

OVERVIEW OF RESPONSIBILITIES

The parent/guardian is required to:

1. Submit to the home district superintendent or designee a *Letter of Intent* to home school by **July 1** each year, or within **14 days** of commencing home instruction (if program is started during school year)
2. Submit a **separate**, written Individualized Home Instruction Plan (IHIP) for each child being instructed at home. A single set of documents may not be used for more than one child. A separate plan must be submitted for each child individually. IHIPs are due by **August 15** or within **four weeks** of receiving a response to a letter of intent from the district.
3. Submit four *Quarterly Reports* on or before the dates specified on the IHP.
4. Submit a separate *Annual Assessment* for each child being instructed at home at the time the fourth quarterly report is submitted.
5. Conduct all communication with the Elmira City School District Student Services Office.

The Elmira City School District will:

1. Respond to *the Letter of Intent* and provide appropriate information including a copy of the Commissioner's Regulations 100.10 and an IHIP form
2. Review IHIPs submitted and respond by letter to the parents by **August 31** or within **ten business days** of receipt, whichever is later.

Revised IHIPs must be reviewed and parents notified of their compliance within **15 days** of receipt or by **September 30**, whichever is later.
3. Upon receipt of each quarterly report, the report will be reviewed for compliance and the parents will be notified by letter if the report(s) are **not** acceptable.
4. Determine the qualifications of the annual assessment test administrator. Review annual assessments submitted for compliance with Commissioner's Regulation 100.10, notify parents by letter of compliance or non-compliance, and notify the superintendent or designee of delinquent or inappropriate assessments. If progress is substandard, notify parents of their probationary status for home instruction and that a plan of remediation is required to be submitted with the IHIP for the next school year.
5. Provide limited technical assistance when requested by the parent in developing an IHIP, providing curriculum information, arranging for testing etc.

REQUIRED DOCUMENTS

1. NOTICE OF INTENT TO HOME INSTRUCT

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

An IHIP is required for children who will turn six by December 1.

An IHIP for students who will have their 16th birthday during the year (July 1-June 30) must be prepared for the **entire school year.**

Due: July 1 or within 14 days of commencing home instruction (if started during school year) **each year.**

Content:

- a. Name, age, grade and date of birth.
- b. Name, address and phone number of parents or guardians.
- c. Name and address of person providing instruction

2. INDIVIDUAL HOME INSTRUCTION PLAN (IHIP)

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

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

Due: August 15 or within four weeks of receiving a response to a Letter of Intent form the Elmira City School District, whichever is later.

Content:

- a. Name, age and grade level
- b. Dates (between July 1 and June 30) on which quarterly reports of progress will be submitted to the school district, spaced in even and logical time spans.
- c. The names of all individuals providing instruction
- d. A list of 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 on the IHIP

Content:

- a. The number of hours of instruction completed during the quarter
- b. A written description of the materials covered for each subject listed on the IHIP
- c. A grade or written assessment of the student's progress **NOTE:** Written assessments must indicate the progress achieved by the student. It cannot simply state that lessons were completed
- d. If less than 80% of the instructional plan represented in the IHIP for the quarter has been achieved in any subject, a written explanation is required.

4. ANNUAL ASSESSMENT

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

Due: At the time the fourth quarter report is submitted

I. STANDARDIZED TESTING

Selected by parents from the following:

- Iowa Test of Basic Skills
- California Achievement Test
- Comprehensive Test of Basic Skills
- Metropolitan Achievement Test
- Stanford Achievement Test
- 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.***

A. Administration

Selected by parents from the following:

- At the public school, by its professional staff
- At a registered nonpublic school by its professional staff, **with prior consent of its schools chief school officer**
- At a non-registered nonpublic school by its professional staff, **with the prior consent of the both the Elmira City School District Superintendent or designee and the chief officer of the nonpublic school.**

- At parent's home or any reasonable location by a New York State certified teacher or other qualified person with the *prior consent of the Elmira City School District Superintendent or designee.*

NOTE: A parent who has been identified as the home school instructor may administer a standardized achievement test with the *prior consent of the Elmira City School District Superintendent or designee*

B. Scoring

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

C. Costs

The test shall be provided by the school district upon request of the parent (where available) When the test is administered at a location other than the public school, the cost of administration, including facilities, personnel and transportation shall be borne by the parents.

D. Results

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

II. ALTERNATIVE EVALUATIONS

A written narrative completed by a qualified person is permissible as an alternative to a norm referenced test under the following conditions:

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

A. Administration

A qualified person such as a New York State certified teacher, home instruction peer group panel, or other person may be chosen by the parent with the consent of the superintendent or designee. A parent who has been identified as the home school instructor may also complete a narrative assessment **with the prior consent of the superintendent or designee.**

B. 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 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.

I. COMPLETING THE COVER SHEET

In addition to basic information about the student, the cover sheet includes a place to indicate when quarterly reports will be submitted. Year round schooling or 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.

II. COMPLETING THE IHIP

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

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, assessments 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 applications skills that will be considered as evidence of achievement.

QUARTERLY REPORTS

The quarterly reports serve the dual purpose of documenting instructional time and assessing progress. The number of hours of instruction completed for the quarter are recorded on this form.

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

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

Choices for reporting progress include assigning a numerical or letter grade, and/or writing 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.

ANNUAL ASSESSMENT

Each year a comprehensive assessment is required to be filed with the fourth quarter report by the date specified on 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 written narrative.

Standardized Testing

Norm-referenced achievement test 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 Department of Education **PRIOR** to admission.*

Standardized tests require that testing conditions and procedures be the same for all tests-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 required the consent of the Superintendent or designee. If the test cannot be scored by the test administrator, another person must be found who is mutually agreeable to both parents and the superintendent or designee.

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 non-public school. A registered school is authorized to give Regents examinations. Testing by the professional staff of a non-registered non-public school requires ***both the consent of its chief school officer and that of the Superintendent or designee.***

Test Results

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

When a student's score falls below the 33rd percentile the program for that student is placed on probation for a period of up to two school years. Probation requires that a plan of remediation to address the deficiencies revealed in the testing to 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 or designee may require one or more home visits to determine specific problem areas and 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 only be submitted every other year. With the consent of the superintendent or designee, narrative evaluations can be prepared by a certified teacher, a home instruction peer group review panel, or other qualified person. Any costs involved are the responsibility of the parents.

The evaluator interviews the student and reviews a portfolio of their work. The portfolio should include a variety of work samples that demonstrate growth and achievement over the year in several areas. The written narrative that is submitted should describe the work that has been observed and verified 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.

It is advisable to make decisions about the annual assessment early in the year so that there is ample time to make arrangements. Arrangements for the annual assessment should be submitted with the third quarter report.