

THE HOMESCHOOL HANDBOOK

PROCEDURE GUIDELINES

FOR

HOME INSTRUCTION REVIEW

**BURNT HILLS - BALLSTON LAKE CENTRAL SCHOOL DISTRICT
PO BOX 1389
BALLSTON LAKE, NY 12019**

January 2022

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REQUIRED DOCUMENTS

1. Notice of Intention to Homeschool (Form A)

Required:

Notification shall be provided annually of intent 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.

Due: July 1 or within 14 days of commencing home instruction each year. (The school year begins July 1 and ends June 30.)

Content:

- a. Name, age, grade, date of birth, name of district school for each child.
- b. Name, address and telephone number of parents or guardians.
- c. Name and address of person providing instruction.
- d. Dates on which home instruction will begin and end.

2. Individualized Home Instruction Plan (IHIP) (Form B)

Required:

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

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

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

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. Names of all individuals providing instruction.
- d. A list of the syllabi, curriculum materials, textbooks, or a plan of instruction to be used in each required subject. A table of contents from an appropriate textbook, or, if available, a scope and sequence chart can be submitted if it describes the content that will be taught.

3. Quarterly Reports (Forms C1-C3)

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

Content:

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

4. ANNUAL ASSESSMENT

Required:

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

Due: At the time the fourth quarterly report is submitted

A. Standardized Testing

Selected by parents from the following:

- a. Iowa Test of Basic Skills
- b. California Achievement Test
- c. Comprehensive Test of Basic Skills
- d. Metropolitan Achievement Test
- e. Stanford Achievement Test
- f. A State Education Department Test
- g. Another test approved by the State Education Department

Administration:

Selected by parents from the following:

- a. at the public school, by its professional staff
- b. at a nonregistered 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
- c. 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 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 agreeable to 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 administration, including facilities, personnel and transportation shall be borne by the parents.

Results:

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

Note: A score below the 33rd percentile is considered inadequate and the program shall be placed on probation for a period of up to two years.

A remediation plan is required for homeschool programs placed on probation and is required to be submitted prior to submitting the IHIP for the next school year.

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. 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 and 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 with the prior consent of superintendent.

Results:

In a narrative assessment, the administrator(s) certifies 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.

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 30**. 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.

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 is by no means a comprehensive description of the curriculum. The best resource for curriculum information is the curriculum coordinator or elementary school principal in the home district.

English/Language Arts

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

Mathematics

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

Science

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

Social Studies

Social studies includes the study of history, geography, economics, and citizenship. In the primary grades instruction focuses on the interdependency of family and community. Concepts such as roles, services, needs and wants are introduced. Pedestrian, bicycle, and fire safety can be integrated here as well. As children progress to the intermediate grades, the concept of community is extended to states and countries. In New York State, fourth grade focuses on local history, fifth grade on western expansion in the U.S. and sixth grade on other continents and countries in the world. At each level the content addresses culture, government systems, economics, and major historical figures and events. Skills include map reading and making, getting and reporting information from a variety of sources, and interpreting written reports and documents.

Health

In the primary grades health instruction emphasizes developing good health habits that include grooming, nutrition, and the prevention of disease and accidents. The Commissioner's Regulations were recently amended to include 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 health instruction. In the upper elementary grades more time is spent in studying human growth and development and the function of various body systems. The importance of developing a healthy life style is emphasized at this level also.

Art 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

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.

GRADES 1 - 6

Subject Requirements

(public/registered non-public schools)

Instructional Requirements

180 days of instruction should be provided each year. Cumulative hours of instruction grades 1-6 shall be 900 hours per year.

English/Language Arts

- Reading
- Writing
- Spelling
- Speaking/listening

Mathematics

Science

- life sciences
- physical science

Social Studies

(includes citizenship and patriotism)

- Geography
- NYS history and constitution
- US history and constitution
- Local history
- Economics

Health

(includes HIV/AIDS, alcohol/ drug/tobacco abuse, fire/highway/ bicycle safety education, child abuse)

Music

Art

Physical Education

Note: Bilingual education or English as a second language should be provided where a need is indicated.

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 curriculum coordinator or middle school/junior high principal in the home district.

English/Language Arts

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

Mathematics

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 (Practical Arts)

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

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

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

Health

See Elementary

Art, Music, PE

See Elementary

GRADES 7 – 8

Subject Requirements

(public/registered non-public schools)

Instructional Requirements

A Unit equals 6480 minutes per year.

The equivalent of 180 days of instruction should be provided each year. Cumulative hours of instruction grades 7 - 8 shall be 900 hours per year.

English/Language Arts – 2 Units

- Reading
- Writing
- Spelling
- Speaking/listening

Mathematics – 2 Units

Science – 2 Units

(includes life sciences and physical science)

Social Studies – 2 Units

(includes citizenship and patriotism)

- Geography
- NYS history and constitution
- US history and constitution
- Economics

Health – on a regular basis

(includes HIV/AIDS, alcohol/ drug/tobacco abuse, fire/highway/ bicycle safety education, child abuse)

Music – ½ Unit

Art – ½ Unit

Technology – on a regular basis

Practical Arts – on a regular basis

Library Skills – on a regular basis

Physical Education – on a regular basis

Note: Bilingual education or English as a second language should be provided where a need is indicated.

Overview of New York State High School Curriculum

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

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, Art, Music, PE See Elementary

GRADES 9 – 12

Subject Requirements

(public/registered non-public schools)

Instructional Requirements

A Unit equals 6480 minutes per year.

The equivalent of 180 days of instruction shall be provided each year. Cumulative hours of instruction grades 9 - 12 shall be 900 hours per year.

English/Language Arts – 4 Units

- Reading
- Writing
- Spelling
- Speaking/listening

Mathematics – 2 Units

Science – 2 Units

Social Studies – 4 Units Total

(includes citizenship and patriotism)

- Global Studies – 2 Units
- American History – 1 Unit
- Participation in Government – ½ Unit
- Economics – ½ Unit

Health – ½ Unit

(includes HIV/AIDS, alcohol/ drug/tobacco abuse, fire/highway/ bicycle safety education, child abuse)

Music and/or Art – 1 Unit

Physical Education – 2 Units

Electives – 3 Units

Note: Bilingual education or English as a second language should be provided where a need is indicated.

Burnt Hills-Ballston Lake Central Schools

Notice of Intention for Home Instruction

Date: _____

Child's Name: _____

Grade: _____ **Age:** _____ **Date of Birth:** _____

Current School: _____

Name and Address of Parents or Guardians:

Telephone Number: _____

Name and Address of Person Providing Instruction:

Background Information (e.g. formal education, practical experience, diplomas and decrees, certification and other experiences):

Period for which home instruction is requested: Begin: _____ **End:** _____

INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)

Student's Name: _____ Student's Age: _____

Student's Grade Level: _____ School Year: _____

Date: _____

INSTRUCTIONS

1. The IHIP must list the syllabi, curriculum materials, textbooks or plan of instruction to be used in each of the required subjects listed in the appropriate category below.
2. The IHIP must identify the name(s) of individual(s) providing instruction.
3. Cumulative hours of instruction for grades 1-6 must be 900 hours per year. Cumulative hours of instruction for grades 7-12 must be 990 hours per year.
4. Please provide instruction information for **each** subject in which instruction will be provided. Required subjects depend on the student's grade as follows:

GRADES 1-6:

- Arithmetic
- Reading
- Spelling
- Writing
- The English Language
- Geography
- United State History
- Science
- Health Education
- Music
- Visual Arts
- Physical Education

**You must include instruction in bilingual education and/or English as a second language where a need is indicated*

GRADES 7-8:

- English (2 units¹)
- History and Geography (2 units)
- Science (2 units)
- Mathematics (2 units)
- Physical Education (on a regular basis)
- Health Education (on a regular basis)
- Art (½ unit)
- Music (½ unit)
- Practical Arts (on a regular basis)
- Library Skills (on a regular basis)

The units required are cumulative requirements for **both** seventh and eight grade.

¹ A unit consists of 6,480 minutes (108 hours) of instruction per school year

GRADES 9-12:

- English (4 units)
- Social Studies (4 units, including at least 1 unit of American History, ½ unit of Participation in Government, and ½ unit of Economics)
- Mathematics (2 units)
- Science (2 units)
- Art and/or Music (1 unit)
- Health Education (½ unit)
- Physical Education (2 units)
- Electives (3 units)

The units required are cumulative for ninth through twelfth grades.

5. At **all grade levels** (K-12), instruction must also be provided in the areas of:
- Patriotism and Citizenship
 - Health education regarding alcohol, drug and tobacco misuse
 - Highway safety and traffic regulations, including bicycle safety
 - Fire and arson prevention and safety

SUBJECT AREA:

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

SUBJECT AREA:

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

SUBJECT AREA:

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

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MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

SUBJECT AREA:

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

SUBJECT AREA:

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

ALL STUDENTS, GRADES 1-12 MUST RECEIVE INSTRUCTION IN THE FOLLOWING AREAS

- Patriotism and Citizenship
- Health education regarding alcohol, drug and tobacco misuse
- Highway safety and traffic regulations, including bicycle safety
- Fire and arson prevention and safety

SUBJECT AREA: Patriotism and Citizenship

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

SUBJECT AREA: Health education regarding alcohol, drug and tobacco misuse

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

SUBJECT AREA: Highway safety and traffic regulations, including bicycle safety

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

SUBJECT AREA: Fire and arson prevention and safety

MATERIALS/INSTRUCTIONAL TOOLS TO BE USED OR PLAN OF INSTRUCTION AND SYLLABI:

INSTRUCTOR:

REPORTING REQUIREMENTS

Each IHIP must contain dates for submission of Quarterly Reports for the student's performance in the home instruction program. Quarterly reports should be spaced in even and logical periods during the school calendar year.

QUARTERLY REPORTING DEADLINES:	
First Quarter: _____	Second Quarter: _____
Third Quarter: _____	Fourth Quarter: _____
<i>Fourth Quarter report</i>	<i>* Annual Assessment Report is due with the</i>

You must submit Quarterly Progress Reports to the District providing the following information:

- The total number of hours of instruction received during the quarter;
- A description of the material covered in **each** subject listed on the IHIP;
- Either a grade for the student in **each** subject, or a narrative evaluating the student's progress; and
- If less than 80% of the course material set out in the IHIP was covered in any subject, the report must include a written explanation.

An **Annual Assessment Report** must be submitted with the Fourth Quarter Report. The Annual Assessment must include one of the following:

- A commercially produced norm-referenced achievement test (refer to Part 100.10 of the Commissioner's Regulations for a list of approved tests, qualifications for who may administer the test, and scoring)
- An Alternative Evaluation approved in advance by the Superintendent (refer to Part 100.10 of the Commissioner's Regulations for Alternative Evaluation requirements regarding the content of the narrative assessment and who is qualified to conduct one).

ATTENDANCE REQUIREMENTS

Each student must attend instruction that is:

1. Substantially equivalent to 180 days of instruction per school year (For grades 1-6 this is 900 hours per year, for grades 7-12 this equates to 990 hours per year)
2. Absences are permitted on the same basis as the District's attendance policy
3. **Records of Attendance** must be maintained and made available to the District upon request
4. Instruction provided at a location other than the primary residence of the student must be in a building that is in compliance with the local building code for health and safety purposes.

Parent/Guardian Signature: _____

INDIVIDUALIZED HOME INSTRUCTION PLAN/QUARTERLY PROGRESS REPORT**GRADES 1-6**Student: _____ Grade: _____ Quarter: 1st 2nd 3rd 4th

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

CONTENT AREA	MATERIALS/EVALUATIONS	DAILY/WEEKLY SCHEDULE AND HOURS OF INSTRUCTION	% of Content Covered	Grade per Quarter
Arithmetic				
Reading				
Spelling				
Writing				
English				

CONTENT AREA	MATERIALS/EVALUATIONS	DAILY/WEEKLY SCHEDULE AND HOURS OF INSTRUCTION	% of Content Covered	Grade per Quarter
Geography				
United States History				
Science				
Health				
Music				
Visual Arts				
Physical Education				

CONTENT AREA	MATERIALS/EVALUATIONS	DAILY/WEEKLY SCHEDULE AND HOURS OF INSTRUCTION	% of Content Covered	Grade per Quarter
Bilingual Education or English as a Second Language				

Parent/Guardian Signature: _____ Date: _____

INDIVIDUALIZED HOME INSTRUCTION PLAN/QUARTERLY PROGRESS REPORT

GRADES 7-8

Student: _____ Grade: _____ Quarter: 1st 2nd 3rd 4th

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

CONTENT AREA²	MATERIALS/EVALUATIONS	DAILY/WEEKLY SCHEDULE AND HOURS OF INSTRUCTION	% of Content Covered	Grade per Quarter
English				
History and Geography				
Science				
Mathematics				
Physical Education				
Health Education				
CONTENT AREA³	MATERIALS/EVALUATIONS	DAILY/WEEKLY SCHEDULE AND HOURS OF INSTRUCTION	% of Content Covered	Grade per Quarter

² If the student is not taking the listed subject this year, you may leave the corresponding row blank.

³ If the student is not taking the listed subject this year, you may leave the corresponding row blank.

Art				
Music				
Practical Arts				
Library Skills				

Parent/Guardian Signature: _____ Date: _____

INDIVIDUALIZED HOME INSTRUCTION PLAN/QUARTERLY PROGRESS REPORT

GRADES 9-12

Student: _____ **Grade:** _____ **Quarter:** 1st 2nd 3rd 4th

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

CONTENT AREA⁴	MATERIALS/EVALUATIONS	DAILY/WEEKLY SCHEDULE AND HOURS OF INSTRUCTION	% of Content Covered	Grade per Quarter
English				
Social Studies⁵				
Mathematics				
Science				
Art				

⁴ If the student is not taking the listed subject this year, you may leave the corresponding row blank.

⁵ Please note whether the material covered is being counted towards the requirements for American History, Participation in Government, or Economics.

CONTENT AREA⁶	MATERIALS/EVALUATIONS	DAILY/WEEKLY SCHEDULE AND HOURS OF INSTRUCTION	% of Content Covered	Grade per Quarter
Music				
Health Education				
Physical Education				
Elective Subject: _____				
Elective Subject: _____				
Elective Subject: _____				

Parent/Guardian Signature: _____ Date: _____

⁶ If the student is not taking the listed subject this year, you may leave the corresponding row blank.

Examples of IHIPs

Student: Antonio

Grade Level: 4

School Year: 2009-2010

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

English/Language Arts (includes reading, writing, spelling):

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

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

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

Mathematics:

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

Science (includes life sciences and physical sciences):

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

Social Studies (includes geography, NYS/US History and Constitution, patriotism and citizenship):

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

Health (includes HIV/AIDS, alcohol/drug/tobacco abuse, arson prevention, fire/traffic/highway/bicycle safety education, 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.

Art:

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

other craft projects will be completed as well.

Physical Education:

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

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

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

English:

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

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

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

Mathematics:

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

Science (includes life sciences and physical science):

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

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

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

The goals for Linda are to learn the geography, history, government, and economics of New York State. She will be able to make and interpret maps,

charts, graphs, and time lines which she will use in preparing projects and research reports. We will also take some field trips to enhance her studies.

Health (includes HIV/AIDS, alcohol/drug/tobacco abuse, arson prevention, fire/traffic/highway/bicycle safety education, 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.

Practical Arts: (includes Technology and Home and Careers)

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

Music:

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

Art

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

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

HOME SCHOOL QUARTERLY REPORT

Quarterly Report Example:

Name: Mark

Date: 10/29/09

Quarter: Second

Hours of Instruction 270 Days Absent 5 Grade level 6/7

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

Grade

English:

Reading: Mark completed all the reading and reading comprehension B+

assignments planned for this quarter. He is an avid reader both

for school assignments and pleasure. We are working on improving his reading comprehension. He does very well when questions refer directly to text, but has difficulty when conclusions must be drawn or information is only implied.

Spelling: Mark completed all his first quarter lessons and continues to A

excel in this subject. As the words have become more difficult, he still does well on spelling tests and this is a real source of pride for him.

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

in neatness in cursive writing. He must work harder on report content.

Mathematics: D

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

sixth grade math next quarter.

Science: C+

Mark studied rudimentary botany this quarter. He used books

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

HOME SCHOOL QUARTERLY REPORT (Cont'd)

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

B+

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 *National Geographic* and reads each issue thoroughly.

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

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

Practical Arts (includes technology and home and careers):

A

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

Music:

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

Art:

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

Physical Education:

Mark takes swimming and basketball at the YMCA. He also participates in gymnastics at a local gymnastics center and plays soccer each week. He enjoys these classes very much and has made really good progress in swimming. After having reviewed David's work for the 2009-2010 school year, I have come to the following conclusions regarding his progress:

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

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

In the area of science David seems to grasp the facts given to him. It is especially easy 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. He has difficulty expressing himself on paper.

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

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

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