



WAYNE - FINGER LAKES
Board of Cooperative Educational Services

HOMESCHOOL INSTRUCTION INFORMATION PACKET

2026-2027

Wayne-Finger Lakes BOCES
Homeschool Instruction Office, Arcadia Building
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Newark, NY 14513

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CONTACT INFORMATION

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INTRODUCTION

This guide assists parents/guardians in complying with New York State Education Law §100.10 for home instruction. If you would like a hard copy of this packet sent to your home address, please send a request to the Homeschool Instruction Team at the email address above.

NYSED HOME INSTRUCTION REGULATIONS

Home instruction must be substantially equivalent to public school instruction under NYS Education Law §100.10 (see APPENDIX A). The NYSED Home Instruction website provides all homeschool regulations and requirements. These serve as the foundational guidelines under which we operate and ensure compliance.

Students receiving home instruction do not earn a traditional high school diploma; however, they may meet alternative pathways for postsecondary opportunities depending on individual circumstances. Families should be aware that recognition of home instruction or a GED may vary among employers, colleges, or other institutions. For students who meet eligibility criteria, a Letter of Completion may be requested to document the successful completion of a home instruction program.

Home-instructed students are not eligible to participate in interscholastic sports, as participation requires school enrollment. Districts may, but are not required to, allow participation in other school-sponsored activities or instruction.

There are no state-required credentials for individuals providing home instruction.

The superintendent of the school district of residence holds final responsibility and authority for determining compliance with NYSED regulations (Section 100.10).

NYSED Resources

Please note: If you need hard copies of any of the information below, contact the Homeschool Instruction Office. We would be happy to mail them to you.

Homeschool Instruction Home Page: <https://www.nysed.gov/nonpublic-schools/home-instruction>

Homeschool Instruction Laws and Regulations: <https://www.nysed.gov/nonpublic-schools/key-laws-and-regulations-relating-home-instruction>

Homeschool Instruction Questions and Answers: <https://www.nysed.gov/nonpublic-schools/home-instruction-questions-and-answers>

Requirements for the Provision of Special Education Services to Home-Instructed (“Home-Schooled”) Students: <https://www.nysed.gov/special-education/requirements-provision-special-education-services-home-instructed-home-schooled>

Immunizations: <https://www.nysed.gov/student-support-services/immunizations>

Information for Students Wishing to Attend College: <https://www.nysed.gov/nonpublic-schools/information-students-wishing-attend-college>

Additional Resources: <https://www.nysed.gov/nonpublic-schools/additional-resources-home-schoolers>

COMPULSORY SCHOOL ATTENDANCE AGE DEFINITION

Compulsory School Attendance Age refers to a period of educational attendance required of all students in New York State.

- 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. Some board policies identify 17 years old for compulsory school age.
- You should refer to your home district’s board policy defining compulsory school age for more information.

WHAT IS BOCES’ ROLE IN HOMESCHOOL COMPLIANCE?

Wayne-Finger Lakes BOCES provides home instruction coordination as a shared service for participating school districts. Districts elect to participate in this service, and BOCES works on their behalf to support families and ensure that home instruction programs are meeting New York State requirements.

Our role is to guide, support, and monitor compliance with NYSED regulations (Part 100.10). This includes:

- Receiving and reviewing required documents (Letter of Intent, IHIP, Quarterly Reports, and Annual Assessments)
- Communicating with families regarding timelines, requirements, and any missing or incomplete documentation

- Providing resources, templates, and assistance to help families remain in compliance
- Maintaining organized records and keeping districts informed of student status

Our goal is to make the process as clear and supportive as possible while ensuring that all students receiving home instruction are meeting state requirements. BOCES helps manage the process and support families, but the district retains final authority and responsibility for decisions related to home instruction.

WHAT IS THE SCHOOL DISTRICT'S ROLE?

The school district remains the legal authority responsible for home instruction. District responsibilities include:

- Making determinations related to compliance with NYSED regulations
- Issuing Letters of Completion, when applicable
- Supporting student wellbeing and addressing concerns as they arise
- Collaborating with families to resolve questions or issues related to program compliance

REQUIRED PARENT/GUARDIAN RESPONSIBILITIES

Parents/guardians are responsible for maintaining copies of all submitted documentation. The homeschool instruction team or district of residence is not responsible for providing copies.

Reports Submitted to BOCES Homeschool Instruction

1. Submit a Letter of Intent to the home district superintendent by July 1 each year, or within 14 days of beginning home instruction.
2. Submit an Individual Home Instruction Plan (IHIP) for each child. A separate plan must be submitted for each student.
 - a. Due by August 15 or within four weeks of receiving acknowledgment of the Letter of Intent, whichever is later.
 - b. If the IHIP is deemed non-compliant, a revised plan must be submitted within 15 days of notification.
3. Submit four Quarterly Reports on or before the dates indicated in the IHIP.
4. Submit an Annual Assessment with the fourth quarterly report for each student.
 - a. If a student does not meet minimum state standards (above the 33rd percentile on national norms), a remedial plan must be submitted with the following year's IHIP.

Additional Documentation

- Maintain accurate attendance records and documentation of instructional hours for each student.
- It is the responsibility of the parent/guardian or instructor to accurately track and report all hours of instruction.
 - **Grades 1–6:** 900 cumulative hours (on average, 225 hours per quarter)
 - **Grades 7–12:** 990 hours (on average, 247.5 hours per quarter)
 - Instruction must occur over the equivalent of 180 days.

SUBMISSION & COMMUNICATION EXPECTATIONS

All communication should be directed to the BOCES Homeschool Instruction Team by email, mail, or phone.

Families may be contacted via email, phone, and/or certified mail for missing documentation. Districts will be copied on communication when necessary.

GENERAL ANNUAL TIMELINE AT A GLANCE

July 1: Letter of Intent Due

August 15: IHIP Due, or within four weeks of receiving the district's approval of the Letter of Intent, whichever is later.

Dates set in IHIP: Quarterly Reports:

Fourth Quarter: Annual Assessment Due

REQUIRED DOCUMENTS, INFORMATION AND EXAMPLES

*Please note: The templates and examples provided in this section are intended as **guides**. You may choose to use these forms or your own.*

Letter of Intent to Home School

Purpose

A Letter of Intent is a formal notification to the home district indicating that a parent/guardian intends to provide home instruction for a child of compulsory school age. See the section above defining compulsory school age.

Due

- July 1 of each school year, or
- Within 14 days of beginning home instruction

Content

The Letter of Intent must include, at minimum:

- Child's name
- Names of parent(s)/guardian(s)
- Statement of Intent

If able and willing, please provide

- The child(ren)'s date of birth and grade level
- Parent/guardian's phone number(s) and email address(es)
- Home address (physical and mailing, if different)

Letter of Intent Templates

These are provided for optional use only; it is not required that you use these templates.

Fillable PDF: [LOI 26-27.pdf](#)

Non-fillable PDF: [LOI 26-27 Non.pdf](#)

Letter of Intent Example

LETTER OF INTENTION FOR HOME INSTRUCTION

I (WE) PLAN TO HOME SCHOOL OUR CHILD(REN) LISTED BELOW
DURING THE **2025-2026** SCHOOL YEAR.

<u>CHILD'S NAME</u>	<u>GRADE</u>	<u>DATE OF BIRTH</u>
Greg Brady	11	12/1/2008
Bobby Brady	9	7/15/2005
Jan Brady	9	10/20/2005
Cindy Brady	5	3/22/2010

<u>ADDRESS</u>	<u>PHONE:</u>
4222 Clinton Way	Home/cell/work 585-585-5885
City, NY 12345	Home/cell/work 315-315-3155
	Home/cell/work

<u>PARENT(S) NAMES (please print)</u>	<u>EMAIL:</u>
Carol Brady	momof6@yahoo.com
Mike Brady	breadwinner@gmail.com

PARENT(S) SIGNATURE:

Individual Home Instruction Plan (IHIP)

Purpose

An Individual Home Instruction Plan (IHIP) is a written plan outlining the instructional program for each child of compulsory school age who is being instructed at home. A separate IHIP must be submitted for each child. An IHIP is required for any child who turns 6 years old on or before December 1 of the current school year. If a student turns 16 during the school year, an IHIP must still be submitted covering the entire year.

If you plan to utilize a virtual school as all or part of your homeschool instruction, please refer to Appendix B (Virtual School Instruction Information) for the specific information required.

Due

- August 15, or
- Within four weeks of receiving a response to the Letter of Intent, whichever is later

Content

The IHIP must include:

- Student name, age, and grade level
- Dates for submission of quarterly reports
- Names of individuals providing instruction

For **each course**:

- Course name
- Curriculum materials
- Description of content to be covered (*a table of contents or scope and sequence may be submitted*)

IHIP Templates

These are provided for optional use only; it is not required that you use these templates.

Grades 1-6

Fillable PDF: [Individualized Home Instruction Plan 1-6 26-27.pdf](#)

Non-fillable PDF: [Individualized Home Instruction Plan 1-6 26-27 Non.pdf](#)

Grades 7-8

Fillable PDF: [Individualized Home Instruction Plan 7-8 26-27.pdf](#)

Non-fillable PDF: [Individualized Home Instruction Plan 7-8 26-27 Non.pdf](#)

Grades 9-12

Fillable PDF: [Individualized Home Instruction Plan 9-12 26-27.pdf](#)

Non-fillable PDF: [Individualized Home Instruction Plan 9-12 26-27 Non.pdf](#)

IHIP Examples

Example Cover Page for IHIP (all grades)

INDIVIDUALIZED HOME INSTRUCTION PLAN(IHIP) COVER PAGE

DISTRICT: Marcus Whitman SCHOOL YEAR: 2025-2026

STUDENT: Cindy Brady
(please print)

DATE OF BIRTH: 3/22/2010 GRADE: 5

ADDRESS: 4222 Clinton Way
City, NY 12345

QUARTERLY REPORTS WILL BE SUBMITTED AS FOLLOWS:

1ST Quarter 11/21/2025

2nd Quarter 2/5/2026

3rd Quarter 4/22/2026 INCLUDE ASSESSMENT OPTION IF NOT SUBMITTED PREVIOUSLY

4th Quarter 6/22/2026

PARENT SIGNATURE

HOME SCHOOLING INSTRUCTOR
(IF NOT PARENT)

PARENT SIGNATURE

Example IHIP (grades K-6)

INDIVIDUALIZED HOME INSTRUCTION PLAN(IHIP)
GRADES K-6

DISTRICT: Marcus Whitman

SCHOOL YEAR: 2025-2026

STUDENT: Cindy Brady

GRADE: 5

HOURS OF INSTRUCTION FOR GRADES 1 through 6 = 900 HOURS PER YEAR

SUBJECT	CURRICULUM MATERIALS/PLAN
ENGLISH include reading, writing and spelling	Power Homeschool- Grammar and Composition 1 , Lord of the Flies by William Golding
MATH	Power Homeschool- Order of Operations , Fundamental Math
SOCIAL STUDIES include Geography, NY/US History & Constitution, Patriotism & Citizenship	Power Homeschool- World History and Geography I, Jewish under Roman Rule
SCIENCE	Power Homeschool- Intro to Earth and Space
HEALTH Include Drug/Drug/Tobacco Abuse, Arson Prevention, Fire/ Traffic/Highway/Bike Safety Ed. Child Abuse, HIV/AIDS	Power Home school - Social & Emotional Health, drug abuse course
MUSIC	Piano lessons weekly
VISUAL ARTS	sculpting class 1 time a week at YMCA
PHYSICAL ED.	Gymnastics 3 times a week, walks daily

PLEASE INCLUDE THE IHIP COVER PAGE FOR SUBMISSION
OF ALL REQUIRED CONTENTS OF IHIP PER 100.10

INDIVIDUALIZED HOME INSTRUCTION PLAN(IHIP) GRADES 7-8

DISTRICT: Marcus Whitman SCHOOL YEAR: 2025-2026

STUDENT: Student Sample GRADE: 8

HOURS OF INSTRUCTION FOR GRADES 7 through 8 = 990 HOURS PER YEAR

SUBJECT	CURRICULUM MATERIALS/PLAN
ENGLISH	www.ixl.com- text structure, match cause and effects, non-fiction book study -Narrative of the Life of Frederick Douglass; synonym & antonyms, greek & latin roots
MATH	www.ixl.com - linear equations, expressions, sequences, geometry and measurements and polynomials
SOCIAL STUDIES	www.ixl.com-Purpose of government: Legislative, Executive and Judicial branch. State and local government. The Civil war-the beginning of the war.
SCIENCE	www.ixl.com- Density: calculating density, mass and volume, Atoms and molecules: substances represented by chemical formulas, atomic composition of molecules, fossils compared to modern organisms
HEALTH	www.ixl.com-Food Safety and Hygiene, Health & Safety-Fire Safety training and planning, beginner level
MUSIC/ARTS	Piano lessons
PRACTICAL ARTS	cooking: basic skills of measuring, learning to read recipes, sewing
PHYSICAL ED.	Gymnastics, walking, swimming lessons

PLEASE INCLUDE THE IHIP COVER PAGE FOR SUBMISSION
OF ALL REQUIRED CONTENTS OF IHIP PER 100.10

INDIVIDUALIZED HOME INSTRUCTION PLAN(IHIP)

GRADES 9-12

DISTRICT: Marcus Whitman

SCHOOL YEAR: 2025-2026

STUDENT: Greg Brady

GRADE: 11

HOURS OF INSTRUCTION FOR GRADES 9 through 12 = 990 HOURS PER YEAR

SUBJECT	CURRICULUM MATERIALS/PLAN
ENGLISH	Creative Writing, Eng 102, Shakespeare: Romeo and Juliet
MATH	Requirement completed in 9th and 10th grade
SOCIAL STUDIES	American History focused on reshaping of the women in America from 17th century to the 1980's. Born for Liberty: A History of Women in America by Sarah Evans.
SCIENCE	Biology: Biology According to the Days of Creation Covers life classification, plants, aquatic creatures, birds, land animals, mankind and brief study on genetics
HEALTH	Hygiene, Child Abuse, HIV/AIDS
MUSIC/ARTS	Music appreciation studying famous artists of different genres Piano lessons
FOREIGN LANGUAGE	Spanish, everyday conversation, action verbs
ELECTIVES:	Baking-cakes, pies, pastries
PHYSICAL ED.	Dance class 2 x per wk with daily practice

PLEASE INCLUDE THE IHIP COVER PAGE FOR SUBMISSION
OF ALL REQUIRED CONTENTS OF IHIP PER 100.10

Quarterly Reports

Purpose

Quarterly reports provide an update on the student's academic progress and demonstrate that instruction is occurring in alignment with the IHIP.

Due

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

Content

Each quarterly report must include:

- Student name and grade level
- Total/cumulative (not per course) number of instructional hours completed during the quarter
 - Grades 1–6: 900 cumulative hours (on average, 225 hours per quarter)
 - Grades 7–12: 990 hours (on average, 247.5 hours per quarter)
- A written description of the material covered for each subject listed in the IHIP
- A grade or written narrative evaluating the student's progress in each subject
- A written explanation if less than 80% of the planned material for the quarter was completed

Quarter 3 Requirement:

- Indication of the planned Annual Assessment method

Quarterly Report Templates

These are provided for optional use only; it is not required that you use these templates.

Grades 1-6

Fillable PDF: [Quarterly Report Grades 1-6 26-27.pdf](#)

Non-fillable PDF: [Quarterly Report Grades 1-6 26-27 Non.pdf](#)

Grades 7-8

Fillable PDF: [Quarterly Report Grades 7-8 26-27.pdf](#)

Non-fillable PDF: [Quarterly Report Grades 7-8 26-27 Non.pdf](#)

Grades 9-12

Fillable PDF: [Quarterly Report Grades 9-12 26-27 Non.pdf](#)

Non-fillable PDF: [Quarterly Report Grades 9-12 26-27 Non.pdf](#)

Quarterly Report Examples

Quarterly Report Example (grades K-6)

QUARTERLY REPORT

DISTRICT: Marcus Whitman GRADES K-6 SCHOOL YEAR: 2025-2026

STUDENT Student Sample GRADE: 3

QUARTER ☐ 1 ☐ 2 ☒ 3 ☐ 4 (check one) Total Hours of Instruction: 255

Describe the specific skills and concepts covered during this quarter & the level to which each was achieved.

SUBJECT	DESCRIPTION /MATERIAL COVERED	GRADE/PROGRESS
English/Language Arts	Homonyms, Synonyms, Antonyms, similes, reviewing thesaurus Charlotte's Web-worksheets	B+
Mathematics	Multiplication and division by 6, 7, 8 and 9. Rounding numbers.	A
Science	Meteorology, The Weather Channel, Doppler Radar	B+
Social Studies	Study of the US, capitals of each state, history of the states	A
Health	Good hygiene, brushing teeth, plaque, puberty	A
Music	Piano lessons weekly	A
Visual Arts	Drawing with pencils, oils working with textures	B
Physical Education	Daily outdoor activity, basketball, skateboarding	A

Is at least 80% of the course material set out in the IHIP for each subject covered for this quarter? If no, please attach a provided written explanation.

☒ Yes ☐ No

Quarterly Report Example (grades 7-8)

QUARTERLY REPORT

DISTRICT: Marcus Whitman GRADES 7-8 SCHOOL YEAR: 2025-2026

STUDENT Anyone Homeschooled GRADE: 7

QUARTER ☒ 1 ☐ 2 ☐ 3 ☐ 4 (check one) Total Hours of Instruction: 259

Describe the specific skills and concepts covered during this quarter & the level to which each was achieved.

SUBJECT	DESCRIPTION /MATERIAL COVERED	GRADE/PROGRESS
English/Language Arts	Writing essays on various topics, Tuck Everlasting by Natalie Babbitt. Write book report	A
Mathematics	Square roots, graphs, graphing lines solving word problems	B
Science	Anatomy- skeletal, muscular, circulatory, respiratory, digestive, immune and nervous system	B
Social Studies	World History- World War I and II, Vietnam War and how they changed the world	B
Health	Nutrition- calories, carbs, protein, what your body needs to survive	A
Music	Piano lessons, History of hip hop-listening studying the stages of hip hop throughout the years	A
Art	Trip to the museum-observing paintings, visiting art shows	A
Physical Education	Hiking, Biking, Highway safety, Alcohol, drug and tobacco misuse, walking everyday	A

Is at least 80% of the course material set out in the IHIP for each subject covered for this quarter? If no, please attach a provided written explanation.

☒ Yes ☐ No

QUARTERLY REPORT

GRADES 9-12

SCHOOL YEAR: 2025-2026

STUDENT Sample Student Jr. GRADE: 9QUARTER ☒ 1 ☐ 2 ☐ 3 ☐ 4 (check one) Total Hours of Instruction: 250

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

SUBJECT	DESCRIPTION /MATERIAL COVERED	GRADE/PROGRESS
English/Language Arts	Topics covered include: Reading, Grammar, Structure of words, Comparing and contrasting events in a story, language skills, write what you read, making inferences	Satisfactory
Mathematics	Topics covered include: Algebra: patterns in algebra, expressions, solving equations, decimals	Satisfactory
Science	Topics covered include: Electricity and matter, light, cells	Satisfactory
Social Studies	Topics covered include: US Politics 1801-1840, US history 1820-1850, Ancient Rome	Satisfactory
Health	Reproductive system, Drug and Alcohol Abuse	Satisfactory
Music/Art	Keyboard & Guitar practice weekly, performing different genres of music	Satisfactory
Electives	Cursive Writing, sign language class at HSA using Signing Naturally through the end of Unit 1	Satisfactory
Foreign Language	Spanish- action verbs	Satisfactory
Physical Education	Yard work, running around the track at local school, going for a walk	Satisfactory

Is at least 80% of the course material set out in the IHIP for each subject covered for this quarter? If no, please attach a provided written explanation.

☒ Yes ☐ No

Annual Assessments

Purpose

An annual assessment must be completed for each student to demonstrate academic progress. This may be fulfilled through a norm-referenced standardized achievement test or an approved alternative method.

Due

- Submitted with the fourth quarterly report, or
- As soon as results are available

Grades 1–3 and Grades 4–8 (Alternating Years)

Written Narrative Assessment

A written narrative evaluation may be selected by parents under the following conditions:

- Students in grades 1–3 may use a written narrative annually
- Students in grades 4–8 may use a written narrative every other year, alternating with standardized testing (*e.g., grades 4, 6, and 8 or grades 5 and 7*)

Administration

- Completed by a qualified individual (e.g., certified teacher or home instruction peer review panel) with approval from the superintendent
- A parent serving as the instructor may complete the narrative with prior superintendent approval

Results

- The evaluator reviews a student portfolio and conducts an interview
- The portfolio should include a range of work samples demonstrating progress throughout the year
- The written narrative must describe observed work and certify whether the student has made adequate academic progress

Note: Planning ahead is recommended. The selected assessment method should be identified in the third quarterly report.

Narrative Annual Assessment Examples

Grades 1-3 and Grades 4–8 (Alternating Years)

Student Name: Jordan Smith

Grade Level: 5

School Year: 2025–2026

Evaluator Name & Qualification:

Emily Carter, NYS Certified Elementary Teacher (Grades 1–6)

Summary of Student Progress:

Jordan Smith has received instruction in all required subject areas in accordance with Section 100.10 of the Regulations of the Commissioner of Education. Based on a review of student work samples, completed assignments, and discussions with the parent/instructor, Jordan has demonstrated appropriate academic progress for a student in the fifth grade.

Strengths:

Jordan demonstrates strong reading comprehension skills and is able to analyze grade-level texts with increasing depth. Writing skills have improved significantly over the course of the year, particularly in organization and use of supporting details. In mathematics, Jordan shows a solid understanding of foundational concepts, including fractions and multi-step problem solving.

Areas of Growth:

Jordan would benefit from continued development in mathematical fluency, particularly with multiplication and division facts, to improve efficiency and confidence. Additionally, continued practice in revising written work for grammar and mechanics is recommended.

Overall Assessment:

- ☒ The student has made adequate academic progress.
- ☐ The student has not made adequate academic progress.

Jordan Smith has met the requirements for annual assessment as outlined in Section 100.10 and has demonstrated satisfactory progress for the 2025–2026 school year.

Evaluator Signature: _____

Date: _____

Grades 9–12 and Grades 4–8 (Alternating Years)

Standardized Testing

Parents/guardians may select from approved assessments, including:

- Iowa Test of Basic Skills
- California Achievement Test
- Metropolitan Achievement Test
- Stanford Achievement Test
- Personal Achievement Summary System
- State Education Department tests
- Other approved assessments

Administration Options

Testing may be administered:

- At a public school by professional staff
- At a registered nonpublic school (with approval)
- At a non-registered nonpublic school (with dual approval)
- At home or another appropriate location by a NYS-certified teacher or approved qualified individual

Scoring

- Scored by the test administrator or another mutually agreed-upon qualified individual

Costs

- All costs (materials, administration, facilities, transportation) are the responsibility of the parent/guardian

Results & Expectations

- A score is considered adequate if:
 - The composite score is above the 33rd percentile, or
 - The student demonstrates one year of academic growth compared to a previous assessment
- A **final** score below the 33rd percentile is considered inadequate and a remediation plan will be required for the following school year

PROBATION & REMEDIATION PLANS

From time to time, a student's submitted work, assessments, or progress reports may indicate that additional support or instructional adjustments could be beneficial. This may include, *but is not limited to*, incomplete or inconsistent submissions, limited progress toward instructional goals, assessment results that fall below the New York State-established performance threshold (a **final** score below the 33rd percentile on a standardized achievement test that does not demonstrate one year of academic progress), or documentation indicating that the required number of instructional hours was not completed during the school year.

In these situations, a student may be placed on a period of probation for up to two years. The purpose of probation is to provide families with the opportunity to review and strengthen the instructional program while continuing to support the student's educational growth.

When probation is necessary, a remediation plan must be developed to outline specific strategies, supports, and instructional adjustments designed to address the identified areas of need. **According to NYS Education Law §100.10 (see APPENDIX A), this plan must be submitted with the following year's Individualized Home Instruction Plan (IHIP) and will serve as a guide to support continued progress.**

Remediation Plan Template

Student Name: _____

Grade Level: _____

School Year: _____

Area(s) of Concern:

Identified Needs:

Planned Interventions/Strategies:

-
-
-

Instructional Adjustments:

(e.g., increased instructional time, new curriculum, tutoring, structured schedule)

Timeline for Improvement:

Progress Monitoring Plan:

(e.g., weekly narrative reporting/ check-ins, monthly assessments)

Parent/Guardian Signature: _____

Date: _____

Remediation Plan Example

Student Name: Jordan Smith

Grade Level: 5

School Year: 2025–2026

Area(s) of Concern:

- Mathematics (basic fact fluency and multi-step problem solving)
- Written Expression (grammar, sentence structure, and editing skills)

Identified Needs:

Jordan requires additional support in developing automaticity with multiplication and division facts to improve overall math performance. In writing, Jordan needs targeted practice in revising and editing work for grammar, punctuation, and sentence clarity.

Planned Interventions/Strategies:

- Daily structured practice of math facts (10–15 minutes) using flashcards and online tools
- Weekly small-group or one-on-one math support sessions focused on problem-solving strategies
- Implementation of a step-by-step writing process (drafting, revising, editing)
- Use of graphic organizers to support writing organization
- Targeted grammar exercises 2–3 times per week

Instructional Adjustments:

- Increase instructional time in mathematics by an additional 30 minutes per day
- Incorporate a structured math intervention program
- Provide direct instruction in writing mechanics and editing strategies
- Break assignments into smaller, manageable tasks with frequent feedback

Timeline for Improvement:

Progress will be monitored over a 10-week period, with adjustments made as needed based on student performance.

Progress Monitoring Plan:

- Weekly review of math fact fluency (timed assessments)
- Bi-weekly writing samples evaluated using a rubric
- Monthly review of overall progress with parent/instructor and evaluator
- Documentation of progress included in quarterly reports

Parent/Guardian Signature: _____

Date: _____

NON-COMPLIANCE PROCESS

Up to three outreach attempts using two modalities, if available (email, USPS mailed letter, phone call), will be made for families who are out of compliance.

If compliance is not achieved, a third and final notice will be issued. At that time, the district of residence will be formally notified of the family's non-compliance. In partnership with BOCES Homeschool Instruction office, the district will determine the appropriate next steps.

UNITS OF STUDY REQUIREMENTS & LETTER OF COMPLETION

To meet the requirements for a Letter of Completion, students in grades 9–12 must successfully complete a minimum of 18.5 units of study. These units must include the following:

Subject	Required Units
Social Studies <i>(must include US History, and Economics and Participation in Government)</i>	4 units
Mathematics	2 units
Science	2 units
English Language Arts	4 units
Health Education	0.5 units
Physical Education	2 units
Art and/or Music	1 unit
Electives	3 units
Total	18.5 units

The parent/instructor is responsible for ensuring that all required units of study are completed and for maintaining accurate records to document completion.

Additionally, a cumulative review of the student's file by the Homeschool Instruction Team must confirm that all documentation required under NYS Education Law §100.10 for each prior year of participation in home instruction has been properly submitted and approved.

Letter of Completion Process

To obtain a Letter of Completion, the parent or guardian must submit a formal request to the Homeschool Office via the "[Homeschool Instruction Exit Form](#)". Upon receipt of the request, the Homeschool Instruction Office will review and compile the student's records to verify completion of the required units of study listed above.

Following this review, the Homeschool Instruction Office will submit a recommendation to the student's respective district of residence superintendent. The superintendent has the final authority to determine whether a Letter of Completion will be granted.

If the superintendent grants a Letter of Completion, the district will provide a copy of the Letter of Completion to both the family and the BOCES Homeschool Instruction Office.

HOMESCHOOL INSTRUCTION EXIT FORM

When a student has completed their home instruction program and/or has reached the age of compulsory attendance and will not be continuing in the program, parents/guardians are asked to complete the Homeschool Instruction Exit Form linked below. This information will allow the Homeschool Instruction Team and district of residence to accurately update the student's enrollment status. Submission of this form is also the process through which eligible students may request a Letter of Completion.

[Homeschool Instruction Exit Form – Fill out form](#)

GED PREPARATION INFORMATION

As your student progresses through their homeschooling education, there may come a point when pursuing a GED program becomes a beneficial option. For some students, earning a GED can provide an opportunity to complete their education sooner and move forward with their academic, career, or personal goals.

The decision to transition from homeschooling to a GED program depends on the student's individual needs, educational progress, and future plans. Families should carefully consider whether this pathway aligns with the student's objectives and readiness.

Factors to Consider When Deciding Whether Your Child Should Pursue a GED Program

Before deciding if a GED program is the right option for your student, consider the following requirements:

- The student must be at least 19 years old to take the GED test. Students who are 16, 17, or 18 years old must complete an Age Eligibility Form. This form must be signed by an authorized institutional official and approved by the New York State Education Department (NYSED) High School Equivalency (HSE) Office.
- The student must have lived in New York State for at least 30 days prior to testing. Proof of residency will be required.
- The student must not already possess a high school diploma or a High School Equivalency (HSE) diploma.
- The student must not be enrolled in a regular high school program at the time of testing. However, students who are enrolled in a homeschooling program may still be eligible, as homeschooling is not considered a regular high school program.

Be sure to review all current NYSED requirements, as eligibility criteria and documentation requirements may change.

Why Should My Student Continue Homeschooling While Taking GED Classes?

Even if a student decides to pursue a GED, there can be benefits to remaining enrolled in a homeschooling program until they have completed their educational goals.

If a student stops homeschooling before completing the requirements established by New York State, their educational record may not reflect that they completed a homeschool program. Maintaining compliance with New York State homeschooling requirements provide additional documentation of the student's educational progress and achievements, which can be helpful when applying for employment, vocational programs, colleges, military service, or other post-secondary opportunities.

What is Still Required if my student is Participating in a GED Program While Homeschooling?

Even though your child may be enrolled in GED preparation classes or a GED program, they must still comply with New York State homeschooling regulations. All requirements of New York State Education Law §100.10

continue to apply, and it remains the parent or guardian's responsibility to ensure that all state guidelines are followed.

Required Submissions

When using a GED preparation class or a GED program, parents/guardians are responsible for submitting the following documentation:

- Letter of Intent (LOI)
- Individualized Home Instruction Plan (IHIP), including a quarterly reporting schedule
- Quarterly Reports
- Records of instructional hours for each quarter
- Annual Assessment

Using a GED Program as Part of a Homeschool Curriculum in New York State

A GED preparation class may be included as part of a student's homeschool program, but participation in a GED class alone does not fulfill New York State homeschooling requirements. The coursework should be incorporated into the student's IHIP and recognized by the local school district as part of the student's overall educational plan.

New York State homeschooling regulations require instruction in core subject areas, including:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health Education
- Art and/or Music
- Physical Education

GED preparation classes may supplement these subjects and help students prepare for the High School Equivalency (HSE) examination.

If a student is still of compulsory school age, GED classes may be incorporated into the homeschool schedule while the family continues to meet all homeschooling requirements.

HOMESCHOOLING TIPS FOR SUCCESS

1. Keep a running log of instructional hours
 - Track both online and offline work as your student completes it. This makes quarterly reporting much simpler.
2. Update your IHIP as needed
 - If your student switches courses or changes the pace, adjust your course summary so it reflects what they are working on.
3. Save all documentation
 - Keep spreadsheets, course reports, and notes. These are helpful if questions arise about instructional hours or course content.
4. Ask for help when needed
 - If you're unsure about what to include in any of your reports, reach out – we are happy to help!

APPENDIX A: PART 100.10 REGULATIONS

8 CRR-NY 100.10
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STATE COMPILATION OF CODES, RULES AND REGULATIONS OF THE STATE OF NEW YORK TITLE 8. EDUCATION DEPARTMENT

CHAPTER II. REGULATIONS OF THE COMMISSIONER SUBCHAPTER E. ELEMENTARY AND SECONDARY EDUCATION PART 100. ELEMENTARY AND SECONDARY EDUCATION SCHOOL PROGRAM

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.

(4) For the 2020-21 school year, the written notice of intention to instruct at home required in paragraph (1) of this subdivision shall be due on August 1, 2020 due to the State of emergency declared by the governor pursuant to an Executive Order(s) for the COVID-19 crisis.

(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.

(3) A student shall be exempted from the unit of study requirement of paragraph (1) of this subdivision if such student is unable to meet such unit of study requirement due to the State of emergency declared by the governor pursuant to an Executive Order for the COVID-19 crisis where such student otherwise achieves the learning outcomes for the portion of such unit of study completed.

(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.

(6) A student shall be exempted from the instructional day and/or hour requirement(s) set forth in paragraphs (1) and (2) of this subdivision where a home instruction program is unable to provide such instructional days and/or hours due to the State of emergency declared by the governor pursuant to an Executive Order for the COVID-19 crisis provided that such home instruction provided continuity of learning for such student.

(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.

(4) Due to the State of Emergency declared by the governor pursuant to an Executive Order for the COVID-19 crisis, students shall be exempt from the annual assessment and alternative evaluation requirements of this subdivision for the 2019-2020 and 2020-2021 school years where a student otherwise achieves the learning outcomes in accordance with this IHIP.

(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.

APPENDIX B: VIRTUAL SCHOOL INSTRUCTION INFORMATION

When deciding how to educate your student at home, you have the option of using virtual schools online. These can serve as an excellent tool for your student's education and be a convenient way to organize your student's Individualized Home Instruction Plan (IHIP). **However, all requirements of New York State Education Law §100.10 still apply.**

Online schools may have their own procedures, but it is the parent/guardian's responsibility to ensure all state guidelines are followed.

Required Submissions

Parents are responsible for submitting:

- Letter of Intent (LOI)
- Individualized Home Instruction Plan (IHIP) with a quarterly report schedule
- Quarterly reports for each quarter
 - Numeric record of cumulative instructional hours for each quarter
- Annual assessment

Individualized Home Instruction Plan (IHIP) and Virtual Schools

Virtual schools typically offer a variety of courses. You may choose any course, but your student must complete certain courses each year as required by New York State Education Law §100.10.

For detailed grade-level requirements, you can:

- Review the IHIP guidance section in this booklet
- Or consult the official New York State Education Law here:
<https://govt.westlaw.com/nyccr/Document/I3652de29c22211ddb29d8bee567fca9f>

Important: When submitting your IHIP, please include a clear summary of the topics within each course that your student is taking. You do not need to list every activity or subsection for each course.

Example for each course:

Course: Math Grade 5 Topics: fractions, area, decimals Method of Instruction: Acellus Virtual School
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OR

Course: Math Grade 5 Method of Instruction: Acellus Virtual School, units 1-12
--

This level of detail is sufficient for your IHIP and allows you to provide a clear plan without unnecessary complexity.

Quarterly Reports and Virtual Schools

Reporting

Virtual schools often provide a summary report showing all assignments a student attempted, and the grades received. While this is helpful, it provides only part of the information needed for the quarterly report.

For each quarterly report, you will still need to include:

- The quarter the report represents
- The total hours of instruction for the quarter (not the minutes/hours per assignment or course that virtual schools often provide)

- A brief description of what the student worked on during the quarter

Example for each course:

Course: Math Grade 5 Topics completed: fractions (adding and subtracting) Progress: Pass/Fail, numerical or letter grade, Satisfactory/Unsatisfactory
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OR

Course: Math Grade 5 Topics completed: Units 1-3 Progress: Pass/Fail, numerical or letter grade, Satisfactory/Unsatisfactory

This level of detail is sufficient for the quarterly report.

Instructional Hours

Virtual schools often track the time your student spends completing online course sections. This information is usually provided as a .csv file or Excel spreadsheet listing for each section completed. Please **do not** submit these files. They do not provide all the information needed to comply with New York State requirements. We require a calculated numeric total of instructional hours for each quarter.

The Homeschool Instruction Team will not calculate this for you. Providing this total yourself ensures the hours accurately reflect all instructional time, including:

- Reading textbooks or other materials offline
- Independent study or homework
- Research and writing projects

Example: A virtual school may record only 100 hours of online activity from September to November. In reality, your student may have spent 225 hours completing the course once all offline work is included.

By providing the total hours per quarter, you help ensure your IHIP and quarterly reports are complete and compliant with state requirements.