

Harrisville Central School



**Home Schooling Manual
2025-2026**

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Introduction

The purpose of this guide is to assist parents/families who choose to exercise their right to provide required instruction at home for their children in fulfilling their responsibilities as determined by Education Law § 3212 (2).

Parents should be advised that students who are home schooled do not receive a graduation diploma from Harrisville Central School and may not be entitled to the same benefits (clubs, activities, athletics, etc.) as children who attend and graduate with a diploma from a public or non – public school system. Some employers will not accept home instruction or a Testing Assessing Secondary Completion (TASC)/High School Equivalency Diploma as being equivalent to a diploma issued by a school. The United States Military has diploma criteria. Please check with your recruiter for your specific needs.

Overview of Responsibilities

The Parent or Guardian is required to:

1. Submit to the home district superintendent a **Letter of Intent** to home school 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. IHIP's are due 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**.

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

If notified that achievement levels do not meet state minimums, a remedial plan to correct deficiencies must be submitted with the IHIP for the next school year.

5. Conduct all communication with the appropriate offices of the school district of residence.

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. Review each IHIP, upon receipt by the superintendent and inform parent within **ten business days** of receipt of compliance ruling.

Revised IHIP's must be reviewed and parent notified of their compliance within **15 days** of receipt.

3. Upon receipt by the principal's office, review each quarterly report for compliance; notify parents if reports are not acceptable.
4. Determine the qualifications of annual assessment test administrator. Review each annual assessment for compliance, if progress is substandard, notify parent of the probationary status for home instruction and that a remedial plan is required to be submitted with the IHIP for the next school year.
5. Provide technical assistance, when requested by the parent, in developing an IHIP, providing curriculum information, arranging for testing, etc.
6. Request assistance from the State Education Department when the school district lacks the information or expertise to respond to request or resolve a conflict.

Required Documents

1. Notice of Intention to Home School

Required:	<p>Notification to instruct any child of compulsory attendance age at home. Children who have their sixth birthday on or before December 1st are considered to be of compulsory school attendance age as of the preceding September. (See Appendix E, change in the Compulsory Attendance Law, July 2005). An IHIP is required as of September 1st for children who will turn six by December 1st.</p> <p>An IHIP for students who have their 16th birthday during the year must be prepared for the entire school year.</p>
Due:	Within 14 days of commencing home instruction each year.
Form:	See Appendix A – 1: a letter is also acceptable.
Content:	<ul style="list-style-type: none"> ◆ Name, age, grade, date of birth, name of district school for each child; ◆ Name, address, and telephone number of parents and guardians; ◆ Name and address of person providing instruction; ◆ Dates on which home instruction will begin and end.

2. Individual Home Instruction Plan (IHIP)

Required:	<p>A separate plan for each child of compulsory school attendance age being instructed at home.</p> <p>Note: An IHIP is required for children who reach their sixth birthday on or before December 1st. IHIP's for children who will turn sixteen during the year must be prepared for the entire year.</p>
Due:	Within four weeks of receiving a response to a Letter of Intent from the superintendent.
Form:	See Appendix A2 – 4
Content:	<ul style="list-style-type: none"> ◆ Name, age, and grade level; ◆ The dates, between July 1st and June 30th, on which quarterly reports of progress will be submitted to the school district, spaced in even and logical time spans; ◆ The names of all individuals providing instruction; ◆ 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 A5 – 7.
Content:	<ul style="list-style-type: none">◆ The number of hours of instruction completed during said quarter (total for grades 1 – 6 students; by subject for grades 7 – 12;◆ A written description of the materials covered for each subject listed on the IHIP;◆ 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 the lessons were completed.◆ 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

- a. Selected by parents from the following:
 - i. Iowa Test of Basic Skills
 - ii. California Achievement Test
 - iii. Comprehensive Test of Basic Skills
 - iv. Metropolitan Achievement Test
 - v. Stanford Achievement Test
 - vi. New York State Regents Exams

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

- b. Administration
 - i. Selected by parent from the following:
 - 1. At the public school, by its professional staff
 - 2. At a registered nonpublic school, by its professional staff, with the prior consent of its school's chief officer.
 - 3. At a non-registered nonpublic school, by its professional staff, with the prior consent of both the home district superintendent and the chief school officer of the nonpublic school
 - 4. At a parent's home, or any reasonable location, by a New York State certified teacher or other qualified person with the prior consent of the home district superintendent.

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

Scoring:	The test shall be scored by the person administering the test or by other qualified persons mutually agreed upon by the parents and home district superintendent.
Costs:	The test shall be provided by the school district upon request of the parent. When the test is administered at a location other than the public school, the cost of the administration, including facilities, personnel, and transportation shall be borne by the parents.
Results:	<p>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.</p> <p><u>Note:</u> 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.</p> <p>A remedial 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.</p>

B. 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. Student in grades 4 – 8 may be assessed by written narrative **every other year only**. (i.e. grades 4, 6, 8 or grades 3, 5, or 7);

Administration:	A qualified person such as a certified teacher or home instruction peer review panel may be chosen by the parent with the consent of the home district superintendent. A parent who has been identified as the home school instructor may also complete a narrative assessment <u>with the prior consent of superintendent.</u>
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 up. Year round schooling or a more traditional school calendar year may be followed. However, all plans **must end with the fourth quarter on June 30th**.

The dates by which each of four *Quarterly 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 IHIP’s are found at the end of this section. These examples are a composite of actual IHIP’s 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 non – public 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 are by no means a comprehensive description of the curriculum. The best resource for curriculum information is the 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 forced 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.

Mathematical

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 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 include 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 grade levels, 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 instruction specific to 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 healthy 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 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 own databases to organize their research, use simple word processing programs to write stories and reports, and print out their copies using desk top publishing.

Example IHIP for Grades 1 – 6

Grades 1 – 6	
Subject Requirements (public/registered non – public schools)	Instructional Requirements (Yearly total: 900 hours)
English/Language Arts <ul style="list-style-type: none"> ◆ Reading ◆ Writing ◆ Spelling ◆ Speaking/Listening 	180 minutes per week
Mathematical	180 minutes per week
Science <ul style="list-style-type: none"> ◆ Life Sciences ◆ Physical Sciences 	180 minutes per week
Social Studies (Include Citizenship & Patriotism) <ul style="list-style-type: none"> ◆ Geography ◆ NYS History and Constitution ◆ US History and Constitution ◆ Local History ◆ Economics 	180 minutes per week
Health (Includes alcohol/ Drug/tobacco abuse, fire/highway/ bicycle safety education, 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) 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 are by no means a comprehensive description of the curriculum. The best resource for curriculum information is the middle school principal in the home district.

English/Language Arts

Development of skills in reading, writing, listening and speaking continues. During these grades students should be easily 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.

Math

Skill development in the seven content areas introduced at the elementary level continues. 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 – 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 Regulation 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.

Appendix C includes recommended content outlines from the *New York State Syllabus* for both these courses.

Health

See Elementary.

Art, Music, PE

See Elementary.

Example IHIP for Grades 7 – 8

Grades 7 – 8		
Subject Requirements (public/registered non – public schools)	Units	Instructional Requirements (Yearly total: 990 hours)
English/Language Arts <ul style="list-style-type: none"> ♦ Reading ♦ Writing ♦ Spelling ♦ Speaking/Listening 	2	180 minutes per week
Mathematical	2	180 minutes per week
Science <ul style="list-style-type: none"> ♦ Life Sciences ♦ Physical Sciences 	2	180 minutes per week
Social Studies (Include Citizenship & Patriotism) <ul style="list-style-type: none"> ♦ Geography ♦ NYS History and Constitution ♦ US History and Constitution ♦ Local History ♦ Economics 	2	180 minutes per week
Health (Includes HIV/ AIDS, alcohol/ Drug/ tobacco abuse, fire/highway/ bicycle safety education, child abuse.)	$\frac{1}{2}$	90 minutes per week
Music	$\frac{1}{2}$	45 minutes per week
Visual Arts	$\frac{1}{2}$	45 minutes per week
Technology	1	180 minutes per week
Home and Careers	$\frac{1}{4}$	45 minutes per week
Library Skills	$\frac{1}{4}$	45 minutes per week
Physical Education		120 minutes per week

Unit Explanation

1 unit = 180 minutes per week (3 hours) for 1 year or 90 minutes per week for two years

$\frac{1}{2}$ unit = 90 minutes per week for 1 year or 45 minutes per week for two years

$\frac{1}{4}$ unit = 45 minutes per week for 1 year or 90 minutes per week for $\frac{1}{2}$ year

Notes:

- 1) Library Skills should be taught within the context of subject areas.
- 2) 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 are by no means a comprehensive description of the curriculum. The best resource 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 that integrates the branches of mathematics 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. In addition, 1200 minutes devoted specifically to laboratory exercises are required.

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, PE

See Elementary.

Language Other Than English

High school students must complete one unit of a language other than English. The goals of the course must include basic listening, speaking, reading, and writing skills. Further skills required for proficiency include obtaining an understanding of the culture related to the language.

Example IHIP for Grades 9 – 12

Grades 9 – 12		
Subject Requirements (public/registered non – public schools)	Units	Instructional Requirements (Yearly total: 990 hours)
English/Language Arts <ul style="list-style-type: none"> ♦ Reading ♦ Writing ♦ Spelling ♦ Speaking/Listening 	4	180 minutes per week
Mathematical	2	180 minutes per week
Science <ul style="list-style-type: none"> ♦ Life Sciences ♦ Physical Sciences 	2	180 minutes per week
Social Studies (Include Citizenship & Patriotism) <ul style="list-style-type: none"> ♦ 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, child abuse.)	½	90 minutes per week
Music	1	180 minutes per week
Physical Education	2	90 minutes per week
Electives	3	180 minutes per week
Language Other than English	1	180 minutes per week

Unit Explanation

1 unit = 180 minutes per week (3 hours) for 1 year

½ unit = 90 minutes per week for 1 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.

Individualized Home Instruction Plan (IHIP)

Grades 1 – 6

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

Student: Antonio	Grade Level: 4	School Year: 2022-2023
English/Language Arts: (include reading, writing, spelling)	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 lists). We will use the readings to teach moral values and vocabulary as well.	
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: (include life sciences and physical science)	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: (include Geography, NY State/ US History and Constitution, patriotism, and citizenship)	Antonio will have an in – depth understanding of the history and the 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: (include HIV/ AIDS, alcohol/ drug/ tobacco abuse, arson prevention, fire/ traffic/ highway/ bicycle safety education, 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 crafts 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.	
Library/Media Skills: (Can be taught within the context of subject areas)	Antonio will visit the library to use the media available and increase his skills. He will also be checking out books for his grade level.	

Individualized Home Instruction Plan (IHIP)

Grades 7 – 8

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

Student: Linda	Grade Level: 7	School Year: 2022-2023
English/Language Arts:	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.	
Mathematics:	Linda will increase her problem solving skills, time (clock) skills, 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: (include life sciences and physical science)	Using the text <i>The Physical World</i> and the workbook <i>Geology Rocks and Minerals</i> , 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 <i>Systems of the Human Body</i>	
Social Studies: (include 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: (include HIV/ AIDS, alcohol/drug/ tobacco abuse, arson prevention, fire/traffic/highway/bicycle safety education, child abuse)	The goals for Linda are for her to be more 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.	
Technology/Home & Career Skills: (includes technology & home careers)	Linda will be learning how to bake by following recipes and learning different methods of measurements and kitchen fundamentals.	
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.	
Arts:	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 crafts projects.	
Physical Education:	Linda will develop her own fitness program including regular exercise and walking. She will also take ice skating lessons this year.	

Individualized Home Instruction Plan (IHIP)

Grades 9 – 12

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

Student: Kevin	Grade Level: 10	School Year: 2022-2023
English:	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 phrase, 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.	
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: <i>(American History participation in government, or economics, patriotism and citizenship)</i>	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.	
Health: <i>(include HIV/ AIDS, alcohol/drug/ tobacco abuse, arson prevention, fire/traffic/highway/bicycle safety education, child abuse)</i>	Completed last year.	
Music:	The goals for Kevin are to use music as one way in which to express his feelings and emotions. He will also be learning musical terms related to expression. He will be continuing weekly piano lessons and singing in the church choir	
Language:	Kevin will be learning Spanish terms for family members and brushing up on commonly used phrases.	
Arts:	The goal for Kevin 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, he will work on improving his drawing skills and complete some crafts projects and photography	
Physical Education:	Kevin will continue to work on swimming and basketball skills through weekly practice and lessons.	
Electives:	Kevin will learn outdoor survival techniques such as using a compass, identifying edible plant and trees, and responses to make in threatening situations.	

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

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 to achievement.

Quarterly Reports

The quarterly reports serve the dual purpose of documenting instructional time and assessing progress. The numbers of hours of instruction completed for the quarter are recorded on this form. In grades 7 – 12 instructional time is recorded for each subject. (See **Appendix A 5 – 7**)

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 concept 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 a 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 schooled 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.
- ◆ New York State Pupil or Regents Competency Exams.

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 **non – registered** nonpublic school requires both the consent of its chief school officer and that of the home school superintendent.

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 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 home district superintendent, 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 narrative are included at the end of the section. The examples are composites of actual reports submitted by home schooled students. The names are fictitious.

Comprehensive assessment requires planning. It is advisable to make decisions about the annual assessments 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 5 – 7)**

Harrisville Central School's Testing Program

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 Superintendent of Schools no later than November 15th so exam(s) can be ordered.

Grades K – 6

Test	Date Given
NYSED Grade 3 Mathematics	April/May (depending on NYS testing window)
NYSED Grade 3 English Language Arts	April/May (depending on NYS testing window)
NYSED Grade 4 Mathematics	April/May (depending on NYS testing window)
NYSED Grade 4 English Language Arts	April/May (depending on NYS testing window)
NYSED Grade 5 Science	April/May (depending on NYS testing window)
NYSED Grade 5 Social Studies	N/A
NYSED Grade 6 Mathematics	April/May (depending on NYS testing window)
NYSED Grade 6 English Language Arts	April/May (depending on NYS testing window)

Grades 7 – 12

Test	Date Given
NYSED Grade 7 Mathematics	April/May (depending on NYS testing window)
NYSED Grade 7 English Language Arts	April/May (depending on NYS testing window)
NYSED Grade 8 Mathematics	April/May (depending on NYS testing window)
NYSED Grade 8 English Language Arts	April/May (depending on NYS testing window)
NYSED Grade 8 Science	April/May (depending on NYS testing window)
NYS Regents' Exams (math, ELA, Social Studies, Sciences)	June
Locally Created Final Exam for non-NYS Regent's courses.	June

Home School Quarterly Report

Grades 1 – 6

Please describe the specific skills & concepts covered this quarter with the level to which each was achieved. A grade is also REQUIRED. If there is not enough information, or a grade missing, this report may be returned to you for completion.

Student Name: Marcia

Quarter 1: ☐

Quarter 2: ☐

Quarter 3: ☐

Quarter 4: ☐

Hours of Instruction: 225

Days Absent: 0

Grade Level: 3

Course

Grade

English/Language Arts: (include reading, writing, and spelling)

Marcia's reading fluency and comprehension continues to show steady improvement. She is also beginning to read for enjoyment. Despite the increased difficulty, Marcia continues to be an excellent speller. 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.

Excellent

Mathematics:

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.

Excellent

Science: (include life sciences and physical science)

Marcia has done well in learning about the human body's respiratory and digestive systems, plants and animals, how to build a healthy body, healthy eating and good health habits.

Excellent

Social Studies: (include geography, NY State/US History and Constitution, patriotism, and citizenship)

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.

Excellent

Health: (include alcohol/ drug/ tobacco abuse, arson prevention, fire/ traffic/ highway/ bicycle safety education, child abuse)

See Science

Excellent

Music:

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

Good

Visual Art:

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

Good

Physical Education:

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

Good

Home School Quarterly Report

Grades 1 – 6 (con't)

Course	Grade
Library/Media Skills: Going to the library and picking out books at her grade level. He is currently reading "Charlotte's Web."	
Plan for Annual Assessment PLEASE NOTE: this is <u>REQUIRED</u> to be submitted with your 3rd quarter report	
Written Narrative will be submitted with her 4 th quarter report.	
At least 80% of our planned material for this quarter has been covered (If no, please provide explanation)	<div style="display: inline-block; border: 1px solid black; border-radius: 50%; padding: 5px; margin-right: 10px;">Yes</div> <div style="display: inline-block; border: 1px solid black; padding: 5px;">No</div>
Explanation:	
Instructor Signatures:	Parent's Signature here

Home School Quarterly Report

Grades 7 – 8

Please describe the *specific skills & concepts* covered this quarter with the level to which each was achieved. A grade is also *REQUIRED*. If there is not enough information, or a grade missing, this report may be returned to you for completion.

Student Name: Mark

Quarter 1: ☐

Quarter 2: ☐

Quarter 3: ☐

Quarter 4: ☐

Days Absent: 5

Grade Level: 7

Course	Hours of Instruction	Grade
English/Language Arts: 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. 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. In reading, he does very well when questions refer directly to text, but has difficulty when conclusions must be drawn or information is only implied.	200	B
Mathematics: 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 on to the next grade/level 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.	200	D
Science: (include life sciences and physical science) 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.	200	C+
Social Studies: (include 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. Mark has a subscription to <i>National Geographic</i> and reads each issue thoroughly.	200	B+
Health: This quarter we focused on nutrition. Mark learned to read the 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.	100	A

Home School Quarterly Report

Grades 9 – 12

Please describe the specific skills & concepts covered this quarter with the level to which each was achieved. A grade is also REQUIRED. If there is not enough information, or a grade missing, this report may be returned to you for completion.

Student Name: Mark

Quarter 1: ☐

Quarter 2: ☐

Quarter 3: ☐

Quarter 4: ☐

Days Absent: 5

Grade Level: 7

Course	Hours of Instruction	Grade
English/Language Arts: 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.	200	B
Mathematics: Patricia completed a unit on statistics and probability this quarter. It was during this time that she discovered a news story that had reported the results of a survey in such a way as to distort their meaning. This has given her more confidence and interest in her math studies. We continue to work in geometry and algebra.	200	D
Science: (include life sciences and physical science) 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.	200	C+
Social Studies: (include geography, NY State/US History and Constitution, patriotism, and citizenship) 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.	200	B+
Health: Requirement completed last year.	100	A
Arts: 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.	100	A
Music: Excels at playing the trumpet. Has learned 3 new songs this quarter.	100	A

Physical Education:

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

100

S

Elective(s):

Chose music and art this year as electives (see above)

100

S

Plan for Annual Standardized Assessment

*PLEASE NOTE: this is REQUIRED to be submitted with your 3rd quarter report

NYS Regents' Exams will be taken in June.

At least 80% of our planned material for this quarter has been covered

(If no, please provide explanation)

Yes

No

Explanation:

Instructor(s) Signature

Parent's Signature

Narrative Assessment *(Example)*

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 for this quality home schooling experience.

Mary's portfolio documents the growth she's made for the 2019-2020 school year. It is evident that she has had a productive year in first grade and is well prepared for grade two.

Signed: _____

Date: _____

Narrative Assessment *(Example)*

After having reviewed David's work for the 2019-2020 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 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 fine 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 manipulatives when studying a 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 manipulatives has helped.

In history and geography David 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 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 – SAMPLE FORMS FOR PARENT USE

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Notice of Intention for Home Instruction

(Appendix A-1)

Child's Name:		
Grade:	Date of Birth:	Age:
Name of Parent/Guardian:		
Address:		
City:	State:	Zip:
Telephone Number:		
Please give the name and address of the person providing instruction. (if applicable)		
Name of Parent/Guardian:		
Address:		
City:	State:	Zip:
Please indicate the period for which home instruction is intended:		
Begin:	End:	
Parent Signature: _____		Date: _____

Cover Sheet

Individualized Home Instruction Plan (IHIP)

(Appendix A-2)

School year beginning:	School year ending:	
Student date of birth:		
Name of Student:		
Address:		
City:	State:	Zip:
School District:	Grade Level:	
Quarterly reports will be submitted as follows:		
1 st quarter:	2 nd quarter:	
3 rd quarter:	4 th quarter:	
<i>PLEASE NOTE: Annual Assessments or Written Narratives are <u>REQUIRED</u> to be submitted with your 4th quarter reports.</i>		
Parent/Guardian Signature:		
Home School Instructor (if not parent):		

Individualized Home Instruction Plan (IHIP)

Grades 1 – 6

(Appendix A-3)

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

Student:	Grade Level:	School Year:
English/Language Arts: <i>(include reading, writing, spelling)</i>		
Mathematics:		
Science: <i>(include life sciences and physical science)</i>		
Social Studies: <i>(include Geography, NY State/ US History and Constitution, patriotism, and citizenship)</i>		
Health: <i>(include alcohol/ drug/ tobacco abuse, arson prevention, fire/ traffic/ highway/ bicycle safety education, child abuse, etc.)</i>		
Music:		
Visual Arts:		
Physical Education:		
Library/Media Skills: <i>(Can be taught within the context of subject areas)</i>		

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

Individualized Home Instruction Plan (IHIP)

Grades 7 – 8

(Appendix A-4)

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

Student:	Grade Level:	School Year:
English/Language Arts:		
Mathematics:		
Science: <i>(include life sciences and physical science)</i>		
Social Studies: <i>(include Geography, NY State/ US History and Constitution, patriotism, and citizenship)</i>		
Health: <i>(include HIV/ AIDS, alcohol/drug/ tobacco abuse, arson prevention, fire/traffic/highway/bicycle safety education, child abuse)</i>		
Technology/Home & Career Skills: <i>(includes technology & home careers)</i>		
Music:		
Arts:		
Physical Education:		

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

Individualized Home Instruction Plan (IHIP)

Grades 9 – 12

(Appendix A-5)

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

Student:	Grade Level:	School Year:
English:		
Mathematics:		
Science:		
Social Studies: <i>(American History participation in government, or economics, patriotism and citizenship)</i>		
Health: <i>(include HIV/ AIDS, alcohol/drug/ tobacco abuse, arson prevention, fire/traffic/highway/bicycle safety education, child abuse)</i>		
Language:		
Art:		
Music:		
Physical Education:		
Electives:		

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

Home School Quarterly Report

Grades 1 – 6

(Appendix A-6)

Please describe the *specific skills & concepts* covered this *quarter* with the level to which each was achieved. A grade is also *REQUIRED*. If there is not enough information, or a grade missing, this report may be returned to you for completion.

Student Name:

Quarter 1: ☐

Quarter 2: ☐

Quarter 3: ☐

Quarter 4: ☐

Hours of Instruction:

Days Absent:

Grade Level:

Course

Grade

English/Language Arts: (include reading, writing, and spelling)

Mathematics:

Science: (include life sciences and physical science)

Social Studies: (include geography, NY State/US History and Constitution, patriotism, and citizenship)

Health: (include HIV/AIDS, alcohol/ drug/ tobacco abuse, arson prevention, fire/ traffic/ highway/ bicycle safety education, child abuse)

Music:

Visual Arts:

Physical Education:

Home School Quarterly Report

Grades 1 – 6 (con't)

Course	Grade		
Library/Media Skills:			
Plan for Annual Assessment PLEASE NOTE: this is <u>REQUIRED</u> to be submitted with your 3rd quarter report			
At least 80% of our planned material for this quarter has been covered (If no, please provide explanation)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table>	Yes	No
Yes	No		
Explanation:			
Instructor Signatures:			

Home School Quarterly Report

Grades 7 – 8

(Appendix A-8)

Please describe the specific skills & concepts covered this quarter with the level to which each was achieved. A grade is also REQUIRED. If there is not enough information, or a grade missing, this report may be returned to you for completion.

Student Name:

Quarter 1: ☐

Quarter 2: ☐

Quarter 3: ☐

Quarter 4: ☐

Days Absent:

Grade Level:

Course	Hours of Instruction	Grade
English/Language Arts:		
Mathematics:		
Science: (include life sciences and physical science)		
Social Studies: (include geography, NY State/US History and Constitution, patriotism, and citizenship)		
Health:		
Arts:		
Music:		

Physical Education:			
Elective(s):			
Plan for Annual Standardized Assessment			
*PLEASE NOTE: this is <u>REQUIRED</u> to be submitted with your 3 rd quarter report			
At least 80% of our planned material for this quarter has been covered (If no, please provide explanation)		<div>Yes</div>	No
Explanation:			
Instructor(s) Signature		Parent's Signature	

Home School Quarterly Report

Grades 9 – 12

(Appendix A-9)

Please describe the specific skills & concepts covered this quarter with the level to which each was achieved. A grade is also REQUIRED. If there is not enough information, or a grade missing, this report may be returned to you for completion.

Student Name:

Quarter 1: ☐

Quarter 2: ☐

Quarter 3: ☐

Quarter 4: ☐

Days Absent:

Grade Level:

Course	Hours of Instruction	Grade
English/Language Arts:		
Mathematics:		
Science: (include life sciences and physical science)		
Social Studies: (include geography, NY State/US History and Constitution, patriotism, and citizenship)		
Health:		
Arts:		
Music:		

Physical Education:								
Elective(s):								
Plan for Annual Standardized Assessment *PLEASE NOTE: this is <u>REQUIRED</u> to be submitted with your 3 rd quarter report								
At least 80% of our planned material for this quarter has been covered (If no, please provide explanation)								
	Yes	No						
Explanation:								
<table border="1"> <tr> <td>Instructor(s) Signature</td> <td>Parent's Signature</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>			Instructor(s) Signature	Parent's Signature				
Instructor(s) Signature	Parent's Signature							

Appendix B

Content Outlines

Comprehensive Health Education	46
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Comprehensive Health Education

Philosophy of Health Education

Health is a condition of well – being that is required for the development of each individual and for society as a whole. Health results from interactions among physical factors, mental and emotional reactions, and social context. It is influenced by the understanding, values, attitudes, beliefs, skills, culture, and behaviors of the individual and the environmental conditions, opportunities, and services provided by home and community. It is affected by patterns of resource development and distribution throughout the world and by the pressures of population growth. Health represents a balance within a dynamic system in relationship to the self, the environment, and the universe. As the system changes, individuals and communities must adapt to maintain this balance.

Health education enables individuals to maintain and promote health in a continually changing world, through the acquisition of understandings, attitudes and skills; it is an applied, multidisciplinary field that draws upon knowledge obtained from the biological, environmental, psychological, social, physical and medical sciences. Health education addresses the continuum from health promotion to risk reduction to the prevention and management of health problems.

There is growing recognition of the need to present a unified health education program in the schools. Concerns such as nutrition, family life education, substance abuse prevention, and the prevention of sexually transmitted diseases need to be addressed within the context of a comprehensive health education program. The methods to be applied to this include:

- ◆ Identification of needs and resources;
- ◆ Development of a curriculum which includes goals, objectives, concepts, attitudes, skills and behaviors;
- ◆ Continuity in sequencing and scheduling;
- ◆ Student involvement in learning;
- ◆ Positive environment conducive to learning;
- ◆ Recognition of individual developmental characteristics;
- ◆ Multidisciplinary integration and coordination;
- ◆ Mechanisms for health counseling and referral;
- ◆ Coordination of home, school, and community efforts.

Several broad goals may be identified for a comprehensive health education program:

- ◆ To develop awareness of the role of health in the lives of individuals, families, and the community;
- ◆ To nurture the development of attitudes that place a high value on optimal health;
- ◆ To foster the development of self – awareness and self – esteem;
- ◆ To provide students with the understandings and skills required to set goals, make informed decisions, and solve health problems;
- ◆ To enable students to deal effectively with change and take increasing responsibility for health.

There are many ways to organize a health education program. In this syllabus, 11 major conceptual areas have been identified. These 11 conceptual areas are defined in terms of the competencies needed for lifetime health maintenance and promotion:

- I. **Human Growth and Development** – Knowing the human body and understanding the characteristics and natural progression of development in the life cycle for taking actions that promote health at each developmental stage.
- II. **Emotional Health** – Recognizing the relationships among emotional reactions, social relationships, and health for establishing patterns of behavior that promote emotional health and sound interpersonal relationships
- III. **Nutrition** – Understanding the role of nutrition in the promotion and maintenance of health for establishing sound nutritional practices.
- IV. **Environmental Health** – Recognizing that environmental factors have a direct effect on the health of the individual and of society and for taking actions that protect and improve the environment.
- V. **Family Life Education** – Appreciating the role of the family in society in preparing each member for the responsibilities of family membership and adulthood, including marriage and parenthood.
- VI. **Diseases and Disorders** – Understanding diseases and disorders and taking actions to prevent or to limit their development.
- VII. **Consumer Health** – Understanding the factors involved in consumer health for making wise decisions in selecting and using health information, products, and services.
- VIII. **Alcohol, Tobacco and Other Drug Substances** – Understanding the factors involved in using drug substances appropriately and preventing abuse.
- IX. **Safety, First Aid, and Survival** – Recognizing how safe environments promote health and well – being and learning procedures to reduce safety risks and respond effectively in emergencies.
- X. **Community Health** – Understanding the importance of developing health services responsive to present and projected community needs and for becoming a contributor to the health of the community.
- XI. **Healthful Life – styles** – Appreciating the need for responsibility and planning for developing and maintaining a healthful life – style.

Each of these conceptual areas is broken down into a series of K – 12 objectives. The appropriate K – 12 learner outcomes for each of these objectives are listed. In addition, grade – level learner outcomes have been developed in accordance with the developmental characteristics and interests of the student at each level (K – 3; 4 – 6; 7 – 8; 9 – 12)

The emphasis given to health education goals, objectives, concepts, and learner outcomes and the methods used in program development should guide the district in establishing a K – 12 health education program.

Technology Education

Content Outlines

These outlines suggest content that might be used to accomplish the goals of the modules.

GETTING TO KNOW TECHNOLOGY

- I. People study technology**
 - A. Physical technology
 - B. Biologically related technology
 - C. Information/communication technology
- II. Technology satisfies human needs and wants**
 - A. Physical technology
 - 1. Transportation
 - 2. Production
 - a. Manufacturing
 - b. Construction
 - B. Biologically related technology
 - 1. Food processing
 - 2. Medicine
 - 3. Agriculture
 - C. Information/communication technology
 - 1. Graphic communication
 - 2. Electronic communication
 - 3. Photographic communication
- III. Technology has evolved over many years**
 - A. Early technologies
 - 1. Primitive tools
 - 2. Fire
 - 3. Wheel and axle
 - B. Developments and innovations
 - 1. Metallurgy
 - 2. Electricity
 - 3. Genetic engineering
 - C. Technological shifts and career changes
 - 1. Agriculture
 - 2. Industrial
 - 3. Information
- IV. Technological change affects people's routines**
 - A. Technological time line
 - 1. Stone Age

- 2. Agricultural Age
- 3. Industrial Age
- 4. Computer Age
- B. Exponential growth of technology
 - 1. Transportation – horse and buggy to space shuttle
 - 2. Information – abacus to computer
 - 3. Production – crafts to automation

WHAT RESOURCES ARE NEEDED FOR TECHNOLOGY

- I. Technological development utilizes resources**
 - A. People
 - 1. Labor
 - 2. Management
 - 3. Consumer
 - B. Information
 - 1. Processes
 - 2. Techniques
 - 3. Data
 - C. Tools and Machines
 - 1. Hand tools
 - 2. Manual machines
 - 3. Automated machines
 - D. Materials
 - 1. Natural
 - 2. Processed
 - 3. Renewable and nonrenewable
 - 4. Synthetic
 - E. Capital
 - 1. Means of exchange
 - a. Barter
 - b. Money
 - c. Stocks and bonds
 - 2. Investments
 - a. Equipment
 - b. Facilities
 - c. Land
 - F. Energy
 - 1. Forms
 - a. Radiant
 - b. Mechanical
 - c. Electrical

- d. Chemical
- e. Thermal
- f. Light
- g. Magnetic
- 2. Sources
 - a. Human and animal muscle
 - b. Fossil fuels
 - c. Flowing water and tides
 - d. Solar
 - e. Wind
 - f. Nuclear
 - g. Geothermal
 - h. Biomass
- G. Time
 - 1. Human limitations
 - 2. Natural constraints
 - 3. Importance of time, in:
 - a. Agricultural age
 - b. Industrial age
 - c. Information age

II. Technology requires skills in using the resources

- A. Selecting Resources
- B. Processing Resources
 - 1. Materials
 - a. Growing, harvesting, and mining raw materials
 - b. Converting raw materials to basic industrial materials
 - c. Processing materials
 - 2. Energy
 - 3. Information

III. Technology is influenced

- A. Culture of society
 - 1. Developing countries
 - 2. Beliefs and/or attitudes
- B. Resource availability
 - 1. Renewable
 - 2. Climate/geographic region
 - 3. Alternatives

HOW PEOPLE USE TECHNOLOGY TO SOLVE PROBLEMS

- I. **There are various methods used to solve problems**
 - A. Formal methods

- 1. Systems approach
- 2. Scientific method
- B. Other methods
 - 1. Trial and error
 - 2. Role playing
 - 3. Simulations
 - 4. Modeling
 - 5. Insight

II. Problem solving includes design and implementation

- A. Design concepts
 - 1. Aesthetic qualities
 - 2. Ergonomics
- B. Implementation
 - 1. Experimentation
 - 2. Evaluation and modification

III. Problem solving includes the generation of alternative ideas

- A. Brainstorming, ideation, Imagineering
- B. Forced connections

IV. Optimization is part of the problem solving techniques

- A. Trade – offs
- B. Compromise

V. Problem solving includes many techniques

- A. Functional models
 - 1. Scale models
 - 2. Prototypes
 - 3. Dioramas
- B. Computer simulation
- C. Technical Illustrations
 - 1. Sketching
 - 2. Orthographic
 - 3. Pictorial
 - 4. Schematic
 - 5. Computer – aided design/drafting

VI. Constraints and limitations to technology

- A. Natural constraints
 - 1. Scientific principles
 - 2. Resource limitations
- B. Human limitations
 - 1. Values
 - 2. Attitudes

SYSTEMS AND SUBSYSTEMS IN TECHNOLOGY

- I. People design systems to satisfy needs and wants**
 - A. Extend human capabilities
 - B. Environmental needs and concerns
 - 1. Clean air
 - 2. Clean water
- II. Systems combine resources**
 - A. Types of systems
 - 1. Natural
 - 2. Human – made technological systems
 - a. Biotechnical systems
 - b. Production systems
 - c. Information/communication systems
 - d. Transportation systems
 - B. Systems theory
 - 1. Components
 - a. Command input
 - b. Resource input
 - c. Process
 - d. Feedback loop (monitor, compare, adjust)
 - e. Output(s)
 - 2. Relationship of components to each other
- III. The systems model as an analytical tool**
 - A. Analysis of existing systems
 - B. Adaptation of existing systems
 - C. Generic analysis of new systems
 - D. Symbolic representation of systems
- IV. Sub – systems combine to produce more powerful systems**
 - A. Systems
 - 1. Transportation
 - 2. Artificial climate control
 - B. Subsystems
 - 1. Cars, trains
 - 2. Heating, cooling
- V. New technologies may result when combining existing technologies**
 - A. New, more powerful technologies
 - B. Confluence of systems
 - C. Emerging technologies

- VI. Feedback helps to control technological systems**
 - A. Open loop (no feedback loop)
 - 1. Programmed control
 - 2. Manual control
 - B. Closed loop (feedback loop)
 - 1. Monitor
 - 2. Comparison
 - 3. Adjustment

HOW TECHNOLOGY AFFECTS PEOPLE AND THE ENVIRONMENT

- I. Technology should be adapted to the human user**
 - A. Human needs
 - 1. Shelter
 - 2. Food
 - 3. Clothing
 - B. Ergonomics
 - 1. Car seats
 - 2. Tool handles
 - C. Social impacts of technology
 - 1. Work schedules
 - 2. Medical advancement
 - 3. Movements of goods and people
 - 4. Expanded leisure time
- I. Technology should be adapted to the environment**
 - A. Natural environment
 - 1. Solar energy in desert areas
 - 2. Hydroelectric in mountainous regions
 - B. Human – made environment
 - 1. Hospital operation rooms
 - 2. Dust free computer assembly facilities
 - C. Interaction of human – made and natural environment
 - 1. Acid rain
 - 2. Construction of homes in areas prone to flood
- II. Technology produces many outputs**
 - A. Expected
 - B. Unexpected
 - C. Desired
 - D. Undesired
 - E. Combinations (e.g., electrical energy generating facility)

1. Expected/desired – electrical energy
2. Expected/undesired – smoke
3. Unexpected/desired – greater efficiency than expected
4. Unexpected/undesired – acid rain
- F. People control technology to be:
 1. Positive
 2. Negative

III. Technology can solve or create problems

- A. Technology can satisfy needs
 1. Great inventions (automobile)
 2. Great processes (mass production)
 3. Great materials (silicon chip)
- B. Technology can create problems
 1. Pollution (automobile)
 2. Unemployment (robots)
 3. Catastrophes (nuclear war)
 4. Global imbalance (agriculture)
 5. Technological mismatches (typewriter/keyboard)

CHOOSING APPROPRIATE RESOURCES FOR TECHNOLOGICAL SYSTEMS

I. Resources

- A. People
- B. Information
- C. Materials
- D. Tools and machines
- E. Capital
- F. Energy
- G. Time

II. Choosing resources

- A. Identified goals
- B. Processes available
- C. Constraints and limitations
 1. Human
 2. Natural

III. Combining of New Resources

- A. Optimization
- B. Compromises and tradeoffs
 1. Availability
 2. Renewability
 3. Risk of depletion
 4. Cost to obtain or process

5. Appropriateness
6. Safety of handling
7. Environmental impact
8. Profitability

IV. Choosing materials

- A. Mechanical
 1. Ductility
 2. Brittleness
 3. Plasticity
 4. Elasticity
 5. Strength
 - a. Compression
 - b. Tension
 - c. Torsion
 - d. Shear
 6. Toughness
 7. Hardness
- B. Electrical properties
 1. Conductors
 2. Insulators
- C. Magnetic properties
- D. Thermal properties
- E. Optical properties

V. Choosing computer software

- A. Word processing
- B. Database management
- C. Graphics
- D. Telecommunication
- E. Specialized applications

HOW RESOURCES ARE PROCESSED BY TECHNOLOGICAL SYSTEMS

I. Processing of resources

- A. materials conversion
 1. Combining
 2. Separation
 3. Forming
 4. Conditioning
- B. Energy conversion
 1. Types of energy
 - a. Potential
 - b. Kinetic
 2. Conservation of energy
 3. Sources of energy
 - a. Human and animal muscle
 - b. Solar
 - c. Chemical
 - d. Gravitational

- e. Geothermal
 - f. Nuclear
- 4. Energy conversions (examples)
 - a. Chemical to mechanical
 - b. Thermal to mechanical
 - c. Chemical to thermal
 - d. Mechanical to electrical
 - e. Electrical to light
 - f. Electrical to sound
 - g. Matter to energy
- C. Information conversion
 - 1. Information processing
 - a. Collecting
 - b. Recording
 - c. Classifying
 - d. Calculating
 - e. Storing
 - f. Retrieving
 - 2. Communication

II. The computer as a tool

- A. Information processing
- B. Communication
- C. Control

CONTROLLING TECHNOLOGICAL SYSTEMS

I. Open – loop vs closed loop control

- A. Open – loop systems
 - 1. can be program controlled
 - 2. Unable to adjust to changing conditions
- B. Closed – loop systems
 - 1. use feedback to adjust to changing conditions
 - 2. adjustment can be human or automatic

II. Elements of the feedback loop

- A. Sensor
- B. Comparator
- C. Controller

III. Sensors

- A. Electrical
- B. Electronic
- C. Mechanical
- D. Optical
- E. Thermal
- F. Magnetic

IV. Comparators

- A. Mechanical
- B. Electrical
- C. Electronic

V. Controllers

- A. Electrical
- B. Mechanical
- C. Electro – mechanical
- D. Pneumatic
- E. Hydraulic

VI. Program control

- A. Timers
- B. Computer
- C. Feedback and program control combined

VII. Computer control

- A. Open loop
- B. Closed loop

TECHNOLOGY AND SOCIETY: NOW AND IN THE FUTURE

I. Assessment of technological systems

- A. Analyzing the systems model output
 - 1. Impacts on people
 - 2. Impacts on society
- B. Technological evolution
 - 1. The future world
 - 2. Emerging technologies

II. Impacts on work, job opportunities, and careers

- A. Constant change due to the evolution of technology
- B. Adaptability
 - 1. Flexible attitudes
 - 2. Transferable skills
- C. Development of future industries
- D. Leadership and social skills
- E. Careers with higher levels of responsibility
 - 1. Technical
 - 2. Engineer
 - 3. Technology education teacher

III. Scope of technological impacts, perceived or actual

- A. Personal
- B. Local
- C. National
- D. Global

IV. The interdependent world

- A. Consumption of resources
- B. Competition for jobs, markets, and resources

V. Controlling world impacts

- A. United Nations concept
- B. The World Bank
- C. Other international organizations

USING SYSTEMS TO SOLVE PROBLEMS

I. Systems model of problem solving

- A. Identify and define problem clearly
- B. Set goal and criteria (desired result)

- C. Generate alternative solutions
- D. Select best solutions (optimize)
- E. Implement the solution
- F. Evaluate actual results and modify if necessary

II. Systems theory

- A. Components
 - 1. Command input
 - 2. Resource inputs
 - 3. Process
 - 4. Feedback loop (monitor, compare, adjust)
 - 5. Outputs(s)
- B. Relationship of components to each other

III. Computers of problem solving

- A. Decision making tool
- B. Implementation device Data storage and retrieval

Home & Career Skills

Content Outline

Course Overview

- Factors Which Influence the Curriculum
- Purpose and Content Overview
- Reasoned Action Approach
- Explanation of Terms
- Evaluation
- Facilities and Resources
- Course Scheduling
- Course Organization
- Performance Objectives
- Sequence
- Special Populations Provisions
- Staff

Module H – 1: **Process Skills**

How Do I Decide?	(Decision Making)
How Do I Solve Problems	(Problem Solving)
How Do I Manage	(Management)

Module H – 2: **Personal Development**

What Makes Me, Me?	(Self)
How Do I Relate to Others	(Others)

Module H – 3: **Personal and Family Resource Management**

How Can I Be A Responsible Consumer?	(Consumerism)
How Can I Make Money Work For Me?	(Money Management)
How Do I Choose What to Eat?	(Nutrition Management)
What Will I Do With My Living Space?	(Personal Environment Management)

Module H – 4: **Career Planning**

What Does Working Mean To Me?	(Introduction to Work)
What Kind Of Work Can I Do?	(Tentative Plans)
Can I Make Working Work For Me?	(Entrepreneurship)

Appendix C

Commissioner's Regulations

PART 100.10 OF REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to § 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.

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

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

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

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

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

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

(5) The superintendent of schools shall review the revised IHIP and shall notify the parents as to whether the revised IHIP complies with subdivisions (d) and (e) of this section within 15 days of receipt of the revised IHIP or by September 30th, or for the 1988-89 school year by October 31, 1988, whichever is later. If the revised IHIP is determined not to be in compliance with subdivisions (d) and (e) of this section, then the parents shall be notified in writing of the reasons for such determination. Such notice shall also contain the date of the next regularly scheduled meeting of the board of education that will be held at least 10 days after the date of mailing of the notice, and shall indicate that if the parents wish to contest the determination of noncompliance, the parents must so notify the board of education at least three business days prior to such meeting. At such board meeting, the parents shall have the right to present proof of compliance, and the board of education shall make a final determination of compliance or noncompliance.

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

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

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

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

(d) Content of individualized home instruction plan (IHIP).

Each child's IHIP shall contain:

- (1) the child's name, age and grade level;
- (2) a list of the syllabi, curriculum materials, textbooks or plan of instruction to be used in each of the required subjects listed in subdivision (e) of this section;

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

(e) Required courses.

- (1) For purposes of this subdivision, a *unit* means 6,480 minutes of instruction per school year.
- (2) Instruction in the following subjects shall be required:
 - (i) For grades one through six: arithmetic, reading, spelling, writing, the English language, geography, United States history, science, health education, music, visual arts, physical education, bilingual education and/or English as a second language where the need is indicated.
 - (ii) For grades seven and eight: English (two units); history and geography (two units); science (two units); mathematics (two units); physical education (on a regular basis); health education (on a regular basis); art (one-half unit); music (one-half unit); practical arts (on a regular basis); and library skills (on a regular basis). The units required herein are cumulative requirements for both grades seven and eight.
 - (iii) The following courses shall be taught at least once during the first eight grades: United States history, New York State history, and the Constitutions of the United States and New York State.
 - (iv) For grades 9 through 12: English (four units); social studies (four units), which includes one unit of American history, one-half unit in participation in government, and one-half unit of economics; mathematics (two units); science (two units); art and/or music (one unit); health education (one-half unit); physical education (two units); and three units of electives. The units required herein are cumulative requirements for grades 9 through 12.
 - (v) Education Law, sections 801, 804, 806 and 808, also require the following subjects to be covered during grades kindergarten through 12:
 - (a) patriotism and citizenship;
 - (b) health education regarding alcohol, drug and tobacco misuse;
 - (c) highway safety and traffic regulations, including bicycle safety; and
 - (d) fire and arson prevention and safety.
- (3) A student shall be exempted from the unit of study requirement of paragraph (1) of this subdivision if such student is unable to meet such unit of study requirement due to the State of emergency declared by the governor pursuant to an Executive Order for the COVID-19 crisis where such student otherwise achieves the learning outcomes for the portion of such unit of study completed.

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

Each child shall attend upon instruction as follows:

- (1) The substantial equivalent of 180 days of instruction shall be provided each school year.
- (2) The cumulative hours of instruction for grades 1 through 6 shall be 900 hours per year. The cumulative hours of instruction for grades 7 through 12 shall be 990 hours per year.
- (3) Absences shall be permitted on the same basis as provided in the policy of the school district for its own students.
- (4) Records of attendance shall be maintained by the parent and shall be made available to the school district upon request.
- (5) Instruction provided at a site other than the primary residence of the parents shall be provided in a building which has not been determined to be in violation of the local building code.
- (6) A student shall be exempted from the instructional day and/or hour requirement(s) set forth in paragraphs (1) and (2) of this subdivision where a home instruction program is unable to provide such instructional days and/or hours due to the State of emergency declared by the governor pursuant to an Executive Order for the COVID-19 crisis provided that such home instruction provided continuity of learning for such student.

(g) Quarterly reports.

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

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

(h). Annual assessment.

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

- (1) Commercially published norm-referenced achievement tests.

(i) The test shall be selected by the parent from one of the following: the Iowa Test of Basic Skills, the California Achievement Test, the Stanford Achievement Test, the Comprehensive Test of Basic Skills, the Metropolitan Achievement Test, a State Education Department test, or another test approved by the State Education Department.

(ii) The test shall be administered in accordance with one of the following options, to be selected by the parents:

- (a) at the public school, by its professional staff;

(b) at a registered nonpublic school, by its professional staff, provided that the consent of the chief school officer of the nonpublic school is obtained;

(c) at a nonregistered nonpublic school, by its professional staff, provided that the consent of the superintendent of schools of the school district and of the chief school officer of the nonpublic school is obtained; or

(d) at the parents' home or at any other reasonable location, by a New York State-certified teacher or by another qualified person, provided that the superintendent has consented to having said certified teacher or other person administer the test.

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

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

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

(a) the student has a composite score above the 33rd percentile on national norms; or

(b) the student's score reflects one academic year of growth as compared to a test administered during or subsequent to the prior school year.

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

(i) for grades one through three, a written narrative prepared by a person specified in subparagraph (iii) of this paragraph;

(ii) for grades four through eight, a written narrative prepared by a person specified in subparagraph (iii) of this paragraph. This alternative form of evaluation may be used no more often than every other school year for these grades;

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

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

(4) Due to the State of Emergency declared by the governor pursuant to an Executive Order for the COVID-19 crisis, students shall be exempt from the annual assessment and alternative evaluation

requirements of this subdivision for the 2019-20 school year where a student otherwise achieves the learning outcomes in accordance with this IHIP.

(i) Probation.

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

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

(3) If, during the period of probation, the superintendent of schools has reasonable grounds to believe that the program of home instruction is in substantial noncompliance with these regulations, the superintendent may require one or more home visits. Such home visit(s) shall be made only after three days' written notice. The purpose of such visit(s) shall be to ascertain areas of noncompliance with these regulations and to determine methods of remediating any such deficiencies. The home visit(s) shall be conducted by the superintendent or by the superintendent's designee. The superintendent may include members of a home instruction peer review panel in the home visit team.

Appendix D

Chang in Compulsory Attendance Law

July 2005

Legislation signed by Governor Pataki on July 1, 2005 amends § 3205 of the Education Law, effective immediately. This amendment states that the board of education shall have the power to require minors from sixteen to seventeen years of age who are not employed to attend upon full time day instruction until the last day of session in the school year in which the student becomes seventeen years of age.

Therefore, question 43 in the addendum sheet and in the “Revised Questions and Answers on Home Instruction” is changed as follows:

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 17 between July 1st and June 30th are of compulsory student age during the entire school year.

(See Appendix F – Board of Education Policy #6110)

