



Elmsford Union Free School District  
*Dedicated To Excellence In Education*

# Elmsford Union Free School District

## Home School Manual

<https://www.eufsd.org/>

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# Instructional Requirements

Listed below are the required subjects that all students must take.

Subjects for Grades 1-6	Subjects for Grades 7-8	Units for Grades 7-8**	Subjects for Grades 9-12	Units for Grades 9-12***
English Language	English	2	English	4
U.S. History	History/Geography	2	Social Studies: 1 Unit: American History ½ Unit: Participation in Government ½ Unit: Economics 2 Units: Electives in S.S.	4
Science	Science	2	Science	2
Arithmetic	Mathematics	2	Mathematics	2
Physical Education	Physical Education	Regularly	Physical Education	2
Health Education	Health Education	Regularly	Health Education	1/2
Visual Arts	Art	1/2	Art/Music	1
Music	Music	1/2	Electives	3
Spelling	Practical Arts	Regularly	*** Units required are cumulative for grades 9-12	
Reading	Library Skills	Regularly		
Writing	** Units required are cumulative for both grades 7& 8.			
Geography				
Bilingual Ed or ESL (Where the need is indicated)				
U.S. History (to be covered at least once from 1-8)				
N.Y.S. History (to be covered at least once from 1-8)				
Constitution of the U.S. and N.Y.S. (to be covered at least once from 1-8)				

➤ **Other Requirements: (to be covered each year during grades 1-12)\*\*\*\***

- Patriotism/Citizenship
- Alcohol/Drugs/Tobacco
- Bicycle/Highway Safety
- Fire and Arson Prevention Safety

**\*\*\*\*Note: Please make sure these requirements are included on your IHIP's. \*\*\*\***

**Grades 1–6 Instructional Requirements Breakdown  
(Yearly Total = 900 Hours)**

<b>Subject Requirements (Public/Registered Nonpublic Schools)</b>	<b>Instructional Requirements</b>
English/Language Arts: Reading, Writing, Spelling, Speaking/Listening	180 minutes per week
Mathematics	180 minutes per week
Science: Life Sciences, Physical Sciences	180 minutes per week
Social Studies: (Includes Citizenship and Patriotism), Geography, NYS History and Constitution, US History and Constitution, Local History, Economics	180 minutes per week
Health: (Includes HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Fire/Highway/Bicycle Safety Education, and Child Abuse)	Regularly
Music	45 minutes per week
Visual Arts	45 minutes per week
Physical Education	120 minutes per week

**NOTES:**

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

**Grades 7–8 Instructional Requirements Breakdown  
(Yearly Total = 990 Hours)**

<b>Subject Requirements (Public/Registered Nonpublic Schools)</b>	<b>Units</b>	<b>Instructional Requirements</b>
English/Language Arts: Reading, Writing, Spelling, Speaking/Listening	2 units	180 minutes per week
Mathematics	2 units	180 minutes per week
Science: (Includes Life and Physical Sciences)	2 units	180 minutes per week
Social Studies(Includes Citizenship and Patriotism)- Geography- NYS History and Constitution- US History and Constitution- Economics	2 units	180 minutes per week
Health(Includes HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Fire/Highway/Bicycle Safety Education, and Child Abuse)	½ unit	90 minutes per week
Music	½ unit	90 minutes per week
Visual Arts	1 unit	180 minutes per week
Technology	¼ unit	45 minutes per week
Home and Careers	¼ unit	45 minutes per week
Library Skills	—	—
Physical Education	—	120 minutes per week

Unit Explanation:

- 1 unit = 180 minutes per week (3 hrs) for one year or 90 minutes per week for two years
- ½ unit = 90 minutes per week for one year or 45 minutes per week for two years
- ¼ unit = 45 minutes per week for one year or 90 minutes per week for ½ year

NOTES:

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

**Grades 9–12 Instructional Requirements Breakdown  
(Yearly Total = 990 Hours)**

<b>Subject Requirements (Public/Registered Nonpublic Schools)</b>	<b>Units</b>	<b>Instructional Requirements</b>
English/Language Arts: Reading, Writing, Spelling, Speaking/Listening	4 units	180 minutes per week
Mathematics	2 units	180 minutes per week
Science	2 units	180 minutes per week
Social Studies: (Includes Citizenship and Patriotism) Global Studies (2 units) American History (1 unit), Participation in Government (½ unit), Economics (½ unit)	4 units	180 minutes per week
Health: (Includes HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Fire/Highway/Bicycle Safety Education, and Child Abuse)	½ unit	90 minutes per week
Music and/or Visual Arts	1 unit	180 minutes per week
Physical Education	2 units	120 minutes per week
Electives	3 units	180 minutes per week

**Unit Explanation:**

- 1 unit = 180 minutes per week (3 hrs) for one year
- ½ unit = 90 minutes per week for one year

**NOTES:**

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

# **Plan for Instruction and Evaluation**

**(Examples of forms follow in this section. You may choose to use an alternate format to share the required information.)**

**Elmsford Union Free School District**  
**Home Schooling 2025-2026**  
 98 South Goodwin Ave, Elmsford, NY 10523

**INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP – PART 1)**  
 (ONE form per student)

Name of Student \_\_\_\_\_

Address/Phone: \_\_\_\_\_

Grade Level: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Instructor(s): \_\_\_\_\_

<b>Dates for Submittal of Quarterly Reports</b>
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Suggested		Actual Date
1 <sup>st</sup> Quarter	Nov	
2 <sup>nd</sup> Quarter	Feb	
3 <sup>rd</sup> Quarter	Apr	
4 <sup>th</sup> Quarter	Jun	(annual assessment arrangements included)

\_\_\_\_\_  
 Parent's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Home School Administrator

\_\_\_\_\_  
 Date

On the following page, please describe the instructional plan for each required subject area. A syllabi, scope and sequence or tables of contents from a textbook may be used if they describe the content that will be taught.  
 Additional sheets may be attached.



# Quarterly Reports

(Helpful Information)

Quarterly Reports are filed with the school district four (4) times per year.

Please include in your quarterly report:

- The total number of hours of instruction;
- A description of the material covered for each subject;
- A grade or narrative for each subject, denoting the progress the child has made.
- A written explanation in the event that less than eighty percent of the amount of the course materials as set forth in the IHIP planned for that quarter have been covered in any subject.

Quarterly Reports should be submitted to the designated Elmsford UFSD representative approximately every forty-five days. Your quarterly reports should be filed with the school district on or before the dates set forth in your IHIP. Please also refer to section (g) of the 100.10 regulations.

In terms of attendance, the regulations indicate: 900 hours of instruction per year are required for students in grades 1-6, and 990 hours for students in grades 7-12. The number of hours of instruction for the quarter should be noted on the Quarterly Report.

There are unit requirements in Grades 7-12 for each required subject. The number of instructional hours must be reported per unit. A “unit” means 108 total hours of instruction, equivalent to 6,480 minutes or 3 hours per week for 36 weeks; 1/2 unit means 54 hours; and 1/4 unit means 27 hours. Be sure to provide factual information on the report; the superintendent is not given the authority to make subjective judgments about your program.

In determining the amount of time spent in education, one may consider all such legitimate learning activities such as: church activities (i.e. choir), field trips, exploratory learning, additional reading, informal learning, living skills, lessons (i.e. music, swimming, etc.), spontaneous learning situations, and other varied life activities which are educational in nature.

**NOTE: The following forms provide examples of reports that might be used when submitting quarterly report information.**

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**ELMSFORD UFSD HOME SCHOOL PROGRAM**

Student Name: \_\_\_\_\_

- \_\_\_\_\_ First
- \_\_\_\_\_ Second
- \_\_\_\_\_ Third
- \_\_\_\_\_ Fourth

**Quarterly Report for Grades 1 - 6**

Student's Grade Level: \_\_\_\_\_

Instruction and Evaluation Completed			
Subject	Evaluation (Narrative)	Hours of Instruction	Grade
<b>Math</b> (180 min./week)			
<b>ELA/Language Arts</b> (180 min/week)			
<b>Social Studies</b> (180 min./week)			
<b>Science</b> (180 min./week)			
<b>Health</b> (regularly)			
<b>Music</b> (45 min./week)			

## Quarterly Report for Grades 1 – 6 (continued)

Subject	Evaluation (Narrative)	Hours of Instruction	Grade
<b>Visual Arts</b> (45 min./week)			
<b>Physical Education</b> (120 min.week)			
<b>NOTES:</b> 1. Bilingual education or English as a Second Language should be provided where a need is indicated 2. Library skills should be taught within the context of subject areas. 3. Although some subjects may be taught in an integrated fashion (e.g. Science/Health), an IHIP must show content taught in each subject area.			
		<i>Total Hours</i>	
<b>Please Note: Minimum total hours are 225 per quarter/900 per year.</b>			
<b>Parent's Comments</b>			

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>Administrator Comments</b>	
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Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

**ELMSFORD UFSD HOME SCHOOL PROGRAM**

Student Name: \_\_\_\_\_

- \_\_\_\_\_ First
- \_\_\_\_\_ Second
- \_\_\_\_\_ Third
- \_\_\_\_\_ Fourth

**Quarterly Report for Grades 7 - 8**

Student's Grade Level: \_\_\_\_\_

	<b>Instruction and Evaluation Completed</b>		
<b>Subject</b>	Evaluation (Narrative)	Hours of Instruction	Grade
<b>English/Lang. Arts</b> (180 min./week)			
<b>Social Studies</b> (180 min./week)			
<b>Science</b> (180 min./week)			
<b>Mathematics</b> (180 min./week)			
<b>Health</b> (90 min./week)			
<b>Physical Education</b> (45 min./week)			

## Quarterly Report for Grades 7 – 8 (continued)

Subject	Evaluation (Narrative)	Hours of Instruction	Grade
<b>Visual Arts</b> (90 min./week)			
<b>Music</b> (90 min./week)			
<b>Home and Careers</b> (45 min./week)			
<b>Library Skills</b> (45 min./week)			
<b>Technology</b> (180 min./week)			
<i>Total Hours</i>			
<b>Please Note: Minimum total hours are 247.5 per quarter/990 per year.</b>			
<b>Parent's Comments</b>			

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>Administrator Comments</b>	
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Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_

**NOTES:**

1. Library skills should be taught within the context of subject areas.
2. Bilingual education or English as a Second Language should be provided where a need is indicated
3. Although some subjects may be taught in an integrated fashion (e.g. Science/Health), an IHIP must show content taught in each subject area.

**ELMSFORD UFSD HOME SCHOOL PROGRAM**

Student Name: \_\_\_\_\_

\_\_\_\_ First  
 \_\_\_\_ Second  
 \_\_\_\_ Third  
 \_\_\_\_ Fourth

**Quarterly Report for Grades 9 - 12**

Student's Grade Level: \_\_\_\_\_

Instruction and Evaluation Completed			
Subject	Evaluation (Narrative)	Hours of Instruction	Grade
<b>English</b> (180 min./week)			
<b>Social Studies</b> (180 min./week)			
<b>Mathematics</b> (180 min./week)			
<b>Science</b> (180 min./week)			
<b>Music and/or Visual Arts</b> (180 min./week)			

## Quarterly Report for Grades 9 – 12 (continued)

Subject	Evaluation (Narrative)	Hours of Instruction	Grade
Health Education (90 min./week)			
<b>Physical Education</b> (120 min. week)			
<b>Electives</b> (180 min./week)			
<i>Total Hours</i>			
<b>Please Note: Minimum total hours are 247.5 per quarter/990 per year.</b>			
<b>Parent's Comments</b>			

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>Administrator Comments</b>	
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Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_

**NOTES:**

1. Library skills should be taught within the context of subject areas.
2. Bilingual education or English as a Second Language should be provided where a need is indicated
3. Although some subjects may be taught in an integrated fashion (e.g. Science/Health), an IHIP must show content taught in each subject area.

## Home School Attendance Record

School Year \_\_\_\_\_ - \_\_\_\_\_

Name of Student: \_\_\_\_\_  
Last
First
Grade

Directions: Please save this form as a master; make photocopies so that a separate form can be used for each student. Please check dates below on which academic instruction and educational activities occurred. This form should be mailed in with your quarterly reports. **(Note: This is an optional form, but attendance must be recorded and available on request.)**

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
July																																
August																																
September																																
October																																
November																																
December																																
January																																
February																																
March																																
April																																
May																																
June																																

*By my signature below, I affirm that the above entered information, to the best of my knowledge, is accurate.*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

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## **PART 100.10 OF REGULATIONS OF THE COMMISSIONER OF EDUCATION**

Pursuant to sections 207, 3204, 3210, 3212 and 3234 of the Education Law

The Regulations of the Commissioner of Education are amended, effective July 1, 1988, by addition of the new section 100.10 to read as follows:

### **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.

**New York State Education Department  
Action Steps for Home Schoolers and School Officials  
Commissioner’s Regulations 100.10**

Please Note: Grey shaded areas refer to Home School programs that are out of compliance. The dates shown on the attached list are examples of time frames to be used but may require an update each year.

<b>Due Date</b>	<b>Actions Required</b>	<b>Individual</b>
By July 1 <sup>st</sup> each year, or; by 14 days of commencement	Notices to the Superintendent of the parents’ intention to home instruct their child.	Parent
By 10 days of notice of intention	Send a copy of Commissioners’ Regulation Section 100.10 (CR100.10) and an Individualized Home Instruction Plan (IHIP) form (both included in the Home Instruction Manual) to submit for each child to the parent.	School District
By August 15 <sup>th</sup> or, within 4 weeks of receipt of CR100.10 and form whichever is later.	Submit a complete IHIP to the school district that includes child’s name, age, grade level, quarterly report submission dates and the name of the instructor. Submit an annual plan that includes syllabi, curriculum materials and textbooks to be used or a pan of instruction to be followed. Upon parental request, the school district will provide assistance in preparing the IHIP.	Parent
By August 15 <sup>th</sup> or, within 4 weeks of receipt of CR100.10 and form whichever is later.	Determination of final evaluation of student’s academic year via commercially published achievement tests or alternative evaluation. Alternative evaluation for grades 1-3 can be a written narrative submitted by: <ul style="list-style-type: none"> <li>• Certified Teacher</li> <li>• Approved Peer Review Panel</li> <li>• Other Approved Person</li> </ul> Alternative evaluation for grades 4-8 submitted no more than every other year. <ul style="list-style-type: none"> <li>• Certified Teacher</li> <li>• Approved Peer Review Panel</li> <li>• Other Approved Person</li> </ul>	Parent
By August 15 <sup>th</sup> or, within 4 weeks of receipt of CR100.10 and form whichever is later.	Determination of final evaluation of student’s academic year via commercially published achievement tests or alternative evaluation (continued): Commercial tests include: <ul style="list-style-type: none"> <li>• Iowa Tests of Basic Skills</li> <li>• California Achievement Tests</li> <li>• Stanford Achievement Test</li> <li>• Comprehensive Test of Basic Skills</li> <li>• Metropolitan Achievement Test</li> <li>• State Education Department (SED) Tests</li> <li>• Other SED approved tests</li> </ul>	Parent

<b>Due Date</b>	<b>Actions Required</b>	<b>Individual</b>
	Determine who will administer and score tests for evaluation from the following options: <ul style="list-style-type: none"> <li>• District Official/Professional Staff,</li> <li>• Registered Nonpublic/Professional Staff with consent of Chief School Officer,</li> <li>• Non-registered, Non-Public School/Professional Staff with consent of Superintendent of the district and Chief School Officer of the school, or</li> <li>• Other location/other person approved by the Superintendent</li> </ul>	Parent
By August 31 <sup>st</sup> each year, or, within 10 business days of receipt of IHIP whichever is later.	Notify parents of IHIP compliance or give written notice of deficiencies.	School District
Within 15 days of receipt of notice of deficiency in IHIP.	Submit a revised IHIP to school district.	Parent
By September 30 each year or, within 15 days of receipt of the revised IHIP whichever is later.	Review the revised IHIP and notify parents of its compliance or written notification of the reasons the IHIP was determined to not be in compliance and the date of the next regularly scheduled Board meeting which will fall 10 days past the notice's mailing date. Parents' right to contest the determination must be included.	Superintendent
At least 3 business days prior to Board of Education meeting date.	Notify Board of Education of their desire to contest the superintendent's determination of IHIP non-compliance.	Parent
At the regularly scheduled Board of Education meeting at least 10 days from the mailing date of the Superintendent's notice that IHIP is non compliant	Present proof of compliance of IHIP to the Board of Education.	Parent
At regularly scheduled Board of Education meeting at which the parent presents proof of compliance of their IHIP	Makes a final determination of the compliance or noncompliance of the IHIP.	Board of Education
Within 30 days following receipt of noncompliance of IHIP by the Board of Education	Appeal a final determination by the school district of IHIP noncompliance to the Commissioner of Education; this could include the administration of commercially published tests.	Parent
Immediately, when no appeal is left or available concerning noncompliance of the IHIP.	Provide for instruction of their children at a public school or elsewhere.	Parent
Within 10 days following the date on which no appeal is left or available.	Furnish the Superintendent with written notice of the arrangements made to provide their children with required instruction unless they are enrolled in the public school.	Parent
The substantial equivalent of 180 days/900 hours per year per grades 1-6, and 180 days/990hours per year for grades 7-12.	Attend upon instruction. Instruction may occur in a building other than the students' home that has been determined not to violate local building codes.	Student
180 days per year.	Maintain records of attendance permitting absences on the same basis as the district uses for its own children. Upon request the school district may review records of attendance.	Parent

On or before dates specified in IHIP.	Submit to the school district a quarterly report for each child being home instructed. It shall list hours of instruction, description of material covered and subjects listed in the IHIP or a written evaluation of child's progress including student name, grade and subject. If less than 80% of course material listed in the IHIP for any subject is covered, a written explanation as to why this happened should be included in the report.	Parent
Upon the request of the parent	Provide instrument used for the annual assessment.	School District
At time of filing the 4 <sup>th</sup> quarterly report specified in the IHIP.	Submit an annual assessment that shall include test results or a narrative report for each child taught at home.	Parent
Following the submission of the annual assessment by the parent.	Will determine if the composite scores of commercial tests are adequate if they score: <ul style="list-style-type: none"> <li>• Above 33% on nation norms</li> <li>• Academic year ahead of previous year's test</li> </ul>	School District
Prior to acceptance of the next annual plan (if on probation).	Submit a plan of remediation that addresses deficiencies in the child's achievement	Parent
At the end of any semester following the beginning of remediation	Shall remove a home school program from probation if the child attains one hundred percent of the objectives specified in the remedial plan.	School District
Upon reasonable feeling of noncompliance with regulations	May require one or more visitations to the home following 3 days written notice to ascertain areas of noncompliance. Visits may be made by Superintendent or designee and could also include a member of a peer review panel.	Superintendent
End of semester or two years	Shall notify parents in writing of their failure to comply with at least 75% of objectives of the remediation plan per semester and/or 100% of the objectives of the remediation plan within 2 years. Will notify parents of the next regularly scheduled Board of Education meeting that will fall 10 days past the notice's mailing date. Parents have a right to contest the determination at this time.	School District

**QUESTIONS and ANSWERS**  
**About Home Instruction (Homeschooling) Prepared by**  
**the New York State Education Department**

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**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. Homebound 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). Homebound/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/>.

**\*\*Homebound instruction is not homeschooling. Home Instruction is homeschooling. The information provided above in question and answer #1 is explaining homebound instruction.**

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?*** A Home Instruction Worksheet assists 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.
    - b. 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 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.

### **Students with Special Educational Needs**

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.

### **Suggested Annual Assessments**

[California Achievements Tests http://www.setontesting.com/cat/](http://www.setontesting.com/cat/)

[Iowa Tests http://www.setontesting.com/iowa-tests/](http://www.setontesting.com/iowa-tests/)

[PASS Tests https://www.hewitthomeschooling.com/testing/tmain.aspx](https://www.hewitthomeschooling.com/testing/tmain.aspx)

[Stanford Achievement Tests http://www.setontesting.com/stanford-10-online/](http://www.setontesting.com/stanford-10-online/)

[Terra Nova Tests http://www.setontesting.com/terranova/](http://www.setontesting.com/terranova/)

**Do you still have questions? Please feel free to contact Leah Zilich, M.A.**

**Phone: 914-592-8440**