to reply within 10 business days of receiving the notice of intent by sending to the parents a copy of [C.R. 100.10](#) and a form on which to submit an [IHIP](#).

5. **May parents engage a tutor to provide home instruction?**

Yes. Parents may engage the services of a tutor to provide instruction for all or a portion of the home instruction program.

6. **May groups of parents provide home instruction collectively by engaging the services of a tutor to provide group instruction to their children?**

Parents providing home instruction to their children may arrange to have their children instructed in a group situation for particular subjects but not for a majority of the home instruction program. Where groups of parents organize to provide group instruction by a tutor for a majority of the instructional program, they are operating a nonpublic school and are no longer providing home instruction. Substantial equivalency of a nonpublic school program is not determined pursuant to [Section 100.10 of the Regulations of the Commissioner](#).

7. **Must parents file a health inspection report or fire inspection report?**

No. This is not required in the case of home instruction.

8. **Must home instruction take place on days and during the times of day when school is in session?**

Instruction at home is usually given within the general time-frame of the normal school day, but greater flexibility in scheduling is possible. For example, parents may choose to provide instruction on weekends or in the evening. The total amount of instructional time per week should be generally comparable to that of the public school.

9. **May a district require parents or tutors to produce credentials for home instruction?**

No. State law does not require any specific credentials for the person(s) providing home instruction.

10. **What is a Home Instruction Worksheet?**

The Worksheet is provided as a model to assist districts in maintaining and keeping records on home instruction. Although the worksheet is an internal district document completed by school officials, it may be filled out in consultation with the parents, if appropriate. Some of the information on the Worksheet will be derived from the quarterly reports and the annual evaluation.

11. **Must the Home Instruction Worksheet be filled out by parents?**

No. The Worksheet is for internal district use.

12. **May students instructed at home by their parents take part in non-credit-bearing organized school activities such as clubs, sports, and intramurals?**

Commissioner's Regulation (CR) 135.4(c)(7) directs that a participant in interscholastic sports must be enrolled in the public school; CR 135.1 directs that a participant in intramurals must be enrolled in the public school; however, children educated other than at the public school may participate in school-sponsored club activities. It is recommended that each board of education establish a policy to this effect.

13. **May a student instructed at home participate in the school band and/or receive music lessons?**

If the district considers these activities to be extra-curricular, such a student may participate in the band and/or receive music lessons. It is recommended that the board of education establish a policy regarding participation in these activities.

14. **May students instructed at home be allowed to use school facilities such as the library, career information center and gymnasium?**

Yes. Students may be allowed to use such school facilities provided that there is mutual agreement on the part of all involved parties.

15. **Must students instructed at home meet immunization requirements for in-school students?**

The provisions of Public Health Law Section 2164 which require parents to submit proof of immunization prior to admission of their children to a school do not apply to students being educated at home. If the Commissioner of Health notifies school officials of the outbreak of a disease for which immunization is required, however, parents of children on home instruction who seek to participate in testing or other activities on the premises of a public or nonpublic school must produce proof of immunization or the children must be denied access to the school building.

16. **May parents or students on home instruction borrow instructional items from the public school such as library books, microscopes and movie projectors?**

Yes. Although a public school is not obligated by law to lend such items, it may allow parents or students to borrow available materials.

17. **Is a student instructed at home entitled to benefit from the loan programs (textbooks, library materials and computer software) available to students enrolled in nonpublic schools?**

A student instructed at home is not enrolled in a nonpublic school and, therefore, the district is not obligated to loan those items which a district is required to provide, by statute, to children attending nonpublic schools. Although not required, a school district may offer such loans to the extent available.

18. **Is the school district required to furnish health services to students on home instruction?**

No. The district is not required to furnish health services.

19. **Is the district responsible for providing remedial programs for students instructed at home?**

No. The district is not responsible for providing remedial programs for these students.

20. **May a student instructed at home participate in the instructional program of the school district?**

The legislature has not authorized part-time attendance and, therefore, a student instructed at home may not participate in the instructional program of the school district.

21. **May a district provide dual enrollment services under Section 3602-c to students instructed at home?**

No.

22. **Does a school district obtain State aid for students instructed at home by their parents?**

School districts cannot claim State aid for students instructed at home.

23. **How should school officials deal with the grade placement of a student who has been instructed at home and subsequently enters the public school?**

As with any other transfer, the principal of the school determines the appropriate grade placement of the student.

24. **Does a home-instructed student earn high school credits for completing the course work specified in the IHIP?**

Credit is given only by schools. It is recommended that when a home-instructed student transfers from a high school program into a school that the principal of the school award credit on the basis of assessment or evidence that the student has successfully completed the course work.

25. **May a student instructed at home be awarded a local or Regents diploma?**

No. A high school diploma may only be awarded only to a student enrolled in a registered secondary school who has completed all program requirements set by the Regents, the school or the district.

26. **Is a K-8 school district responsible for a high school student on home instruction?**

Yes. The district of residence retains responsibility for the student's education but is encouraged to consult with the receiving high school on the adequacy of the IHIP, quarterly reports and the annual assessment.

27. **Is a student instructed at home eligible to participate in summer school programs operated by the public school district?**

Yes. Summer school programs are open to all residents of the district.

28. **May a superintendent apply for a variance under Commissioner's Regulation 100.2(n) to enable a parent to implement a program designed to provide excellence in education?**

Yes. A superintendent may apply for a variance for a home instruction program.

29. **Under what circumstances is a home instruction program placed on probation?**

As described below, the circumstances depend upon the option selected by the parents for complying with the annual assessment requirement of subdivision (h) of Section 100.10 of the Regulations of the Commissioner.

a. If parents submit test scores for an achievement test, the program will be placed on probation only if the composite score of the student is below the thirty-third percentile on national norms or the score fails to reflect one academic year of growth when compared to a prior test. The student's score on individual test subscores should not be considered in determining whether the program should be placed on probation.

If parents submit a written narrative, the program will be placed on probation only if the evaluator certifies that the student has not made adequate academic progress.

30. **Under what circumstances may a school district require home visits?**

A school district may require home visits, upon three days' written notice to the parents, only when the home instruction program is on probation. Under any other circumstances, a school official may request a home visit but a parent would not be required to consent to the request.

31. **If parents provide instruction at home to more than one child and the program for one child is placed on probation, must the programs for other children in the family be placed on probation?**

No. Each child's achievement is evaluated separately. A situation may arise where one child's program is on probation, and yet one or more other children in the same family are making adequate progress so that their programs would not be placed on probation.

32. **How should a district maintain records on students instructed at home?**

It is recommended that the district complete a Worksheet for each student to place in the student's file along with the current IHIP, quarterly reports and annual evaluation information. A notation on the student's permanent record card should indicate the period during which the student is on home instruction.

33. **How long should a district retain records on a home-instructed student?**

There is no legal obligation specified in this matter. To the extent that records are kept, it is recommended that an annual Worksheet for each student be kept until six years after the student would have graduated from high school.

34. Should parents maintain records on students instructed at home?

Parents are required to keep attendance records for each student, but there is no legal obligation for them to maintain any other records. It is recommended that parents keep evidence of their programs and their children's achievement and correspondence with the school district.

35. If a student instructed at home is unable to read adequately or find employment following completion of educational requirements as defined within the compulsory education laws, can the school district be held liable?

No. As a matter of public policy, the highest court in New York State has declined to recognize a cause of action for educational malpractice. Where the board of education and superintendent of schools make good faith efforts to implement the requirements of [Section 100.10 of the Regulations](#), there should not be a basis for liability under current law.

Individualized Home Instruction Plan (IHIP)

36. Are parents required to submit more than a list of textbooks in the IHIP to comply with the requirements of subdivision (d) of [Section 100.10](#)?

The IHIP must include for each of the required courses either a list of syllabi, curriculum materials and textbooks to be used or a plan of instruction to be followed. A different alternative may be used for different subjects. While a list of textbooks may be submitted, it is reasonable for the district to require more than the name, publisher, copyright date and author's name if the district is not familiar with the textbook's content. If the district requests additional information beyond the list of textbooks, the parents may, at their option, submit either a written scope and sequence describing the text or a copy of the text for the district's review (which copy shall be promptly returned to the parents). The purpose of such review is not to compare the text with those employed by the district, but rather: 1) to insure that the parent is providing the mandated subjects for the grade level in question, and 2) to provide the district with more complete information to assist its review of quarterly reports and annual assessments.

37. **When the IHIP is submitted by the parents, does the school district have the responsibility to make a subjective judgment of the substantial equivalency of the home instruction program?**

No. The purpose of these regulations is to provide a basis for objective determinations of substantial equivalence. IHIP submissions are to be evaluated to determine compliance with subdivisions (d) and (e) of Section 100.10. Quarterly reports are to be evaluated to determine compliance with subdivision (g). Annual assessments must comply with the requirements of subdivision (h). A home instruction program that adheres to the standards of the regulations at each stage of the process should be deemed to be substantially equivalent.

38. **Must the parents indicate on the IHIP what will be taught and the total time of instruction?**

The IHIP must include a list of the syllabi, curriculum materials, or plan of instruction to be used in each of the subjects required for that grade level. The total number of hours of instruction per quarter must be documented on the quarterly report. It is recommended that, in the secondary grades, hours per subject be included in each quarterly report.

39. **When must a student begin to receive instruction?**

Education Law 3205 clarifies the age at which a student is subject to compulsory education. The law now requires children who turn six on or before December 1 to receive instruction from the start of the school year in September of that year. Children who turn six after December 1 must begin to receive instruction no later than the first day of school the following September. (The board of education of the Syracuse city school district, the board of education of the city school district of the city of New York, the board of education of the city school district of the city of Rochester, the board of education of the city school district of the city of Utica, the board of education of the city school district of the city of Buffalo and the board of education of the city school district of the city of Yonkers are authorized to require minors who are five years of age on or before December first to attend kindergarten instruction. However, this provision does not apply to: minors whose parents elect not to enroll their children in school until the following September; and students enrolled in non-public schools or in an approved home instruction program.)

40. **Must the IHIP for a six-year-old indicate that the instruction is on the first grade level?**

No. As with any age, instruction should be geared to the level appropriate to the student's needs and previous level of achievement.

41. **Are students instructed at home required to take a second language?**

No. They are not required to take a second language, but they may choose to study a second language.

42. **Is physical education required?**

Yes. Every student must have a physical education program. Activities may differ but outcomes should be similar to those established for students in the public school.

43. **Must the topics proposed for study in each subject correspond to the material covered in the public school curriculum?**

While the subjects required by Law and Regulation must be taught, the course content may differ.

44. **If a student reaches the maximum age for compulsory attendance during the school year, must the IHIP for that student cover the full year?**

Yes. Students who turn 16 (or 17 in New York City) between July 1 and June 30 are of compulsory attendance age during the entire school year.

45. **Is a district required to review a IHIP for a student beyond compulsory attendance age?**

No.

46. **Can a district require parents to provide more information on the IHIP than the Regulations of the Commissioner require?**

No. A district may require only that information set forth in subdivision (d) of [Section 100.10 of the Regulations of the Commissioner](#).

47. **May a superintendent find a program of home instruction deficient, if he/she concludes that the student needs socialization or interaction with other children?**

No. This is not a basis for finding a program of home instruction deficient.

48. **Must home instruction for a student of limited English proficiency include instruction in the English language?**

Yes. Home instruction for such a student must include instruction in the English language.

49. **Are parents instructing their children at home required to teach courses which involve education about substance abuse, AIDS, human sexuality and family planning?**

Parents are required to provide health education at all grade levels. Section 804 of the Education Law requires that such health education include instruction to discourage the misuse and abuse of alcohol, tobacco and other drugs. Section 135.3(b) of the Regulations of the Commissioner of Education requires that the elementary and secondary health education curriculum include age appropriate instruction concerning the nature, methods of transmission and methods of prevention of the acquired immune deficiency syndrome (AIDS). Parents must address the topic of AIDS as a part of the required health instruction at least once in grades K-6, once in grades 7-8 and once in grades 9-12. Parents may include instruction on human sexuality and family planning as part of their children's health education, but are not required to do so.

50. **If a parent wanted to duplicate a home school program that is similar to the diploma requirements of public school students where would they look to find the requirements?**

<http://www.p12.nysed.gov/part100/pages/1005.html>

51. **Must a district notify parents that the IHIP is in compliance with C.R. 100.10?**

Yes. The district is obligated to notify parents that the IHIP is in compliance. It is strongly recommended that such notification be in writing.

52. **Must a board of education approve the IHIP?**

No. The superintendent of schools is responsible for reviewing the IHIP and notifying the parents of its status.

53. **When is the board of education involved in the process?**

If the superintendent of schools determines that a revised IHIP is not in compliance and the parents contest that determination, the parents may meet with the board to present evidence of compliance. The board then makes its determination of compliance or noncompliance.

54. **If the board finds that an IHIP is not in compliance, do the parents have the right to appeal?**

Yes. The parents may appeal a determination of noncompliance by the board to the Commissioner of Education within 30 days of receiving notice of the determination.

55. **Must the parents of a student instructed at home file an IHIP with the district if the student is enrolled in a correspondence school?**

Yes. The obligation to file an IHIP does not depend on the source of material used but rather on the location of the student's instruction. The board of education is responsible for ensuring that any student of compulsory age living within the district is receiving an adequate program of instruction. The parents and the district must comply with [C.R. 100.10](#) even if the supplier of the curriculum materials considers the student to be enrolled in its school or program.

56. **Does the State Education Department approve programs of home instruction provided by correspondence schools?**

No. The State Education Department does not perform this function. Correspondence school materials for home instruction must be reviewed by the superintendent of schools.

Evaluation

57. **When should parents inform the school district of their choice of a standardized test or alternative evaluation method?**

No date is specified in the regulation but it is recommended that parents provide this information by the end of the third quarterly reporting period.

58. **When is it necessary for parents to obtain the consent of the school district if they are using a norm-referenced achievement test for the annual assessment?**

- a. If the parents are having the student tested at a registered nonpublic school, the consent of the public school district is not required.
- b. If the parents are having the student tested at the public school, the testing should be done at the time of the school's own testing program, unless a mutually agreeable alternative is reached. The district should give the parents several weeks' notice of the dates for this testing.

- c. If the parents are having the student tested at another location, the school district is required to review, and (if in agreement) consent to the parents' selection of the test administrator.

59. Are students instructed at home required to take any State tests such as the PEP tests or RCTs?

No. These tests may be used to meet annual assessment requirements, but home-instructed students are not required to take them.

60. Which State tests suffice for an annual assessment?

Commercially published norm-referenced achievement tests used for evaluation purposes are listed in Commissioners Regulation 100.10.

- o The test shall be selected by the parent from one of the following: the Iowa Test of Basic Skills, the California Achievement Test, the Stanford Achievement Test, the Comprehensive Test of Basic Skills, the Metropolitan Achievement Test, a State Education Department test, or another test approved by the State Education Department.
- o The New York State Education Department has also approved use of the Personalized Achievement Summary System (PASS) test available through Hewitt Homeschooling as an acceptable commercially published norm-referenced achievement test for the purposes of annual assessment under CR100.10(h)(1)(i).

At this time, there is no process in place to request evaluation and approval of any other tests for this purpose.

61. If parents instructing their children at home choose to use PEP tests or RCTs as a part of their annual evaluation, should the school district include their scores with the scores of the public school students?

No.

62. Can parents of a fourth-grader opt for an alternative form of evaluation?

Yes. Alternative forms of evaluation may be used every other year for pupils in grades 4 through 8. Thus, grade 4 could be the first year in this pattern.

63. Must the district administer tests during the school year to home-instructed students?

No. The district is not obligated to administer any tests unless the student is referred to the Committee on Special Education for evaluation.

64. May a student instructed at home take Regents examinations?

Yes. If a request is made, school officials are encouraged to admit a student receiving home instruction to Regents examinations. If a Regents examination has a lab requirement, the student may be admitted to the examination if there is evidence that the student has met the lab requirement. The IHIP, quarterly reports and/or verification from the student's teacher can provide such evidence.

Regents examinations may only be administered at the public school or registered nonpublic school because they are secure examinations. The test results can be helpful to the student and also to public school officials.

65. If parents want to use one of the standardized tests listed in the home instruction regulation but not used by the school district, who orders and who pays for it?

If the parent chooses to use a test that has not been ordered for use in the public schools of the district, the school district, upon request of the parent, would order the test. The parent would, however, pay for the cost of procuring it.

66. May a parent administer a standardized test or prepare the written narrative of assessment?

Yes. With the consent of the superintendent, a parent may perform these actions.

67. What is a home instruction peer review panel and what is its function under the regulations?

A home instruction peer review panel is an advisory group of home instructing parents who prepare a written narrative of a student's achievement. Members of such a panel may be chosen by the parent with the consent of the superintendent.

68. What action should be taken by the district if parents do not submit any evaluation?

If phone calls or letters do not elicit the information, the district should notify parents by registered mail that the evaluation is due and set a reasonable date for its submission. If the information is not forthcoming, the district is without evidence that instruction has been taking place. In that case, the district would be obligated to report the case to the central registry as a case of suspected educational neglect.

Commencement of Home Instruction During the School Year

69. May a district refuse to consider a parent's request for home instruction if it occurs during the school year?

No. The district must respond to a letter of intent and to the submission of an IHIP at any time during the school year.

70. If home instruction begins during the normal school year, which timelines apply?

The regulation specifies that parents who decide to begin home instruction or parents who move into the district after the start of the school year must file a letter of intent within 14 days of beginning home instruction within the district.

From that point on, the usual timelines apply:

- Within 10 business days of receiving the letter, the district must furnish the parent with a copy of [C.R. 100.10](#) and an IHIP form for each child.
- Within 4 weeks of receiving it, the parent must submit the completed IHIP to the district.
- Within 10 business days of receiving the IHIP, the district must notify the parent whether it complies with the requirements of the regulation or give written notice of any deficiency.
- Within 15 days of receiving a notice of deficiency, the parent must submit a revised IHIP which corrects the deficiencies.
- Within 15 days of receiving the revised IHIP, the district must notify the parent as to whether it complies with the regulation.

71. If home instruction begins during the school year, when should parents schedule quarterly reports to the district?

The number of reports should be proportional to the period of home instruction. For example, if instruction begins at about the end the first reporting period in the public school, the parent would schedule three reports during the remainder of the year.

College Entrance

72. If home-instructed students cannot be awarded local or Regents high school diplomas, how can they gain entrance to colleges?

First, please note that seeking admission to college is entirely a choice that students make, and successfully gaining admission to college is entirely the responsibility of home-instructed students and their parents. It is not the responsibility of the State Education Department or the local public school district to secure college admission for home-instructed students.

Second, colleges set their own admissions requirements. These requirements vary from college to college. The burden, therefore, is on home-instructed students (and their parents) to seek and acquire information on the admissions requirements of the colleges of their choice. The burden is also on home-instructed students (and their parents) to convince colleges to accept them. Because of this, home-instructed students (and their parents) may wish to seek information regarding the admissions requirements of the colleges of their choice well in advance of the actual application for admission.

Third, Listed below are some suggested strategies for home-instructed students (and their parents) to consider using to help them gain entrance to colleges. Consideration can be given to using a combination of these strategies. Please note that there is no guarantee that following any or all of the strategies listed below will ensure a home-instructed student's admission to any college. Again, if home-instructing students choose to pursue admission to college, they (and their parents) are fully responsible for this.

Suggested Strategies

73. A portfolio of the student's work, demonstrating its breadth and depth, might be developed over time. This portfolio can be shared with college admissions personnel to demonstrate the student's capabilities.

74. If a home-instructed student has taken Regents exams at the public school of residence, he/she can request the public school district to produce, on school letterhead, a list of the exams taken, the date on which they were taken, and the score the student earned. This list of Regents exam scores can be shared with college admissions personnel.

75. Home-instructed students can take the Scholastic Aptitude Test (SAT) and/or other standardized tests used for college admissions purposes. Scores on these tests can be shared with college admissions personnel. Home-instructed students should contact their public school district about arrangements for taking the Scholastic Aptitude Test and/or achievement examinations offered by the College Board or the American College Testing Service.

76. If the student is beyond the age of compulsory education, and has completed a program of home instruction in compliance with [Section 100.10 of the Regulations of the Commissioner of Education](#), he/she can request that the superintendent of schools of the public school district of residence attest to this, in writing, on district letterhead. This can be shared with college admissions personnel. Please note, however, that the superintendent of schools may, but is under no obligation to, attest to this.

77. Home-instructed students can take the GED exam, when they have reached eligibility to do so. Students passing the GED exam can share their General Equivalency Diplomas with college admissions personnel.

BLANK

HOME INSTRUCTION

FORMS FOR PARENT USE

**PLEASE NOTE: THESE FORMS ARE INCLUDED AS A GUIDE.
YOU MAY USE THESE FORMS OR YOU MAY USE YOUR OWN.**

BLANK

LETTER OF INTENTION FOR HOME INSTRUCTION

I (WE) PLAN TO HOME SCHOOL OUR CHILD(REN) LISTED BELOW
DURING THE _____ SCHOOL YEAR.

<u>CHILD'S NAME</u>	<u>GRADE</u>	<u>DATE OF BIRTH</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ADDRESS:

PHONE:

EMAIL:

PARENT(S) NAMES (please print)

PARENT(S) SIGNATURE:

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)
STUDENT INFORMATION

SCHOOL YEAR: _____ **DISTRICT:** _____

STUDENT: _____
(please print)

DATE OF BIRTH: _____ **GRADE:** _____

ADDRESS: _____

QUARTERLY REPORTS WILL BE SUBMITTED AS FOLLOWS:

1st Quarter _____/_____/_____

2nd Quarter _____/_____/_____

3rd Quarter _____/_____/_____ To include Assessment Options if not previously submitted

4th Quarter _____/_____/_____

PARENT SIGNATURE

HOME SCHOOLING INSTRUCTOR
(IF NOT PARENT)

PARENT SIGNATURE

**THIS FORM SHOULD BE FILLED OUT FOR EACH STUDENT
AND BE INCLUDED WITH THE IHIP.**

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)

Grades 1-6

School Year: _____

STUDENT: _____ GRADE: _____

Please describe the instructional plan for each required subject area. A syllabi, scope and sequence, or table of contents from a textbook may be used if they describe the content that will be taught. Please list all curriculum materials. Additional sheets may be attached.

For grades one through six: arithmetic, reading, spelling, writing, the English language, geography, United States history, science, health education, music, visual arts, physical education, bilingual education and/or English as a second language where the need is indicated.

ENGLISH/LANGUAGE ARTS: (Include reading, writing, spelling)

MATHEMATICS:

SCIENCE: (Include life sciences and physical science)

SOCIAL STUDIES: (Include geography, NY State/US History and Constitution, Patriotism, and Citizenship)

HEALTH: (Include HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Arson Prevention, Fire/Traffic/Highway/Bicycle Safety Education, Child Abuse)

MUSIC:

VISUAL ARTS:

PHYSICAL EDUCATION:

NOTE:

1. Bilingual education or English as a second language should be provided where the need is indicated.
2. Although some subjects may be taught in integrated fashion (e.g. science/health) the IHIP must show content taught for each.

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)

Grades 7-8

School Year: _____

STUDENT: _____ GRADE: _____

Please describe the instructional plan for each required subject area. A syllabi, scope and sequence, or table of contents from a textbook may be used if they describe the content that will be taught. Please list all curriculum materials. Additional sheets may be attached.

A unit means 6,480 minutes of instruction per school year.

For grades seven and eight: English (two units); history and geography (two units); science (two units); mathematics (two units); physical education (on a regular basis); health education (on a regular basis); art (one-half unit); music (one-half unit); practical arts (on a regular basis); and library skills (on a regular basis). The units required herein are cumulative requirements for both grades seven and eight.

ENGLISH/LANGUAGE ARTS:

MATHEMATICS:

SCIENCE: (Include life sciences and physical science)

SOCIAL STUDIES: (Include geography, NY State/US History and Constitution, Patriotism, and Citizenship)

HEALTH: (Include HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Arson Prevention, Fire/Traffic/Highway/Bicycle Safety Education, Child Abuse)

MUSIC:

ART:

PRACTICAL ARTS:

PHYSICAL EDUCATION:

NOTE:

1. Bilingual education or English as a second language should be provided where the need is indicated.
2. Although some subjects may be taught in integrated fashion (e.g. science/health) the IHIP must show content taught for each.
3. Library Skills may be taught within context of subject areas

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)

Grades 9-12

School Year: _____

STUDENT: _____ **GRADE:** _____

Please describe the instructional plan for each required subject area. A syllabi, scope and sequence, or table of contents from a textbook may be used if they describe the content that will be taught. Please list all curriculum materials. Additional sheets may be attached.

A unit means 6,480 minutes of instruction per school year.

For grades 9 through 12: English (four units); social studies (four units), which includes one unit of American history, one-half unit in participation in government, and one-half unit of economics; mathematics (two units); science (two units); art and/or music (one unit); health education (one-half unit); physical education (two units); and three units of electives. The units required herein are cumulative requirements for grades 9 through 12.

ENGLISH/LANGUAGE ARTS:

MATHEMATICS:

SCIENCE:

SOCIAL STUDIES: (Include US History, Economics, Participation in Government)

HEALTH: (Include HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Arson Prevention, Fire/Traffic/Highway/Bicycle Safety Education, Child Abuse)

MUSIC/ART:

FOREIGN LANGUAGE:

ELECTIVES:

PHYSICAL EDUCATION:

NOTES:

1. Bilingual education or English as a second language should be provided where the need is indicated.
2. Although some subjects may be taught in integrated fashion (e.g. science/health) the IHIP must show content taught for each.
3. Library Skills may be taught within context of subject areas
4. If requesting an Equivalency Letter, 22 cumulative units are required (see pages 4-5)

QUARTERLY REPORT

Grades 1-6

School Year: _____ Quarter: 1 2 3 4 (circle one)

Total Hours of Instruction this Quarter _____

STUDENT: _____ GRADE: _____

Please describe the specific skills and concepts covered during this quarter, and the level to which each was achieved.

ENGLISH/LANGUAGE ARTS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

MATHEMATICS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

SCIENCE: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

SOCIAL STUDIES: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

HEALTH: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

MUSIC: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

VISUAL ARTS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

PHYSICAL EDUCATION: Number of Hours: _____ Grade/Evaluation: _____
Material Covered: _____

QUARTERLY REPORT
Grades 7-8

School Year: _____ Quarter: 1 2 3 4 (circle one)

Total Hours of Instruction this Quarter _____

STUDENT: _____ GRADE: _____

Please describe the specific skills and concepts covered during this quarter, and the level to which each was achieved.

ENGLISH/LANGUAGE ARTS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

MATHEMATICS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

SCIENCE: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

SOCIAL STUDIES: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

HEALTH: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

MUSIC: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

ART: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

PRACTICAL ARTS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

PHYSICAL EDUCATION: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

QUARTERLY REPORT
Grades 9-12

School Year: _____ Quarter: 1 2 3 4 (circle one)

Total Hours of Instruction this Quarter _____

STUDENT: _____ GRADE: _____

Please describe the specific skills and concepts covered during this quarter, and the level to which each was achieved.

ENGLISH/LANGUAGE ARTS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

MATHEMATICS: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

SCIENCE: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

SOCIAL STUDIES: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

HEALTH: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

MUSIC/ART: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

ELECTIVES: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

FOREIGN LANGUAGE: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

PHYSICAL EDUCATION: Number of Hours: _____ Grade/Evaluation: _____
Material Covered:

Test Providers

The following information is provided as a courtesy of Wayne-Finger Lakes BOCES Home School Coordination.

This list is not all-inclusive and does not constitute an endorsement.

You may utilize the provider of your choice even if they are not listed below.

California Achievement Test - (grades K-12)

Family Learning Organization

PO Box 1750, Mead WA 99021-1750

https://www.familylearning.org/tests_cat.php

Phone: 800-405-8378

Email: homeschool@familylearning.org

Seton Testing Services

1350 Progress Drive, Front Royal, VA 22630

<http://www.setontesting.com/cat/>

Phone: 800-542-1066

Piedmont Education Services

1629 Turfwood Drive, Pfafftown, NC 27040-9513

<http://www.pesdirect.com/Products/CAT5.html>

Phone: 336-924-2494

Christian Liberty Press

502 West Euclid Avenue, Arlington Heights, IL 60004

<http://www.shopchristianliberty.com/>

Phone: 800-348-0899

Email: custserv@christianliberty.com

Personalized Achievement Summary System (PASS) - (grades 3-8)

Hewitt Homeschooling Resources

P.O. Box 9, Washougal, WA 98671-0009

<http://hewitthomeschooling.com>

Phone: 800-348-1750

Email: sales@hewitthomeschooling.com

Stanford Achievement Test - (grades K-12)

Seton Testing Services – Stanford Online Testing (grades 3-12)

1350 Progress Drive, Front Royal, VA 22630

<http://www.setontesting.com/>

Phone: 888-766-0029

Email: stanfordonline@setontesting.com

BJU Press

1700 Wade Hampton Blvd., Greenville, SC 29614-0062,

<http://www.bjupress.com/testing/stanford.php>

*Administrator Requirements: B.A. or B.S. degree

Phone: 800.845.5731

Email: bjupinfo@bjupress.com

Abeka Testing

P.O. Box 17474, Pensacola, FL 32522

<http://www.abekatesting.org/stanford.aspx>

*Administrator Requirements: B.A. or B.S. degree

Phone: 1-888-722-0044

The Iowa Tests of Basic Skills - (Grades K-8), Iowa Tests of Educational Development - (Grades 9-12)

BJU Press

1700 Wade Hampton Blvd., Greenville, SC 29614-0062,

<http://www.bjupress.com/testing/iowa/>

*Administrator Requirements: B.A. or B.S. degree

Phone: 800.845.5731

Email: bjupinfo@bjupress.com

Seton Testing Services

1350 Progress Drive, Front Royal, VA 22630

<http://www.setontesting.com/iowa-tests/>

*Administrator Requirements: B.A. or B.S. degree

Phone: 919-387-7004

Email: testing@setontesting.com

Abeka Testing

P.O. Box 17474, Pensacola, FL 32522

<http://www.abekatesting.org/iowatests.aspx>

*Administrator Requirements: B.A. or B.S. degree

Phone: 1-888-722-0044