ONTEORA CENTRAL SCHOOLS

PUPIL PERSONNEL SERVICES
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THE HOME SCHOOLING HANDBOOK

PROCEDURES GUIDELINE

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INTRODUCTION

The purpose of this guide is twofold:

1. To assist parents who choose to exercise their right to provide required instruction at home for their children in fulfilling their responsibilities as determined by Education Law section 3212 (2) and,

2. To assist school districts in determining competence and substantial equivalence of instruction being provided to home-schooled students residing in their districts as determined under Education Law sections 3204 (2) and 3210 (2) (d).

The procedures outlined in this handbook are utilized as the standard for reviewing Individualized Home Instruction Plans (IHIPs) and determining substantial equivalence of instruction as required by the law cited above.

The Superintendent or their designee is the final authority in determining whether a home school program is in compliance.

Parents should be advised that students who are home schooled do not receive a graduation diploma and may not be entitled to the same benefits as children who attend and graduate with a diploma from a public or nonpublic school system. Some employers will not accept home instruction or a TASC Test/HSE (High School Equivalency Diploma) as being equivalent to a diploma issued by a school. In addition, please contact the United States military for their entrance requirements.

OVERVIEW OF RESPONSIBILITIES

The Parent or Guardian is required to:

1. Submit to the home district superintendent a ***Letter of Intent*** to home school by **July 1** each year, or within **14 days** of commencing home instruction.

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

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

3. Submit four ***Quarterly Reports*** on or before the dates specified on the IHIP.

4. Submit with the third quarterly report, plans for annual assessment for approval.

5. Submit an ***Annual Assessment*** at the time the fourth quarter report is submitted for each child being instructed at home.

If notified that achievement levels do not meet state minimums, a remedial plan to correct deficiencies must be submitted with the IHIPs for the next school year (see “Annual Assessment” p. 28-30).

6. Conduct all communication with the superintendent of the district in which they reside unless instructed to send documents directly to GST BOCES.

The School District will:

1. Respond to a Letter of Intent and provide appropriate information including a copy of the Commissioner’s Regulation 100.10 and an IHIP Form.

2. Upon receipt by the superintendent or designee, refer each quarterly report to the Director of Pupil Personnel Services for compliance review; notify parents if reports are not acceptable.

3. Determine the qualifications of the annual assessment test administrator. Refer each annual assessment to the PPS Director for compliance review; if progress is sub-standard, notify parents of their probationary status for home instruction and that a remedial plan is required to be submitted with the IHIPs for the next school year.

4. Grant permission to substitute a test not listed as an approved standardized achievement instrument in CR 100.10 for an annual assessment.

5. Provide technical assistance, when requested by the parent, in developing an IHIP.

The PPS Director will:

1. Review IHIPs referred by the school district for compliance with Commissioner's Regulation 100.10 and notify the superintendent of its compliance or noncompliance.

2. Review quarterly reports for compliance with Commissioner's Regulation 100.10 and notify the Parent/Guardian of delinquent and unacceptable reports.

3. Review annual assessments referred by the school district for compliance with Commissioner's Regulation 100.10 and notify the Parent/Guardian of delinquent or inappropriate assessments (see "Annual Assessment" p. 28-30).

REQUIRED DOCUMENTS

1. NOTICE OF INTENTION TO HOME SCHOOL

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

Therefore, an IHIP is required as of **September 1** for children who will turn **six** by **December 1**.

For students who will have their **sixteenth** birthday during the year, an IHIP must be prepared for the entire school year.

Due: July 1 or within **14 days** of commencing home instruction *each year.*

Form: See Appendix A-1; a letter or email is also acceptable.

Content:

Name, age, grade, name of district school for each child
Name, address and telephone number of parents or guardians
Dates on which home instruction will begin and end

2. INDIVIDUAL HOME INSTRUCTION PLAN (IHIP)

Required:
A separate plan for each child of *compulsory school attendance age* being instructed at home.

Note: An IHIP is required for children who reach their **sixth** birthday on or before **December 1**; IHIPs for children who will turn **sixteen** during the year must be prepared for the entire school year.

Due: August 15 or within **four weeks** of receiving a response to a letter of intent from the school superintendent, whichever is later.

Form: See Appendix A2-5

Content:

- **A.** Name, age, and grade level
- **B.** The dates, between **July 1** and **June 30**, on which quarterly reports of progress will be submitted to the school district, spaced in even and logical time spans.
- **C.** The names of all individuals providing instruction.
- **D.** A list of the syllabi, curriculum materials, textbooks, or a plan of instruction to be used in **each required subject**. A table of contents from an appropriate textbook, or, if available, a scope and sequence chart can be submitted if it describes the content that will be taught.

3. QUARTERLY REPORTS

Required:
A record of achievement and number of hours of instruction submitted four times a year for each child.

Due: On or before the dates specified by the parent on the IHIP.

Form: See Appendix A6-8

Content:

- **A.** The number of hours of instruction completed during the quarter (total for grades 1-6 students; by subject for grades 7-12)
- **B.** A written description of the materials covered for each subject listed on the IHIP
- **C.** A grade or written evaluation of the student's progress
  Note: An evaluation must assess the **level of achievement** obtained by the student. It cannot simply state that lessons were completed.
- **D.** If less than 80% of the instructional plan represented in the IHIP for the quarter has been achieved in any subject, a written explanation is required.

4. ANNUAL ASSESSMENT

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

Due: At the time the fourth quarterly report is submitted.

A. Standardized Testing

Selected by parents from the following:

- Iowa Test of Basic Skills
- California Achievement Test
- Comprehensive Test of Basic Skills
- Metropolitan Achievement Test
- Stanford Achievement Test
- State Education Department Test
- Personalized Achievement Summary System (PASS Test)

Permission to substitute a test not on the above list must be obtained from the State Education Department prior to administration.

Administration:

Selected by parents from the following

- At the public school, by its professional staff, at a time scheduled by the district.
- At a registered nonpublic school, by its professional staff, with the prior consent of its school's chief school officer

- At a nonregistered nonpublic school, by its professional staff, with the prior consent of both the superintendent/designee and the chief school officer of the nonpublic school

- At parent's home, or any reasonable location, by a New York State certified teacher or other qualified person with the prior consent.

  Note: A parent who has been identified as the home school instructor may administer a standardized achievement test with the prior consent of the superintendent/designee.

Scoring:

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

Costs:

***If the parent chooses a test that has not been ordered for use in the public schools of the district, the district, upon request of the parent, would order the test. The parent will incur the cost of procuring it*.** When the test is administered at a location other than the public school, the cost of administration, including facilities, personnel, and transportation shall be borne by the parents.

Results:

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

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

A. Alternative Evaluations:

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

A. Students in grades 1-3
B. Students in grades 4-8 may be assessed by written narrative **every other year only**.

(e.g. grades 4, 6, 8 or grades 3, 5 and 7)

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

Results:
In a narrative assessment, the administrator(s) certify that the student has made either adequate or inadequate progress based on the student work that has been reviewed.

PREPARING THE IHIP

The *Individualized Home Instruction Plan* Form (see **Appendix A**) serves as a guide in planning a home instruction program. It also helps the school district by documenting the specific content intended to be taught in the event that the student enrolls in district classes at some later date. For these reasons, the IHIP should be carefully prepared.

A separate IHIP must be prepared for each student, even if they are receiving the same instruction.

Completing the Cover Sheet
In addition to basic information about the student, the cover sheet includes a place to indicate how the school year will be divided. Year-round schooling or a more traditional school calendar may be followed. However, all plans **must end with the fourth quarter on June 30**. The dates by which each of four q*uarterly reports* will be submitted should be recorded on the cover sheet.

Note: The third quarterly report should include plans for the annual assessment.

Completing the IHIP
For compliance purposes, the IHIP serves to establish the concept of "substantial equivalence." It must include a list of the syllabi, curriculum materials, textbooks, or a plan of instruction to be used in **each required subject**. A table of contents from an appropriate text, or, if available, a scope and sequence chart can be submitted if they describe the content to be taught. For a listing of minimum requirements see Commissioner's Regulation 100.10, **Appendix C.**

Some examples of exemplary IHIPs are found at the end of this section. These examples are composites of actual IHIPs submitted by home schoolers. The names are fictitious.

In New York State, both subject and instructional requirements change from elementary (1-6) to middle or junior high (grades 7-8) and again in high school (grades 9-12). The overviews and charts that follow outline the curriculum taught in public schools and registered nonpublic schools. They are provided as a quick reference for those who may find this information useful.

Overview of the New York State Elementary Curriculum

The following is a general overview of content most commonly found in the elementary curriculum. Its purpose is to describe some of the major concepts and skills addressed and is by no means a comprehensive description of the curriculum. The best resource for curriculum information is the curriculum coordinator or elementary school principal in the home district.

English/Language Arts

The English/Language Arts Curriculum integrates the skills of reading, writing, speaking, and listening. Spelling is usually addressed within the context of writing or composition. At the elementary level much attention is focused on developing reading skills using both fiction and non-fiction materials. A variety of genres are utilized as resources. Listening skills are practiced through story time and other activities that require focused listening to obtain information. Writing skills are developed by having children keep journals of their experiences, write stories, letters, and reports. Speaking skills are developed by giving short presentations and oral reports.

Mathematics

A major goal of mathematical education is to develop the ability to utilize math concepts and skills to solve everyday problems. The content areas of math are logic, number sense and numeration, operations on numbers, geometry, measurement, probability and statistics, algebra, and trigonometry. During the elementary years, fundamental concepts in all these areas are introduced while the skills to apply them are gradually developed throughout the entire school experience. Having children create and solve their own problems, display numerical data in different ways, or play mental math games are examples of activities that develop specific math skills.

Science

Elementary Science includes both life sciences and physical sciences. Health can easily be integrated as a part of life sciences. A major goal is for children to understand and experience the scientific process of inquiry where hypotheses are formulated and tested. Therefore, science learning should be a hands-on experience. Observing, classifying, measuring, predicting, and interpreting data are all skills associated with the scientific process. Content at the elementary level generally includes the study of plants and animals, energy and matter, the environment, and body systems.

Social Studies

Social Studies includes the study of history, geography, economics, and citizenship. In the primary grades instruction focuses on the interdependency of family and community. Concepts such as roles, services, needs and wants are introduced. Pedestrian, bicycle, and fire safety can be integrated here as well.

As children progress to the intermediate grades, the concept of community is extended to states and countries. In New York State, fourth grade focuses on local history, fifth grade on western expansion in the U.S. and sixth grade on other continents and countries in the world.

At each level the content addresses culture, government systems, economics, and major historical figures and events. Skills include map reading and making, getting and reporting information from a variety of sources, and interpreting written reports and documents.

Health

In the primary grades health instruction emphasizes developing good health habits that include grooming, nutrition, and the prevention of disease and accidents. The Commissioner's Regulations were recently amended to include HIV/AIDS, alcohol/drug/tobacco abuse, and child abuse. HIV/AIDS instruction focuses on prevention, emphasizing the communicable nature of the disease and the drug abuse connection. Safety education is easily integrated into health instruction.

In the upper elementary grades more time is spent in studying human growth and development and the function of various body systems. The importance of developing a healthy life style is emphasized at this level also. See **Appendix C** for a general outline of content recommended for grades K-12.

Visual Arts and Music

Study in the arts provides children throughout the K-12 grades with experiences that enable them to develop skill in expressing ideas through an artistic medium. By performing and analyzing the work of others, children can understand that individual styles are created by using artistic elements in different ways.

Physical Education

Physical fitness and teamwork are emphasized in the physical education curriculum throughout the K-12 experience. Activities involving rhythms, dances, exercise, and games for both individual and group participation are included.

Library/Media Skills

The ability to find and access information is an important skill for all learners. These skills are best learned within the context of instruction and should be incorporated into appropriate projects and assignments.

Computer skills are most effectively developed in this fashion also. Students can set up their databases to organize their research, use simple word processing programs to write stories and reports, and print out their copies using desktop publishing.

Grades 1-6

Subject Requirements (Public/Registered Nonpublic Schools)	**Instructional Requirements** (Yearly Total=**900 Hrs**)
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.

Overview of New York State Curriculum for Grades 7-8

The following is a general overview of content most commonly found in middle and junior high school curricula. Its purpose is to give an idea of some of the major concepts and skills addressed and is by no means a comprehensive description of the curriculum. The best resource for curriculum information is the curriculum coordinator or middle/junior high principal in the home district.

English/Language Arts

Development of skills in reading, writing, listening, and speaking continues. During these grades students should be reading young adult literature and be fairly independent in utilizing common reference materials. Student writing demonstrates an understanding of different types of genre as well as the effective use of language structures. Essays, skits, short stories, reports, newspaper ads/articles, and business correspondence are some examples of the kinds of writing that are practiced.

Mathematics

Skill development in the seven content areas introduced at the elementary level continue. Basic computation skills are mastered as well as competency in using a calculator. The vocabulary associated with the various disciplines of math is used to describe problems and pose solutions. Activities continue to emphasize real world applications of math skills and concepts.

Science

Laboratory experiences utilize the basic concepts and skills developed during the elementary years to understand and explain scientific phenomena. Content includes organisms and micro-organisms, human systems, earth, weather and climate, astronomy and aerospace, energy and motion, chemistry of matter, and science, technology, and society. Instruction frequently involves projects that clarify the relationships among the various science disciplines and mathematics.

Social Studies

In New York State, junior high school Social Studies is a two-course sequence that traces the human experience in the United States from Pre-Columbian times to the present. Major political, economic and social trends in United States history are tied to parallel trends and time frames in New York State history. Connections are made to Canada and Mexico where relevant.

It should be noted that American History is the content focus in grades 4, 8, 9, and 11. Therefore, grades 7 and 8 are a vital link to high school courses since they build on and reinforce the skills, concepts, and content introduced in the elementary grades.

Technology Education and Home and Career Skills

A 1985 revision of the Commissioner's Regulations changed the *practical arts* requirement to *technology education* and *home and career skills.* It should be noted that all students take **both** courses. In middle schools they are often included in the sixth grade curriculum. These subjects are defined as follows: (CR 100.4(a))

Technology Education means a program of instruction designed to develop an understanding of systems in fields such as production, transportation, construction, communications, and agriculture by emphasizing applied activities through working with tools, machines, and devices used in the home and the workplace.

Home and career skills means a program of instruction primarily through applied activities designed to prepare students to meet their responsibilities and understand their opportunities as parents or other members of families, consumers, home managers, and wage earners.

Health

See Elementary

Art, Music, and Physical Education

See Elementary

Parents are encouraged to visit the State Education Department Web Site for further information on content areas addressed at specific grade levels. www.nysed.gov

Grades 7-8

Subject Requirements (Public/Registered Nonpublic schools)	**Units**	**Instructional Requirements** (Yearly Total=**990 Hrs**)
English/Language Arts -Reading -Writing -Spelling -Speaking/Listening	2	180 minutes per week
Mathematics	2	180 minutes per week
Science (Includes Life and Physical Sciences)	2	180 minutes per week
Social Studies (Includes Citizenship and Patriotism) -Geography -NYS History and Constitution -US History and Constitution -Economics	2	180 minutes per week
Health (Includes HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Fire/Highway/Bicycle Safety Education, and Child Abuse)	½	90 minutes per week
Music	½	90 minutes per week
Visual Arts	½	90 minutes per week
Technology	1	180 minutes per week
Home and Careers	¼	45 minutes per week
Library Skills	¼	45 minutes per week
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.

Overview of New York State High School Curriculum

The following is a general overview of content most commonly found in the high school curriculum. Its purpose is to give an idea of some of the major concepts and skills addressed and is by no means a comprehensive description of the curriculum. The best source for curriculum information is the curriculum coordinator or high school principal in the home district.

English/Language Arts

High School English refines the skills of reading, writing, speaking, and listening to a point where they will be functional for adult life. Adult literature of all genres is read and analyzed for style, substance, character development, and effective language use. Creative writing experiences continue while formal research reports, reviews, resume writing, and the like prepare students for the situations in which they are likely to use those skills as adults.

Mathematics

High school mathematics is a three course sequence including the traditional topics of algebra, geometry, and trigonometry, and the additional topics of logic, probability, statistics, and transformational geometry.

The core of the first course is a solid introduction to the principles and techniques of algebra. The relationship between the algebraic representation of a linear relation and its graphic counterpart is developed as well. Geometry is emphasized more in the second and third courses, including the study of transformations in the coordinate plane. Probability and statistics continue to build upon the foundation established in the elementary and middle/junior high grades. A course in calculus is desirable for students planning a career in math, engineering, technology or architecture.

Science

High school students in New York State take a minimum of two courses in Science. In-depth study is offered in the traditional disciplines of earth science, biology, chemistry, and physics. Courses which combine or transcend traditional courses such as biochemistry, unified science, environmental science, space, and oceanography are becoming commonplace.

Social Studies

In New York State high school Social Studies is a four year, five course sequence. The first two years or courses emphasize other countries of the world and are designated as *Global Studies*. Content includes the history, culture, geography, economics, and politics of a country or region.

The third year course is U.S. History and Government

The fourth year includes courses in economics and participation in government. The goal of the economics course is to enable students to function as informed and economically literate citizens in our society and the world. Participation in Government provides experiences in which students apply their knowledge of the principles and

practices of government by participating in the process of public policy formation and action.

In all courses, the skills and concepts introduced in the elementary grades are extended and refined. Critical analysis and discussion are instructional strategies commonly employed with high school students.

Health

See Elementary

Art, Music, and Physical Education

See Elementary

Grades 9-12

Subject Requirements (Public/Registered Nonpublic Schools)	**Units**	**Instructional Requirements** (Yearly Total=990 Hrs)
English/Language Arts -Reading -Writing -Spelling -Speaking/Listening	4	180 minutes per week
Mathematics	2	180 minutes per week
Science	2	180 minutes per week
Social Studies (Includes Citizenship and Patriotism) -Global Studies -American History -Participation in Government -Economics	(4) 2 1 ½ ½	180 minutes per week
Health (Includes HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Fire/Highway/Bicycle Safety Education, and Child Abuse)	½	90 minutes per week
Music and/or Visual Arts	1	180 minutes per week
Physical Education	2	120 minutes per week
Electives	3	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.

IHIP EXAMPLES

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)
Example: Grades 1-6

Student: Antonio **Grade Level:** 4

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

English/Language Arts: (Includes Reading, Writing, and Spelling)

Reading:
Antonio will improve his reading speed and comprehension this year. We will be reading a variety of age appropriate novels, short stories and poems. (See attached list). We will use the readings to teach moral values and vocabulary as well.

Spelling:
Antonio will use his knowledge of phonics to improve spelling accuracy and look up words in the dictionary.

Writing/Speaking:
Antonio will recognize and write good sentences. He will write personal letters, thank you notes, postcards, and stories using correct punctuation, grammar, and good penmanship. He will also give oral reports on all the books he reads.

Mathematics:
Because this is a weak area for Antonio, we will be using third grade materials. The goals for Antonio are to master basic addition, subtraction, time telling, and money concepts while continuing to improve problem solving skills. Measurement, multiplication, division, and decimals will be introduced as appropriate.

Science: (Includes Life Sciences and Physical Sciences)
Through the study of insects, plants, and the planet earth, Antonio will learn the skills associated with scientific inquiry. Other hands-on projects will clarify scientific concepts and phenomena such as matter, water, air, weather, and energy. National Geographic Computer programs and magazines will be used as supplementary materials. Antonio will also participate in our church school science fair.

Social Studies: (Includes Geography, NYS/US History and Constitution, Patriotism, and Citizenship)
Antonio will have an in-depth understanding of the history and geography of the Northeastern United States with emphasis on the local region. He will research the lives and contributions of Native Americans, settlers and major historical figures of the region including their roles in the Revolutionary and Civil Wars. Using maps and available primary documents, Antonio will complete a project that traces the development of our local community from its settlement to the present day.

Health: (Includes HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Arson Prevention, Fire/Traffic/Highway/Bicycle Safety Education, and Child Abuse)
Antonio will demonstrate an awareness of the relationship of nutrition to good health by selecting healthy foods and snacks more often than unhealthy ones. He will practice preventative measures for common diseases such as colds, and know how to administer basic first aid. Traffic, bicycle, water, and fire safety techniques will be habitually practiced. We will continue to emphasize social manners such as telephone manners, how to make a proper introduction, serving company first, and always being polite to others.

Music:
Antonio is learning to read music in his piano lessons. He would like to learn to play the violin and we are looking into lessons for him. He sings at church three times a week. In our family we sing family devotions together nightly.

Visual Arts:
Antonio will improve his use of color and shading in his artwork. We will look at a variety of works by famous artists to see how they used color and light. Geometric shapes will be used to create a design for a wall hanging. A variety of other craft projects will be completed as well.

Physical Education:
Antonio wants to improve his skill in fielding baseballs. He will also be playing on a local soccer team and taking swimming lessons at the YMCA this winter. Antonio rides his horse every day and is responsible for his care.

A list of curriculum materials for all subjects is attached. We will also be using the public library and appropriate supplementary materials.

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)
Example: Grades 7-8

Student: Linda **Grade Level:** 7/8

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

English: (Includes Reading, Writing and Spelling)

Reading:
One goal for Linda is to slow down her reading to improve her reading comprehension and experiment with reading out loud (she comprehends better when reading out loud). Attached is a scope and sequence for this subject.

Spelling:
Linda will master the skills listed on the attached scope and sequence.

Writing/Speaking:
Linda will improve her oral and written expression by outlining, researching, and writing papers and reports using correct grammar. She will also begin to develop note taking skills, diagram sentences and recognize all eight parts of speech.

Mathematics:
Linda will increase her problem solving skills, time (clock) skills, and money skills. She also needs to develop skills to solve problems involving multiplication/division, decimals, and fractions. (See attached table of contents from her textbook). I would also like to see Linda develop more self-confidence and a better attitude toward math.

Science: (Includes Life Sciences and Physical Sciences)
Using the text *The Physical World* and the workbook *Geology Rocks and Minerals*, Linda will learn how the earth was formed and to recognize selected rocks and minerals. Units on weather, forces and energy, and the composition of matter will involve appropriate hands-on projects and field trips. Linda subscribes to a monthly science magazine which she will read and try their suggested experiments.

The human body will be studied during the second half of the year using appropriate library materials and the workbook *Systems of the Human Body.*

Social Studies: (Includes Geography, NY State/US History and Constitution, Patriotism, and Citizenship)
The goals for Linda are to learn the geography, history, government, and economics of New York State. She will be able to make and interpret maps, charts, graphs, and time lines which she will use in preparing projects and research reports. We will also take some field trips to enhance her studies.

Health: (Includes HIV/AIDS, Alcohol/Drug/Tobacco Abuse, Arson Prevention, Fire/Traffic/Highway/Bicycle Safety Education, and Child Abuse)
The goals for Linda are for her be to be aware and concerned about taking care of her body and to learn more about child abuse, HIV/AIDS, and substance abuse. We will continue to emphasize prevention measures for fire, bicycle, and highway safety as well.

Practical Arts: (Includes Technology and Home and Careers)
Linda will learn to build a bird feeder and help her father install furnace runs on our furnace. She will also be learning how to do various repairs that we do around the home. Linda will be able to follow or alter cooking recipes that require the use of fractions. She will also become more aware of the different careers that people choose and how they prepare for them.

Music:
The goals for Linda are to use music as one way in which to express her feelings and emotions. She will also be learning musical terms related to expression. Linda will be continuing weekly piano lessons and singing in the church choir.

Art:
The goal for Linda is to develop a greater enjoyment of various art mediums. We will be visiting museums and exhibitions to look at some of the old masters as well as the work of local artists. In addition, Linda will work on improving her drawing skills and complete some craft projects.

Physical Education:
Linda will develop her own fitness program including regular exercise and walking. She will also take ice skating lessons this year.

A list of curriculum materials for all subjects is attached. We will also be using the public library and other appropriate supplementary materials.

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)
Example: Grades 9-12

Student: Kevin **Grade Level:** 10

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

English/Language Arts: (Includes reading, Writing, and Spelling)
My desire in English this year for Kevin is to help him understand the structure of language and comprehend the principals of traditional grammar, using *Winston Grammar*. He will study parts of speech, prepositional phrases, modification, and noun functions. Using *Writing Step by Step* and *The Family That Writes Together*, he will learn to use that knowledge and create his own written work.

Kevin will also read and report on a variety of fiction and non-fiction books, including some about American Wars (see attached list). Some of these reports will be given orally.

Mathematics:
Advanced Math is the culmination in the process of acquiring the fundamental skills of algebra, geometry, and trigonometry. A concentrated study of geometry proofs is included. Kevin will create and solve problems that involve logarithmic, equations, conic sections, matrices, determinants, and echelon solutions.

Science:
Kevin will complete several laboratory projects to demonstrate his understanding of the major concepts in botany, human anatomy and physiology, zoology, cellular and molecular biology. At least one project will require that he identify a problem and set up an experiment to find a solution.

Social Studies: (Includes American History, Participation in Government, Economics, Patriotism, and Citizenship)
The goal is for Kevin to have an in-depth understanding of the major American Wars. He will come to discover the facts leading up to the conflicts, how the wars affected U.S. politics, industry, and people.

It is also important for him to learn the different character traits displayed by the men who fought in these wars. For example, bravery, courage, leadership…qualities that will enhance his own personal growth.

Health:
Completed last year

Art:
The Family that Writes Together is a photo journaling course. Kevin will not only learn to journal our family history, but also will learn creative and proper methods of storing family photos.

Physical Education:
Kevin will continue to work on swimming and basketball skills through weekly practice and lessons.

Elective-Technology:
Kevin will learn basic maintenance and components of small gas engines.

Elective-Environmental Studies:
Kevin will learn outdoor survival techniques such as using a compass, identifying edible plants and trees, and responses to make in threatening situations.

A list of curriculum materials for all subjects is attached. We will also be using the public library and other appropriate supplementary materials.

EVALUATING STUDENT PROGRESS

Measuring student progress is perhaps the most difficult part of the instructional process for all teachers. Many years of research have convinced those concerned with this area that a variety of strategies should be used to assess progress. Paper and pencil tests will always have a place in the assessment plan, but performance assessments in which students show that they can use the knowledge and skills they have gained are being included as well. There is an increasing emphasis on "authentic" tasks that require students to demonstrate their ability to handle real world situations.

To be accurate and meaningful, assessment must correlate with educational methods and curriculum. Therefore, assessing progress will be easier if the IHIP goals are specific, not only in regard to content, but to the kind of application skills that will be considered as evidence of achievement.

Quarterly Reports
The quarterly reports serve the dual purpose of documenting instructional time and assessing progress. The number of hours of instruction completed for the quarter is recorded on this form. In grades 7-12 instructional time is recorded for each subject (See **Appendix A7-8)**.

The report requires that a description of what was taught during the quarter be recorded for each subject area along with a grade or written evaluation of progress. The description should state the specific concepts and skills, not broad topics, and should be limited to what was actually covered during the quarter. This is in contrast to the IHIP which requires a similar description for the entire year.

Teachers frequently have to adjust their plans, so it is probable that everything planned won't be completed every quarter. The form does require confirmation that at least 80% of planned material was covered during the quarter. In the event that circumstances such as severe illness prevented completion of 80% of planned work, a written explanation is required.

Choices for reporting progress include assigning a numerical or letter grade, and/or writing statement that describes the level of achievement in each subject area. Since documenting progress is the purpose, a system that communicates effectively is advised. At some point in time others may need to use these evaluations to make a decision about admission or placement into another program.

Examples of exemplary quarterly reports are included at the end of this section. These examples are composites of actual reports submitted by home school students. The names are fictitious.

Annual Assessment
Each year, a comprehensive assessment is required to be filed with the fourth quarterly report by the date specified in the IHIP. In some cases (i.e. grades 1-8) there is a choice of two types of assessment: a commercially published, norm-referenced achievement test, or a written narrative.

Standardized Testing
Norm-referenced achievement tests can be selected from the following:

- California Achievement Test
- Comprehensive Test of Basic Skills
- Iowa Test of Basic Skills
- Stanford Achievement Test
- Metropolitan Achievement Test
- State Education Department Test
- Personalized Achievement Summary System (PASS Test)

Permission to substitute a test not on the above list must be obtained from the State Education Department prior to administration.

Standardized tests require that testing conditions and procedures be the same for all test-takers to insure that results are reliable. The test selected should reflect current norms. A test taken at another location must be administered by a certified teacher or other qualified person and requires the consent of the home district school superintendent. If the test cannot be scored by the test administrator, another qualified person must be found who is mutually agreeable to both parents and the superintendent.

The home district can arrange to include home school students in their regular testing program. Parents who request the district to provide the test but have it administered elsewhere, are responsible for the cost of any testing facilities, transportation, and/or personnel involved.

With the consent of its chief school officer, testing can also be done by the professional staff at a **registered** nonpublic school. A *registered* school is authorized to give Regents Examinations. Testing by the professional staff of a **nonregistered** nonpublic school requires both the consent of its chief school officer and that of the home school superintendent/designee.

Test Results
Adequate growth is determined either by a composite score above the 33rd percentile on current national norms, or a score that reflects one academic year of growth as compared to a test administered during or subsequent to the prior school year.

When a student's score falls below the 33rd percentile the program for that student is placed on probation for a period of up to two school years. Probation requires that a plan of remediation to address the deficiencies revealed in the testing be submitted. When the student has progressed to the level specified in the remediation plan, the program is removed from probationary status. If there is reason to believe that a remediation plan is substantially ineffective, the superintendent/designee may require one or more home visits to determine specific problem areas and the methods for addressing them.

Alternative Evaluation Methods
A written narrative can be substituted for standardized testing in grades one through three. In grades four through eight, a written narrative may be submitted **only every**

other year. With the consent of the superintendent/designee, narrative evaluations can be prepared by a certified teacher, a home instruction peer group review panel, or other qualified person. Any costs involved are the responsibility of the parents.

The evaluator interviews the student and reviews a portfolio of their work. The portfolio should include a variety of work samples that demonstrate growth and achievement over the year in several areas. The written narrative that is submitted should describe the work that has been observed and certifies whether the student has made adequate or inadequate academic progress. In the event that progress is inadequate, the program is placed on probation as described above.

Examples of exemplary written narratives are included at the end of this section. The examples are composites of actual reports submitted by home school students. The names are fictitious.

Comprehensive assessment requires planning. It is advisable to make decisions about the annual assessment early in the year so that there is ample time to make arrangements. Arrangements for the annual assessment should be reported on the third quarterly report form. (**See Appendix A)**

New York State Testing Program
(as of January 2016)

Although not required by CR 100.10, the following New York State Tests are available for administration through the home district.

The cost of the testing will be assumed by the local school district. Parents who desire to participate in the testing program should notify the PPS Director at the beginning (September/October) of the school year.

Test	**Grade**
K-6	
English Language Arts	3, 4, 5, 6.
Mathematics	3, 4, 5, 6.
Elementary Level Science	4
7-8	
English Language Arts	7, 8
Mathematics	7, 8
Intermediate Level Science	8
9-12 Regents Exams	
English Language Arts	11
Algebra	9 or 10
Geometry	10 or 11
Living Environment	9-12
Earth Science	9-12
Chemistry	9-12
Physics	9-12
Global History	10
US History	11

ASSESSMENT EXAMPLES

HOME SCHOOL QUARTERLY REPORT
EXAMPLE: Grades 1-6

Name: Marcia **Date:** 2/1/16 **Quarter:** 1 2 3 4
(Please circle)

Hours of Instruction: 225 **Days Absent:** 0 **Grade Level:** 3

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

Grade

English/Language Arts:

Reading: Excellent
Marcia's reading fluency and comprehension continues to show steady improvement. She is also beginning to read for enjoyment.

Spelling: Excellent
Despite the increased difficulty, Marcia continues to be an excellent speller.

Writing/Speaking: Excellent
Marcia is putting forth an excellent effort in a very demanding subject and is grasping the grammar concepts assigned. The transition to cursive handwriting has been difficult, but much improvement has been seen.

Mathematics: Excellent
Marcia continues to make excellent progress and has been able to exceed the goals set for this quarter. She has continued her work in addition/subtraction with borrowing and carrying, place value, beginning multiplication, and metrics.

Science: (Includes Life Sciences and Physical Sciences) Excellent
Marcia has done well in learning about the human body's respiratory and digestive systems, plans and animals, how to build a healthy body, healthy eating, and good health habits.

Social Studies: (Includes Geography, NYS/US History and Constitution, Patriotism, and Citizenship) Excellent
This quarter Marcia studied the geography of Egypt, Sinai, and Palestine and the life of nomadic people. She built a model of a Hebrew tent home.

Health:
See Science

HOME SCHOOL QUARTERLY REPORT
EXAMPLE: Grades 1-6 (Cont'd)

Music: Good

Our change in curriculum materials has proved to be a good choice. In addition to music theory, Marcia has learned many American Folk Songs and become familiar with several classical music selections.

Art: Good

Marcia enjoys art very much. She has been coloring, cutting, pasting, and learning basic drawing techniques. She has also worked with clay and paints.

Physical Education: Good

Marcia has been following a daily exercise routine which includes riding a stationary bicycle, the trampoline and Nordic Track. Outdoor activities included sledding.

HOME SCHOOL QUARTERLY REPORT
EXAMPLE: Grades 7-8

Name: Mark **Date:** 10/29/15 **Quarter:** 1 2 3 4
(Please circle)

Hours of Instruction: 270 **Days Absent:** 5 **Grade Level:** 6/7

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

Grade

English:

Reading: B+
Mark completed all the reading and reading comprehension assignments planned for this quarter. He is an avid reader both for school assignments and pleasure. He does very well when questions refer directly to text, but has difficulty when conclusions must be drawn or information is only implied.

Spelling: A
Mark completed all his first quarter lessons and continues to excel in this subject. As the words have become more difficult, he still does well on spelling tests and this is a real source of pride for him.

Writing/Speaking: C+
Mark completed all his daily assignments for this quarter. We are working on good writing skills (appropriate formation, sizing, and spacing of letters) and content. This has been a good opportunity to work on correcting his habit of using either run-on sentences or fragments. He has made a great deal of improvement in neatness in cursive writing. He must work harder on report content.

Mathematics: D
Mark completed the first quarter assignments in Math. He is reviewing concepts from fifth grade that he did not master (division with a two-digit divisor, fractions and two-step story problems). We have spent this quarter working to acquire these skills. It is impossible for us to go to the next grade/level of Math until these skills have been learned. He continues to do better with math computation than with story problems. We will begin with sixth grade math next quarter.

Science: C+
Mark studied Rudimentary Botany this quarter. He used books from the library and several gardening books in our family library to study plant germination and growth. He also researched and reported on exotic birds. The culmination of his efforts resulted in permission to buy a Cockatiel with money he had earned working for a local farmer. He is recording the bird's behavior as it adapts to its new environment.

HOME SCHOOL QUARTERLY REPORT
EXAMPLE: Grades 7-8 (Cont'd)

<u>Social Studies</u>: (Includes Geography, NY State/US History and Constitution, Patriotism, and Citizenship)

Mark completed study of the Aztec, Mayan and Inca civilizations this quarter, reading several books about each that he found in the library. He especially enjoyed making an Aztec warrior shield out of cardboard which he designed after studying books on Aztec art. He painted and glued feathers on the shield. We also prepared an Aztec meal and discovered it is similar to Mexican cooking. A tape "Music of the Andes" which is a form of Inca Indian music has become Mark's favorite. B+

Mark has a subscription to *National Geographic* and reads each issue thoroughly.

<u>Health</u>: (Includes HIV/ AIDS, Alcohol/Drug/Tobacco Abuse, Arson Prevention, Fire Traffic/Highway/Bicycle Safety Education, and Child Abuse) A

This quarter we focused on nutrition. Mark learned to read the new food labels and began calculating the nutritional values of favorite foods. He researched and gave an oral report on diseases that are linked to poor nutrition.

<u>Practical Arts</u>: (Includes Technology, and Home and Careers) A

Mark designed a system to insure that family pets had access to water and food while we were away on a trip. It worked so well that our neighbors used it when they went away for the weekend. Mark has planned and prepared several main dishes as well as desserts for the family. Following recipes has been an excellent opportunity to work with fractions and see how math is used in our every day lives.

<u>Music</u>:

See Social Studies. More focused study planned for the third and fourth quarters.

<u>Art</u>:

See Social Studies. More focused study planned for the third and fourth quarters.

<u>Physical Education</u>: S

Mark takes swimming and basketball at the YMCA. He also participates in gymnastics at a local gymnastics center and plays soccer each week. He enjoys these classes very much and has made really good progress in swimming.

HOME SCHOOL QUARTERLY REPORT
EXAMPLE: Grades 9-12

Name: Patricia **Date:** 4/25/20 **Quarter:** 1 2 3 4
(Please circle)

Hours of Instruction: 275 **Days Absent:** 1 **Grade Level:** 10

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

Grade

English: A

Reading:
Patricia has concentrated her reading on American novelists this quarter, reading and reporting on both their works and lives.

Writing/Speaking:
Patricia wrote a short story which simulated the style of Edgar Allan Poe. She also had a letter to the editor published in the local paper. Her letter addressed an article published by the paper which included misleading information. Several reports were written in connection with her studies in Social Studies and Science as well. Patricia gave a presentation to her local youth fellowship group on a conference she recently attended as their delegate.

Mathematics: B
Patricia completed a unit on statistics and probability this quarter. It was during this time that she discovered a new story that had reported the results of a survey in such as way as to distort their meaning. This has given her more confidence and interest in her Math studies. We continue to work on geometry and algebra.

Biology: A
This quarter has focused on the genetic aspects of plant and animal reproduction. Patricia researched and wrote reports on the emerging importance of DNA in modern society and the ethical issues surrounding genetic engineering. She also is conducting her own research by trying to cross breed two varieties of African Violets.

Social Studies: B
Patricia has studied Eastern Europe this quarter. In addition to her text, she has read several contemporary accounts of the break-up of the USSR. She has created a relief map showing the natural resources of each country and related it to current economic conditions. She also developed a “tour guide” of the major historic sites and their significance. She follows news reports of the daily strife occurring in the region.

HOME SCHOOL QUARTERLY REPORT
EXAMPLE: Grades 9-12 (Cont'd)

Health: N/A

Requirement completed last year.

Music: N/A

Requirement completed last year.

Art: S

Patricia has been taking painting lessons at the local museum each week. Her instructor reports that she has a good sense of proportion. She has completed one very nice still life which we framed and hung in our living room.

Physical Education: S

Patricia bowls every week with a group of teens. She has also participated in various walk-a-thons. She hikes or cross country skis whenever she has an opportunity to do so.

EXAMPLE: NARRATIVE ASSESSMENT

This report is being written in order to document the progress of Mary, a seven year old home school student.

I recently visited Mary and her mother, her home school instructor, and was shown a complete portfolio of Mary's work. This contained samples of her work that showed this year's growth in all subject areas, with a variety of hands-on activities provided by her instructor.

The language arts program used provides practice in all skill areas required by the New York State curriculum. It includes a phonics workbook and readers for the student, along with comprehension worksheets. Mary completed daily written language exercises in grammar and spelling; she also wrote often in her journal to develop penmanship and many other reading and writing skills.

Mary is an avid reader who reads on a second to third grade level with much enthusiasm and expression. She is able to answer oral comprehension questions after reading and often answers written questions, using the cloze format, to test comprehension.

Mary also does well in Mathematics. She has learned many difficult concepts this year and has applied what she has learned through practical experiences.

Social Studies is another area that interests Mary. She and her home school instructor made a time line and some murals to demonstrate what they had studied. They made many things together that were both age-appropriate and fun. Educational field trips also provided Mary with increased motivation and background experiences for future learning.

Mary's home school instructor evaluated her progress daily with documentation indicated on all materials (date and subject). It's obvious that a great deal of time and preparation goes into providing this quality home schooling experience.

Mary's portfolio documents the growth she's made for the 2015-16 school year. It is evident that she has had a productive year in first grade and is well prepared for grade two.

Signed:_____ **Date:**_____

EXAMPLE: NARRATIVE ASSESSMENT

After having reviewed David's work for the 2020-21 school year, I have come to the following conclusions regarding his progress.

In the subject area of mathematics he has made the following progress: he has become proficient in multiplication facts, is able to do long division, learned the skill of working with graphs and is able to work with large numbers. These are a few of the areas he has done well in. David had difficulty working with word problems, which I feel has a direct relationship to his struggle with comprehending what he has read. He also exhibited difficulty with fractions, decimals, and time and distance problems.

In the subject area of reading he has made the following progress: is able to identify the main idea of paragraphs and stories; is able to recount a story in time sequence and is able to tackle a book containing chapters. David has shown a weakness in interpreting information within the story and is unable to comprehend the finer details of a story. Reading has been a struggle for him this year.

In the area of science David seems to grasp the facts given to him. It is especially easier for him to use when studying concept. He does find it difficult to read information by himself and comprehend what he has read. Talking through it with him and the use of manipulative has helped.

In history and geography Daniel has come to a better understanding of Indians and New York State History. In relation to this we have studied the corresponding geographical locations.

David needs improvement in language and study skills. He understands punctuation and capitalization rules. When it comes to applying these rules he has some difficulty. He has difficulty expressing himself on paper.

David has shown an interest in using his artistic ability this year. He has done some fine drawings and can express himself in this way.

He has shown great improvement in his attitude towards learning. He has been more willing as the year progressed to tackle the things that may have been difficult for him.

Because of his struggle, especially in reading, I have chosen to repeat the fourth grade year with David. I feel that with maturity he is going to be able to grasp the material without so much of a struggle. It will give him a real sense of accomplishment and encourage him to move into the fifth grade with a better self concept.

Signed:_____ **Date:**_____

APPENDIX A
FORMS FOR PARENT USE

NOTICE OF INTENTION FOR HOME INSTRUCTION

ONTEORA CENTRAL SCHOOLS

Date: _____

Child's Name: _____

Grade:_____Age: _____

Name of Parents/Guardians:_____

Address of Parents/Guardians:_____

_____

Phone of Parents/Guardians: _____

EMAIL address of Parents/Guardians: _____

Period for Which Home Instruction is Intended:

Begin: _____

End: _____

Parent/Guardian Signature _____

ONTEORA
CENTRAL SCHOOL DISTRICT

PO Box 300, Boiceville, NY 12412
ph. 845.657.3320 • fax 845.657.8742
www.onteora.k12.ny.us

CENTRAL ADMINISTRATION
CAROL GRIMA
Director of Pupil Personnel Services
cgrima@onteora.k12.ny.us
ANTHONY DIRUSSO
Assistant Director of Pupil Personnel Services
adirusso@onteora.k12.ny.us

INDIVIDUALIZED HOME INSTRUCTION PLAN
SCHOOL YEAR_____

Date: _____

Name of Student: _____

Date of Birth: _____

Grade level student will be taught: _____

Parent/Guardian's Name: _____

Address: _____
_____

Telephone: _____

Name(s) of Home Teaching Instructor(s):
_____
_____

Parent/Guardian's Signature: _____

School District Representative: _____

(revised 11/23/26)

Dates For Submission for Quarterly Reports and Attendance:

2026-2027 SCHOOL YEAR	
First Quarter	**November 13, 2026**
Second Quarter	**January 29, 2027**
Third Quarter	**April 9, 2027**
Fourth Quarter	**June 25, 2027******

******PLEASE REMEMBER THAT AN ANNUAL ASSESSMENT IS REQUIRED TO BE SUBMITTED AT THE TIME OF THE FILING OF THE FOURTH QUARTER REPORT- PLEASE SEE THE 100.10 REGULATIONS FOR SPECIFICS FOR EACH GRADE LEVEL.**

FOR STUDENTS ENTERING GRADES ONE THROUGH SIX, PLEASE COMPLETE PAGES 3, 4 and 5.

FOR STUDENTS ENTERING SEVEN AND EIGHT, PLEASE COMPLETE PAGES 5, 6 and 7.

FOR STUDENTS ENTERING GRADES NINE THROUGH TWELVE, PLEASE COMPLETE PAGES 5, 8, and 9.

FOR STUDENTS ENROLLED IN A DEGREE GRANTING INSTITUTION, PLEASE COMPLETE PAGE 10.

ALL PARENTS/GUARDIANS MUST COMPLETE FIRST PAGE AND SIGN.

New York State Regulations require the following for all Quarterly Reports:

- Number of hours of instruction during said quarter;
- description of material covered in each subject listed in the IHIP;
- either a grade or written narrative evaluating the child's progress;
- Written explanation if less than 80% of amount of course material covered.

FOR STUDENTS ENTERING GRADES ONE THROUGH SIX:

Subject	List of syllabi, curriculum materials, textbook or plan of instruction
Arithmetic	
Reading	
Spelling	
Writing	
English Language	
Geography	
U.S. History	

Science	
Health Education	
Music	
Visual Arts	
Physical Education	
Bilingual Education and/or English as second language (if applicable)	

TAUGHT ONCE DURING 1ST THROUGH 8TH GRADE: List of syllabi, curriculum materials, textbook or plan of instruction

UNITED STATES HISTORY	**GRADE TAUGHT:**
NEW YORK STATE HISTORY	**GRADE TAUGHT:**
CONSTITUTIONS OF THE US	**GRADE TAUGHT:**
CONSTITUTIONS OF NYS	**GRADE TAUGHT:**

COVERED THROUGH K-12 GRADE: List of syllabi, curriculum materials, textbook or plan of instruction

PATRIOTISM & CITIZENSHIP	
HEALTH EDUCATION REGARDING ALCOHOL, DRUG AND TOBACCO MISUSE	
HIGHWAY SAFETY AND TRAFFIC REGULATIONS, INCLUDING BICYCLE SAFETY	
FIRE AND ARSON PREVENTION SAFETY	

FOR STUDENTS ENTERING GRADES SEVEN AND EIGHT:

Please note that the unit requirements herein are cumulative requirements for both grades seven and eight. One unit is defined as 6,480 minutes of instruction per school year.

Subject	**List of syllabi, curriculum materials, textbook or plan of instruction**
English (Two Units)	
History and Geography (Two Units)	
Science (Two Units)	
Mathematics (Two Units)	
Physical Education (to be held on a regular basis)	

Health Education (to be held on a regular basis)	
Art (One Half Unit)	
Music (One Half Unit)	
Practical Arts (to be held on a regular basis)	
Library Skills	

FOR STUDENTS ENTERING GRADES NINE THROUGH TWELVE:

Please note that the unit requirements herein are cumulative requirements for grades nine through twelve. One unit is defined as 6,480 minutes of instruction per school year.

Subject	**List of syllabi, curriculum materials, textbook or plan of instruction**
English (Four Units)	
Social Studies (Four Units, including one unit in 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)	
Electives (Three Units)	

FULL TIME STUDY AT A DEGREE GRANTING INSTITUTION:

For those parents who chose to enroll their child in full-time study at a degree-granting institution, meaning enrollment for at least 12 semester hours in a semester or its equivalent, a statement that the child will be meeting the compulsory education requirements of Education Law § 3205 must be provided (please provide statement below) and the IHIP must identify the degree-granting institution and the subjects to be covered by that study. Please indicate "Not applicable" if appropriate.

_____
_____
_____
_____
_____
_____
_____

QUARTERLY REPORT FORMS

HOME SCHOOL QUARTERLY REPORT
Grades 1-6

Student:_____ **Date:**_____ **Quarter:** 1 2 3 4
(Please circle)

Hours of Instruction:_____ **Grade Level:** _____

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

Grade/Evaluation

English/Language Arts:
(Includes Reading, Writing, and Spelling)

Mathematics:

Science:
(Includes Life Sciences and Physical Sciences)

Social Studies:
(Includes Geography, NY State/US History and Constitution, Patriotism, and Citizenship)

HOME SCHOOL QUARTERLY REPORT
Grades 1-6 (Cont'd)

Student: _____

Grade/Evaluation

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

Music:

Art:

Physical Education:

Library Skills:

Plan for Annual Assessment (to be submitted no later than third quarter) ***Please be sure to include qualifications of person who will be administering and scoring assessment for Superintendent's approval.***

Test Name:_____or Narrative: _____

HOME SCHOOL QUARTERLY REPORT
Grades 7-8

Student:_____ **Date:**_____ **Quarter:** 1 2 3 4
(Please circle)

Hours of Instruction:_____ **Grade Level:** _____

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

Grade/Evaluation

English:

Mathematics:

Science:
(Includes Life Sciences and Physical Sciences)

Social Studies:
(Includes Geography, NY State/US History and Constitution, Patriotism, and Citizenship)

HOME SCHOOL QUARTERLY REPORT
Grades 7-8 (Cont'd)

Student: _____

Grade/Evaluation

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

Practical Arts:
(Includes Technology and Home and Careers)

Music:

Art:

Physical Education:

Library Skills:

Plan for Annual Assessment (to be submitted no later than third quarter) ***Please be sure to include qualifications of person who will be administering and scoring assessment for Superintendent's approval.***

Test Name:_____or Narrative: _____

HOME SCHOOL QUARTERLY REPORT
Grades 9-12

Student:_____ **Date:**_____ **Quarter:** 1 2 3 4
(Please circle)

Hours of Instruction:_____ **Grade Level:** _____

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

Grade/Evaluation

English:

Mathematics:

Science:

HOME SCHOOL QUARTERLY REPORT
Grades 9-12 (Cont'd)

Student: _____

Grade/Evaluation

Social Studies:
(Includes American History, Participation in Government, or Economics, Patriotism and Citizenship)

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

Music and/or Art:

Physical Education:

Library Skills:

Electives:

Plan for Annual Assessment (to be submitted no later than third quarter) ***Please be sure to include qualifications of person who will be administering and scoring assessment for Superintendent's approval.***

Test Name:_____or Narrative: _____

APPENDIX B
QUESTIONS AND ANSWERS

Home Instruction
Questions and Answers

Important (2/25/05): In September 2004, the New York State Board of Regents adopted an amendment to section 100.10 of Commissioner's regulations relating to the home instruction of students of compulsory school age who wish to attend college on a full-time basis.

The amendment:

- requires students of compulsory school age who have yet to complete a four-year high school program and who seek to enroll in full-time college study to submit to the college verification from the school district of residence that the student will be meeting the compulsory education requirements through full-time college study. This verification must be in the form of an approved Individualized Home Instruction Plan (IHIP) that includes the full-time college study.

- permits school district residents, including home instructed students, to take five specific Regents examinations or approved alternative examinations for the purpose of meeting the preliminary education requirement for earning a college degree, applicable to students beyond compulsory school age.

- repeals the requirement that a student present satisfactory evidence of a preliminary education of at least a four-year high school course or its equivalent before beginning college degree study. This requirement was in conflict with the Commissioner's Regulation that permitted a student to earn a high school equivalency diploma through completing 24 semester hours as a recognized candidate for a college degree.

The information provided below does not reflect the amendment, and, therefore, is not necessarily accurate. We are developing revised guidance to be posted here soon. In the meantime, detailed information is available at http://www.emsc.nysed.gov/deputy/Documents/homeinstruct.htm.

General
Individualized Home Instruction Plan
Evaluation
Commencement of Home Instruction During the School Year
Students with Special Educational Needs
College Entrance
Suggested Strategies

For additional information, please contact the office of the superintendent of the public school district in which you reside.

General

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Must parents file a health inspection report or fire inspection report?

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

7. 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.

8. 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.

9. What is a Home Instruction Worksheet?

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

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

No. The Worksheet is for internal district use.

11. 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 135.4(c)(7) directs that a participant in interscholastic sports must be enrolled in the public school; however, children educated other than at the public school may participate in intramural and other school-sponsored club activities. It is recommended that each board of education establish a policy to this effect.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

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

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

18. 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.

19. 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.

20. May a district provide dual enrollment services under Section 3602-c to students instructed at home?
No.

21. 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.

22. 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.

23. 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.

24. 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.

25. 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.

26. 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.

27. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. 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.

33. 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.

34. 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)

35. 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.

36. 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.

37. 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.

38. When must a student begin to receive instruction?

A change in Education Law 3205, which became effective on July 26, 1993, 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.

39. 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.

40. 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.

41. 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.

42. 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.

43. 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.

44. Is a district required to review the IHIP submitted for a student beyond compulsory attendance age?

No.

45. 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.

46. 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.

47. 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.

48. 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.

49. 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

50. 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.

51. 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.

52. 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.

53. 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.

54. 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.

55. 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

56. 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.

57. 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.

58. 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.

59. Which State tests suffice for an annual assessment?

Any State tests designed to evaluate individual student achievement are acceptable. State tests designed to evaluate a school's program (Program Evaluation Tests) are not appropriate for this purpose

60. 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.

61. 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 though 8. Thus, grade 4 could be the first year in this pattern.

62. 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.

63. 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.

64. 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.

65. 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.

66. 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.

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

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

Commencement of Home Instruction During the School Year

68. 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.

69. 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.

70. 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

71. 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.

Secondly, 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

1. 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.

2. If a home-instructed student has taken Regents exams at the pubic 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.

3. 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.

4. 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.

5. 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.

APPENDIX C
COMMISSIONER'S REGULATIONS

PART 100.10 OF REGULATIONS OF THE COMMISSIONER OF EDUCATION
Pursuant to sections 207, 3204, 3210, 3212 and 3234 of the Education Law

§100.10 Home instruction.

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

(b) Notice of intention to instruct at home.

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

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

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

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

(1) Within 10 business days of the receipt of the notice of intention to Instruct at home, the school district shall send to the parents a copy of this section 100.10 of the Regulations of the Commissioner of Education and a form on which to submit an individualized home instruction plan (IHIP) for each child of compulsory attendance age who is to be taught at home.

(2) Within four weeks of the receipt of such materials, or by August 15th, or for the 1988-89 school year by September 15, 1988, whichever is later, the parent shall submit the completed IHIP form to the school district. The district shall provide assistance in preparation of the forms, if requested by the parents.

(3) Within 10 business days of receipt of the IHIP, or by August 31st, or for the 1988-89 school year by September 30, 1988, whichever is later, the school district shall either notify the parents that the IHIP complies with the requirements of subdivisions (d) and (e) of this section or shall give the parents written notice of any deficiency in the IHIP.

(4) Within 15 days of receipt of a notice of a deficiency in the IHIP, or by September 15th, or for the 1988-89 school year by October 15, 1988, whichever is later, the parents shall submit a revised IHIP which corrects any such deficiencies.

(5) The superintendent of schools shall review the revised IHIP and shall notify the parents as to whether the revised IHIP complies with subdivisions (d) and (e) of this section within 15 days of receipt of the revised IHIP or by September 30th, or for the 1988-89 school year by October 31,

1988, whichever is later. If the revised IHIP is determined not to be in compliance with subdivisions (d) and (e) of this section, then the parents shall be notified in writing of the reasons for such determination. Such notice shall also contain the date of the next regularly scheduled meeting of the board of education that will be held at least 10 days after the date of mailing of the notice, and shall indicate that if the parents wish to contest the determination of noncompliance, the parents must so notify the board of education at least three business days prior to such meeting. At such board meeting, the parents shall have the right to present proof of compliance, and the board of education shall make a final determination of compliance or noncompliance.

(6) The parents shall have the right to appeal any such final school district determination of noncompliance to the Commissioner of Education within 30 days after receipt of such determination.

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

(i) the parents have failed to contest a determination of noncompliance by appealing to the board of education;

(ii) the parents have failed to appeal a final school district determination of
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 non-registered 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.

APPENDIX D
RELATED MEMOS

THE STATE EDUCATION DEPARTMENT/ THE UNIVERSITY OF THE STATE OF NEW YORK/ ALBANY. NY 12234

OFFICE OF VDCATIONAL ANDEDUCATIONAL SERVICES FDR INDIVIDUALS WITH DISABILITIES
STATEWIDE CODRDINATOR FDR SPECIAL EDUCATI ON
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www.nysed.gov

July 2008

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

From: James P. Delorenzo

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

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

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

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

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

- For home-schooled students who are students with disabilities, the Committee on Special Education (CSE) would develop an individualized education services program (IESP) for the student. The IESP would be developed in the same manner and have the same contents as an individualized education program (IEP). An IESP is developed in consideration of the parents' decision to home school their child.

- In order to receive services in the 2008-09 school year, **a parent must submit a written request for such services to the board of education of the school district of location no later than August 6, 2008 of this year** (which is 30 days after this new law takes effect). For a student who is first identified as a student with a disability after the first day of June 2008 and prior to the first day of April of 2009, a parent must submit the written request for services within 30 days after the student is first identified. A request may also be submitted within 30 days of a change in the student's school district of residence.

- In subsequent years, the parent must request special education services in writing to the board of education of the school district of location by June 1 preceding the school year for which the request for services is made. However, for a student who is first identified as a student with a disability after the first day of June preceding the school year for which the request is made and prior to the first day of April of such current school year, the parent must submit the written request for services within 30 days after the student was first identified. A request may also be submitted within 30 days of a change in the student's school district of residence.

- Special education services must be provided to home-schooled students on an equitable basis as compared to special education programs and services provided to other students with disabilities attending public or nonpublic schools within the district.

- Parents of home-schooled students who disagree with the IESP recommendation of the CSE would be entitled to due process pursuant to Education Law section 4404 just as parents of nonpublic students are.

- A board of education determines the location where special education services will be available to home-schooled students, which could include the site of the home school.

Please share this memorandum with appropriate staff, including Directors of Special Education, CSE Chairpersons, Directors of Pupil Personnel Service, and

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

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

**Please note: If you would like to receive notification of our publications via e-mail, register at* www.vesid.nysed.gov/specialed/publications/register.

APPENDIX E
DISTRICT POLICY ON HOME SCHOOLING

Instruction

HOME SCHOOLING

From time to time, parents will choose to instruct their children at home. The School District will attempt to cooperate with parents who wish to provide home schooling for their children realizing that the child who is educated at home should receive an education in a manner consistent with an educational plan and at least substantially equivalent to that given to students of like age and attainments in the local public schools. The required subjects should be taught in a competent, systematic, and sequential manner, specifically in relation to the required courses as enumerated in Commissioner's Regulation Section 100.10.

Home Schooled students are not awarded a high school diploma. A high school diploma may only be awarded to a student enrolled in a registered secondary school who has completed all program requirements set by the Board of Regents, the school or the District.

The Board of Education shall ensure that children instructed at home are taught by a competent instructor and receive an education substantially equivalent to that offered in the district's schools.

Parents/Guardians who wish to educate their children at home must submit to the district an individual home instruction plan (IHIP), outlining the educational goals to be met and the course materials and syllabi to be used each year for the child's learning process. The district may accept or deny an IHIP. Parents/Guardians must submit quarterly reports which will provide the district with the necessary information to make determinations of substantial equivalency and competency of instruction on an ongoing basis.

Parents/Guardians may appeal to the Board a determination by the Superintendent of Schools or designee that an IHIP is not in compliance with the Regulations of the Commissioner of Education. Parents/Guardians shall have the right to appeal the final determination of the Board to the Commissioner of Education within 30 days of receipt of such determination.

<u>Special Education</u>

A student with an IHIP, who is a resident of the school district and has a disability, or is suspected of having a disability, is eligible to receive services from the school district, in accordance with law, regulation and district policy (4321 et. seq.). A parent/guardian must request special education services in writing to the Board by June 1st, unless the child is first identified or moves into the district after June 1st. In that case, the parent/guardian must request the services within 30 days of being identified or of moving into the district.

Special education services will be provided on an equitable basis compared to programs and services provided to other students with disabilities attending public or nonpublic schools within the district. The Board will determine the location where services will be available to home schooled students.

Participation in Extracurricular Activities

Students instructed at home by their parents are not entitled to participate in interscholastic or intramural sports. However, the Board shall permit such students to participate in other school-sponsored extracurricular activities as long as they can provide either documentation of immunization to, or a medical exemption for immunization from, the same communicable diseases required for entry into the public schools. Specifically, the Board will permit home-schooled students to:

- participate in non-credit-bearing organized school activities such as clubs that are not open to the general public;
- participate in band and/or receive music lessons only if these activities are considered to be extra-curricular (not credit-bearing or graded or required for class); and
- use school facilities such as the library, career information center and gymnasium if there is mutual agreement on the part of all involved parties.

Instructional Materials

The Board authorizes the Superintendent to loan instructional materials, if available, to students receiving home instruction. The Superintendent or his/her designee shall determine the availability of resources and develop appropriate procedures.

Cross-ref: 7620, Programs for Students with Disabilities, *et seq.*
7510, Student Health Services

Ref: Education Law §§ 3204(2); 3210(2)(d); 3602-c (2-c)
Public Health Law § 2164 (as amended by Chapter 35 of the Laws of 2019)
8 NYCRR §§ 100.10; 135.1; 135.4
Appeal of Ponte, 41 EDR 174 (2001)
Matter of Abookire, 33 EDR 473 (1994)
State Education Department Memorandum, "New Requirements for the Provision of Special Education Services to Home-Instructed ("Home-Schooled") Students, July 2008
State Education Department Memorandum, "Home Instruction Questions and Answers," http://www.p12.nysed.gov/sss/homeinstruction/homeschoolingqanda.html, Sept. 2016

Adopted: 9/14/21

APPENDIX F
RESOURCES/LINKS

NYSED Commissioner's Regulation 100.10: Home Instruction
http://www.nysed.gov/curriculum-instruction/10010-home-instruction

http://www.nysed.gov/nonpublic-schools/home-instruction

Professional Development
http://www.nysed.gov/nonpublic-schools/professional-development

Resources and Instructional Materials
EngageNY
https://www.engageny.org/

New York State Library Links to Selected Education Web Sites
https://www.nysl.nysed.gov/reference/educref.htm

New York State Museum Online Exhibitions
http://www.nysm.nysed.gov/exhibitions/online

New York State Archives
http://www.archives.nysed.gov/

Share My Lesson
https://www.aft.org/education/share-my-lesson

College Now
https://www.tompkinscortland.edu/academics/collegenow

NYS Learning Standards
http://www.nysed.gov/curriculum-instruction

SUNY Ulster Home Schooled Student
https://www.sunyulster.edu/admissions/info/home_schoolers.php