

*Guidelines for
Home Study in Vermont*



March 2010



Home Study
(802) 828-3352

STATE OF VERMONT

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Dear Parents or Guardians:

Welcome to Homeschooling! This publication contains information you will need in order to prepare and submit an enrollment notice for home study. All the necessary forms are enclosed. To be sure you submit all that's required, please read over this information carefully before preparing your enrollment notice. Mail your completed forms to: Home Study Office, Department of Education, 120 State Street, Montpelier, VT 05620-2501.

In this document you will find updated information about the home study law and related issues such as compulsory attendance, enrollment notices, assessments, minimum course of study exemptions, etc. You can also find useful information at: <http://www.education.vermont.gov>

Vermont's compulsory attendance statute, Section 1121 of the law, states that if your child is between the ages of 6 and 16, you must have your child enrolled in a public school, an independent school, or a home study program. Until you have been notified that your enrollment notice is complete, your child will not be considered enrolled in home study. It is important to keep this in mind if you are removing your child from a public school or an independent school during the school year. Children not enrolled in a public school, an independent school or a home study program at the beginning of the school year and thereafter are legally truant.

It is our hope that you will have a rewarding homeschool experience. As you read over this material and prepare your enrollment notice, please call us if you have any questions. We can be reached at the Home Study Office weekdays between the hours of 8:00 a.m. and 4:30 p.m.

Sincerely,

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VERMONT STATUTES FOR HOME STUDY

Title 16 V.S.A. Section II (21) Classifications and Definitions

(21) “Home Study Program” means an educational program offered through home study which provides a minimum course of study and which is offered to not more than:

- (A) children residing in that home, and
- (B) children not residing in that home who either are two or fewer in number or who are from one family.

Title 16 V.S.A. Section 1121 Attendance by Children of School Age Required

A person having the control of a child between the ages of six and 16 years shall cause the child to attend a public school, an approved or recognized independent school or a home study program for the full number of days for which that school is held, unless the child:

- (1) is mentally or physically unable so to attend; or
- (2) has completed the tenth grade; or
- (3) is excused by the superintendent or a majority of the school directors as provided in this chapter; or
- (4) is enrolled in and attending a postsecondary schools, as defined in Subdivision 176(b)(1) of this title, which is approved or accredited in Vermont or another state.

Title 16 V.S.A. Section 166b Home Study Program

(a) Enrollment Notice.

A home study program shall send a written enrollment notice to the commissioner whenever it intends to enroll a child. Enrollments at home study programs shall expire on July 1. If a home study program intends to re-enroll a child for the following school year, a new notice under this section is required and may be submitted at any time after March 1. A notice under this subsection shall include the following:

- (1) The name and age, month and year of birth, of the child.
- (2) The names, mailing addresses, town of legal residence, and telephone numbers of the parents or guardians of the child.
- (3) For each child enrolled during the preceding year, any assessment of progress required under sub-section (d) of this section.
- (4) For each child not previously enrolled in a Vermont public school or Vermont home study program, independent professional evidence on whether the child has a disability. A comprehensive evaluation to establish eligibilities for special education is not required, but may be ordered by a hearing officer after a hearing under this section.
- (5) Subject to the provisions of subsections (k) and (l) of this section, for each child being enrolled for the current year, a detailed outline or narrative which describes the content to be provided in each subject area of the minimum course of study, including any special services or adaptations to be made to accommodate any disability. Methods and materials to be used may be included but are not required.
- (6) The names, addresses, telephone numbers, and signatures of the persons who will provide the ongoing instruction in the subject areas specified in subdivisions 906(b)(1), (2), (4), and (5) of this title.

- (7) The signatures of all custodial parents or guardians who are legally authorized to make educational decisions for the student.

(b) Notice to home study programs.

Within 14 business days of receiving an enrollment notice, the commissioner or designee shall send the home study program a written acknowledgment of receipt. The acknowledgment shall include a determination:

- (1) either that the enrollment notice is complete and no further information is needed, or specifically identifying information required under subsection (a) of this section which is missing. If information is missing the home study program shall provide the additional information in writing within 14 days; and
- (2) either that the child may be enrolled immediately or that the child may be enrolled 45 days after the enrollment notice was received. At any time before the child may be enrolled, the commissioner may order that a hearing be held. After notice of such a hearing is received, the child shall not be enrolled until after an order has been issued by the hearing officer to that effect.

(c) Enrollment reports.

Each home study program shall notify the commissioner within seven days of the day that any student ceases to be enrolled in the program. Within ten days of receiving any enrollment report, the Commissioner shall notify the appropriate superintendent of schools.

(d) Progress assessment.

Each home study program shall assess annually the progress of each of its students. Progress shall be assessed in each area of the minimum course of study, as defined in subsection (i) of this section, by one or more of the following methods:

- (1) A report in a form designated by the commissioner, by a teacher licensed in Vermont. In determining the form of the report, the commissioner shall consult with parents who have provided home study programs for their children. Nothing in this section shall be construed to require the commissioner to consult with parents on an individual basis regarding the form of a teacher report.
- (2) A report prepared by the parents, the student's instructor, or a teacher advisory service report from a publisher of a commercial curriculum together with a portfolio of the student's work that includes work samples to demonstrate progress in each subject area in the minimum course of study.
- (3) The complete results of a standardized achievement test approved by the commissioner, administered in a manner approved by the testing company, and scored in accordance with this subdivision. In selecting the list of tests to be approved, the commissioner shall:
 - (A) Consult with parents who have provided home study programs for their children. Nothing in this section shall be construed to require the commissioner to consult with parents on an individual basis regarding the test to be administered as a progress assessment for their own home study programs.
 - (B) Select at least four tests to be scored by a testing company, and at least four tests to be administered and scored by a teacher licensed in Vermont who is not the parent or legal guardian of the student.

(e) Hearings before enrollment.

If the commissioner has information that creates a significant doubt about whether a home study program can or will provide a minimum course of study for a student who has not yet enrolled, the

commissioner may call a hearing. At the hearing, the home study program shall establish that it has complied with this section and will provide the student with a minimum course of study.

(f) Hearings after enrollment.

If the commissioner has information that reasonably could be expected to justify an order of termination under this section, he or she may call a hearing. At the hearing, the commissioner shall establish one or more of the following:

- (1) the home study program has substantially failed to comply with the requirements of this section;
- (2) the home study program has substantially failed to provide a student with the minimum course of study;
- (3) the home study program will not provide a student with the minimum course of study.

(g) Notice and procedure.

Notice of any hearing shall include a brief summary of the material facts and shall be sent to each parent or guardian and each instructor of the student or students involved known to the commissioner. The hearing shall occur within 30 days of the day that notice is given or sent. If a notice concerns a child not yet enrolled in a home study program, enrollment shall not occur until an order has been issued after the hearing. The hearing shall be conducted by an impartial hearing officer appointed by the commissioner from a list approved by the state board. At the request of the child's parent or guardian, the hearing officer shall conduct the hearing at a location in the vicinity of the home study program.

(h) Order following hearing.

After hearing evidence, the hearing officer shall enter an order within ten working days. If the child is not enrolled, the order shall provide that the child be enrolled or that enrollment be disallowed. If the child is enrolled, the order shall provide that enrollment be continued or that the enrollment be terminated. An order shall take effect immediately. Unless the hearing officer provides for a shorter period, an order disallowing or terminating enrollment shall extend until the end of the following school year, as defined in this title. If the order is to disallow or terminate the enrollment, a copy shall be given to the appropriate superintendent of schools, who shall take appropriate action to ensure that the child is enrolled in a school as required by this title.

Following a hearing, the commissioner may petition the hearing officer to reopen the case only if there has been a material change in circumstances.

(i) The minimum course of study required under this section shall be provided every school year, and the educational content provided shall be adapted in each area of study to the age and ability of each child and adapted to any disability of the child. Nothing in this section requires that a home study program follow the program or methods used by the public schools. In this section, “minimum course of study” means:

- (1) For a child who is less than 13 years of age, the subject areas listed in section 906 of this title.
- (2) For a child who is 13 years of age or older, the subject areas listed in subdivisions 906(b)(1), (2), (4), and (5) of this title, and other subject areas selected by the home study program.

However, the child’s progress in the elective areas shall not be subject to the annual progress assessment.

(j) After the filing of the enrollment notice or at a hearing, if the home study program is unable to comply with any specific requirements due to deep religious conviction shared by an organized group, the commissioner may waive such requirements if he or she determines that the educational purposes of this section are being or will be substantially met.

(k) A Vermont home study program which has successfully completed the last two consecutive school years of home study with any enrolled child, provided those two years fall within the most recent five years, shall not thereafter be required to submit an annual detailed outline or narrative describing the content of the minimum course of study. For the purposes of this subsection, successful completion of a home study program shall mean that, in each of the two consecutive years, the program has not been disallowed by order of a hearing officer, the previously enrolled student made progress commensurate with age and ability in all subject areas of the minimum course of study, and the home study program has otherwise complied with the requirements of this section.

(l) A home study program which has successfully completed two consecutive school years of home study as defined in subsection (k) of this section shall not be exempt from any other requirements of this section and shall annually submit a description of special services and adaptations to accommodate any disability of the child, consistent with subsection (i) of this section. In addition, the program shall submit a detailed outline or narrative describing the content to be provided in each subject area of the minimum course of study as part of its enrollment notice for each child who is 12 years old at the time the enrollment notice is submitted.

Transitional Provision

In school years 2006, 2007, and 2008, notwithstanding the provisions of 16 V.S.A. § 166b(k), a Vermont home study program which has successfully completed the last three consecutive school years of home study with any enrolled child, provided those three years fall within the most recent five years, shall not thereafter be required to submit an annual detailed outline or narrative describing the content of its curriculum.

Effective Dates

This legislation shall take effect for home study programs enrolling for school year 2006–2007 and each year thereafter.

Title 16 V.S.A. Section 906 Course of Study

- (a) In public schools, approved and recognized independent schools and in home study programs, learning experiences shall be provided for pupils in the minimum course of study.
- (b) For purposes of this title, the minimum course of study means learning experiences adapted to the pupil's age and ability in the fields of:
 - (1) Basic communication skills, including reading, writing, and the use of numbers;
 - (2) Citizenship, history, and government in Vermont and the United States;
 - (3) Physical education and comprehensive health education including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society;
 - (4) English, American and other literature;
 - (5) The natural sciences; and
 - (6) The fine arts.

GENERAL INFORMATION ABOUT ENROLLMENT

During the 2006-2007 school year over 2,100 Vermont children received their education in a home study program. Parents or guardians who decide to educate their children at home assume a great responsibility. In effect, they are responsible for implementing a curriculum, finding learning materials, providing resources, presenting instruction, adapting the lessons to each child's age and ability and any disability, reviewing and correcting each child's work, and ensuring that each child's progress is assessed in each subject area at the end of the year. Although providing a good home study program for your child can be very challenging, the benefits of such a unique program can also be great and far reaching.

Following are explanations of items relevant to home study in Vermont:

Compulsory Attendance:

- Compulsory attendance requirements apply to children between the ages of 6 and 16 years.
- Specifically, the child must be legally enrolled by his/her 6th birthday.
- Enrollment may be ended at the child's 16th birthday. Parents may choose to enroll a child before his/her 6th birthday or after the 16th birthday but are not legally required to do so.

Effective Dates of Home Study Programs:

- Home study enrollments become effective on the date of our letter which states that the home study enrollment notice is complete or 45 days have elapsed since the enrollment notice was received and the Commissioner has not called a hearing. We cannot "backdate" the effective date of the enrollment. You may re-enroll for the next school year any time after March 1st of each year. All home study notices expire July 1st of each year. For example, you may enroll for the 2007-2008 school year anytime after March 1, 2007. The school year 2007-2008 will expire on July 1, 2008. The Department of Education has, according to Vermont Home Study law, 45 days in which to process an enrollment notice from the date it is received in the Home Study Office. We will not accept an enrollment notice if we do not have sufficient time to process it within the time frame established by law. Therefore, we will not accept any enrollment notices for review after May 15th for the current school year. You may submit an enrollment notice for the coming school year.
- The home study statute describes how a home study program may qualify for the minimum course of study exemption. 16 V.S.A. § 166b(k) states that "A Vermont home study program, which has successfully completed the last two consecutive school years of home study with any enrolled child, provided those two years fall within the most recent five years, shall not thereafter be required to submit an annual detailed outline or narrative describing the content of the minimum course of study. For the purposes of this subsection, successful completion of a home study program shall mean that in each of the two consecutive years, the program has not been disallowed by the hearing officer, the previously enrolled student made age and ability appropriate progress, and the home study program has otherwise complied with the requirements of this section."

Therefore, beginning with the 2008-2009 school year, in order for homeschoolers to be able to qualify for the "minimum course of study exemption" the home study enrollment notice must be received by the Vermont Department of Education on or before Labor Day

and the home study program may not have been withdrawn during the school year, for this to be considered a school year.

A family which once qualified for the minimum course of study exemption, but then submits an untimely enrollment notice, will lose the minimum course of study exemption, as it is not in compliance with the statute. The home study program will then be required to submit a minimum course of study for each child until it establishes a history of two successful and timely consecutive school years. See 16 V.S.A. § 166b(k) (definition of “successful”).

Please contact us if you have questions or concerns about your particular situation. For more information about the minimum course of study exemption, see “The Minimum Course of Study Exemption” page 19.

- Each home study program must notify the commissioner in writing within seven (7) days of the day that a student ceases to be enrolled in the program. See 16 V.S.A. § 166b(c). An assessment is necessary in order to close out a student’s home study record, even if the student has returned to a public or an independent school, turned sixteen (16) or has moved out-of-state. Otherwise, our office will not be able to verify that the home study program was completed.

Classes Taken at the Public School:

- Children enrolled in home study may take part in classes and activities at their public schools. Act 119 provides for the participation of homeschoolers in public school academic, co-curricular, and extracurricular programs. Some homeschoolers do take a course or two at the local public school while completing the majority of their minimum course of study in the home study program.
- Act 119 does not apply to independent schools. Independent schools are *not* required by law to invite homeschoolers into their program offerings. See Appendix, page 31, for text of Act 119.
- To be enrolled in a home study program, at least sixty percent of the core academics must be conducted ***at home***. “Core academics” includes reading and writing (basic communication skills: language arts), math (basic communications skills: use of numbers), history/citizenship/government, the natural sciences, English/American, and other literature. Home study is not intended to be an elective for one or two subjects for students who are enrolled in and receiving the majority of their educational program at a public school. If you are unsure please call us so we may discuss your particular situation.
- If a student is taking a class at the public school, you must:
 - Include the content of the public school class in the minimum course of study. (This does not pertain to families whose program qualifies for the minimum course of study exemption.)
 - Provide an end-of-the-year assessment for the class consistent with one of the options provided in the home study statute. Please do not submit only a report card for the class, since it is not one of the options listed in the home study statute.

However, a report card may be a *part of* the portfolio submitted with the parent report and portfolio.

- A home study program must submit the signature of a school official (teacher, principal, guidance counselor, etc.) verifying the class(es) the child is taking at the public school. Form C is available for your convenience.
- The home study statute does not require the signatures of instructors in fine arts, health, or physical education. However, to assist our office with awareness of the participation of homeschoolers in the public schools, we would like to know if your child is taking a public school class in one or more of these areas.

Courses Taken Outside the Home Study Program (Not at the Public School):

- Courses taken at a Vermont approved post-secondary institution or an independent (private) school may be used to fulfill the minimum course of study requirements and are subject to all the criteria set forth in the home study statute and policies.
- To be enrolled in a home study program, at least sixty percent of the core academics must be conducted *at home*. “Core academics” includes reading and writing (basic communication skills: language arts), math (basic communications skills: use of numbers), history/citizenship/government, the natural sciences, English/American, and other literature. Home study is not intended to be an elective for one or two subjects for students who are enrolled in and receiving the majority of their educational program outside of the home. If you are unsure please call us so we may discuss your particular situation.
- If a student is taking a class outside of the home study program (not at a public school), you must:
 - Include the content of the class in the minimum course of study. (This does not pertain to families whose program qualifies for the minimum course of study exemption.)
 - Provide an end-of-the-year assessment for the class consistent with one of the options provided in the home study statute. Please do not submit only a report card for the class, since it is not one of the options listed in the home study statute. However, a report card may be a *part of* the portfolio submitted with the parent report and portfolio.
 - A home study program must submit the signature of a school official (teacher, principal, guidance counselor, etc.) verifying the class(es) the child is taking at the school. Form E is available for your convenience for classes *not* taken at a public school.
 - The home study statute does not require the signatures of instructors in fine arts, health, or physical education.

Recognition and Documentation of Home Study Achievement Level:

- If you decide that your child will leave home study to attend a public or independent school, the student’s achievement level (such as grade level or academic standing) will be at the discretion of the school.
- Upon returning to school, students might not receive credit for courses undertaken at home and may need to repeat courses. Once again, credit is granted at the discretion of the school.

- High school students enrolled in a home study program do not receive a high school diploma from the Department of Education. If your child has successfully completed a year or more of home study, our office will provide, upon request, a letter verifying this.
- Although you are not required to keep records, we encourage you to keep copies of your curriculum, samples of student work, and assessment results. These records may be useful for college admissions, military service opportunities, etc.

Children with Special Needs:

- Children receiving special education services at public schools will forfeit those services when they enter a home study program. They may however be eligible for a services plan through the public school or they may be able to continue to receive services by way of a partial enrollment in public school. For information on services, please see page 27.
- If your child is receiving special education services, it is helpful if you include a copy of the current IEP and the most recent evaluation (or reevaluation) in your home study enrollment notice. The home study office will request additional information regarding a disability as needed to determine whether the minimum course of study is adapted to a student's disability.
- The home study statute requires a specific description of adaptations to the minimum course of study in each area of study. These must address any disability (or multiple disabilities) that a child has regardless of whether or not the child is, or was, on an IEP or 504 plan at school and regardless of whether the disability became apparent only after you began homeschooling. Adaptations are methods you implement or materials you use in order to accommodate any special needs your child has as a result of a disability. Adaptations must enable your child to make progress which is commensurate with his/her age and ability, while factoring in the limitations imposed by any disability. The goal of implementing adaptations is to enable a student to progress as closely to his/her age and ability as can reasonably be expected.
- If your adaptations are included within your curriculum, please mark them clearly as adaptations.
- **For foster parents:**
If your student is in the legal custody of the state and eligible for special education services and has a surrogate parent, consent from the surrogate parent(s) and the agency representative are required before home study can be initiated. See page 27.

DIRECTIONS FOR COMPLETING THE ENROLLMENT NOTICE

Basic Information (Form A)

16 V.S.A. 166b(a)(1-2,6-7) requires:

***The name and age, month and year of birth, of each child you are enrolling.
The names, addresses, telephone numbers, and signatures of all custodial parents or guardians who are legally authorized to make educational decisions for the student are required.***

- If the parents are divorced, but share legal educational rights and responsibilities for the child's education, both signatures are required.
- Please explain and provide supporting documentation for your situation if a parent's signature is missing.
- If the student is 18 years old or older the student is considered an adult for educational purposes and he/she must sign the enrollment notice. If the parents are providing the home study program they should sign as the instructors. If the adult student is under legal guardianship due to a disability, then the student's legal guardian must sign the enrollment notice.
- You are advised to keep copies of **all** the information that you submit to the Department of Education, including the cover sheet.
- Form A, "Enrollment Notice Cover Sheet", is available in the Appendix for your convenience.

Special Needs Screening (Form B)

16 V.S.A. 166b(a)(4) requires that an enrollment notice include:

For each child not previously enrolled in a Vermont public school or Vermont home study program, independent professional evidence on whether the child has a disability.

- This section of the home study law specifies that a special education evaluation is not required. However, a screening is necessary to establish if the child has a disability.
- A screening must be conducted by a health care professional (who may be your family doctor), a Vermont licensed teacher, or an educational professional specifically trained to identify the presence of disabilities. The special education administrator in your area can help you locate an appropriate professional to screen your child. In the home study office we have the names of several licensed Vermont teachers who are willing to meet with a child and provide this information for the enrollment notice. (A fee, at the teacher's discretion, may be involved for this service.) **This screening cannot be done by the parents or guardians.**
- The method of screening must be identified.** A doctor might mention the Denver Developmental, the Primary Observation Assessment, or compare your child to developmental milestones. A licensed Vermont teacher might make reference to the

Vermont Standards, observations relative to typical age behavior, or other testing the teacher might choose to use. A special educator would use testing and terms particular to their profession.

- Form B, “Independent Professional Evidence Reporting Form”, is available in the Appendix for your convenience. You may have a health care or educational professional specifically trained to identify the presence of disabilities submit a report or letter which includes the same information as required in Form B.
- If your child has had a preschool screening within the last year in anticipation of entering kindergarten, you may submit that screening.
- If your child has attended a Vermont public school, you may submit a copy of a report card or achievement test results. This will verify that your child has been involved in the disability screenings that are routinely done in public schools. The child’s grade level and the school’s letterhead or logo must be on the copy submitted. A report card, achievement test results, or screening information from another state or independent school may fulfill this requirement as well.
- If we have questions about the information contained in the screening, we may contact the professional who screened the child. We may ask what methods the doctor used to determine whether or not the child has a disability.

Other Instructors (Forms C and E)

16 V.S.A. 166b(6) requires:

The names, addresses, telephone numbers, and signatures of the persons who will provide the ongoing instruction in the subject areas specified in subdivisions 906(b)(1), (2), (4), and (5) of this title.

- If your child has people other than his/her parents or legal guardians authorized to make educational decisions providing ongoing instruction in basic communication skills (reading, writing, and the use of numbers), citizenship/history, and government (social studies), the natural sciences, or literature, the home study statute requires that you send the information requested in this section. It is not necessary to provide information for instructors other than the parents/guardians in the areas of fine arts, health, or physical education.
- If your child is taking a course at a public school, an independent school, a college, etc., you need to provide the instructor’s signatures.
 - Form C is to be used if your child is receiving instruction at a public school. The forms may be signed by the instructor or the administration personnel of the school.
 - Form E is to be used for other instructors. This might be a private tutor who provides regular ongoing instruction for your child in math, English, etc. This form would be used for classes taken at an independent (private) school, a college, etc.
 - Forms C and E are available in the Appendix for your convenience.

Consent for Release of Information (Form D)

- If you agree to be included on a mailing list that will be released to organizations and individuals interested in contacting homeschoolers, you will need to sign Form D and submit it annually.
- At a later time if you wish to revoke your consent to be included on a mailing list, please notify us in writing. A decision to withdraw your consent will not necessarily remove your name from mailing lists already released to individuals, groups or organizations.
- It is not possible to choose which organizations will receive your name and address.
- Form D is available in the Appendix for your convenience.

Request for Information via E-mail (Form F)

Frequently the home study office gets phone calls from groups offering opportunities for Vermont students, but these groups have no centralized way to reach homeschoolers. If you would like to be added to an electronic mailing list to receive periodic notices from the home study office about educational, recreational, or other interesting opportunities which may arise during the year, please fill out and submit this form. We will not share your e-mail addresses with anyone. We'll send occasional e-mails to you about opportunities that might be relevant and of interest to the homeschool community.

Preparing the Minimum Course of Study

Vermont law requires that you submit a detailed outline or narrative describing the content in each subject area of the minimum course of study for **each** child you wish to homeschool unless you qualify for the exemption (see page 19 for more information about this exemption). **Even if you qualify for the exemption you must still provide instruction to your children in the required areas of the minimum course of study.**

This curriculum must include the areas outlined in the law. *(Please note that within the six areas mentioned, math is listed under basic communication skills and health is listed with physical education.)* The curriculum should be commensurate with the age and ability of your child including any special services and adaptations to be made to accommodate any special needs the child may have. The minimum course of study must adequately describe the topics and content to be studied and/or the skills to be attained in each subject area.

Please do not submit a curriculum that gives topics and projects that “may” be included. The home study statute requires a description of what you will be doing and your end of the year progress assessment will be reviewed to determine if it corresponds to your curriculum. You can build flexibility into the description of topics. You can also simply notify the home study office if you have decided to make a major change in your curriculum.

Our goal is to help ensure that your minimum course of study meets the requirements of the law. Please let us know if you have questions about how to accomplish this.

Sample curricula may be found on pages 12 - 23 in the “Vermont Home Study Resource Guide”, which is available upon request from our office.

The minimum course of study as outlined in 16 V.S.A. § 906 means learning experiences adapted to a student's age and ability in the specific subject areas listed below. The home study statute requires "a detailed outline or narrative which describes the content to be provided in each subject area of the minimum course of study." Please describe the content (skills and topics) to be covered in:

1. Basic Communication Skills, including reading, writing, and the use of numbers

Describe the skills or topics to be covered in language arts (reading and writing). Examples of such may include phonics, penmanship, reading skills, reading comprehension, oral reading, speaking/listening, vocabulary, spelling, grammar, usage, mechanics, written expression, compositions, editing, reference materials, reasoning, and/or media, etc.

Describe the skills or topics to be covered in math (use of numbers). Examples of such may include numeration, addition, subtraction, multiplication, division, fractions, decimals, time, measurement, geometric concepts, algebraic concepts, trigonometric concepts, etc.

2. Citizenship, History & Government in Vermont and the United States

Describe the skills or topics to be covered in citizenship, history, & government (social studies). Examples of such may include specific eras in the history of Vermont, the United States, and/or the world, cultures, communities, and traditions, geography, economics, government, law, etc.

It is not necessary to study citizenship *and* history *and* government *every* year. Design your study as you deem appropriate for your children so it covers at least one of these topics each year. For example, you might focus on social studies topics of interest to your children or choose areas you feel are necessary in preparation for higher education.

Every year please provide at least one Vermont topic in your minimum course of study and assessment. It may be embedded in another area of study. For example, you may find a Vermont-related topic in science (Snowflake Bentley's life and study of the formation of snowflakes), history (learning about the life and presidency of Calvin Coolidge and visiting his homestead), or fine arts (learning about the life and artwork of Grandma Moses).

3. Physical Education & Comprehensive Health Education including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society *

Describe the skills or topics to be covered in physical education. Examples of such may include sports activities, exercise routines, lessons involving physical activities such as gymnastics or dance, motor skill development activities, etc.

Describe the skills or topics to be covered in health. Examples of such may include body structure and function, community health, safety and first aid, diseases, family and mental health, personal and consumer health, human growth and development, drugs and alcohol, and nutrition, etc.

Please note: Many parents consider health education to be a family responsibility. Parents often comment that health topics are being addressed every day and it is difficult to write all of these out each year. It is not necessary for you to write out an exhaustive list of health topics for the minimum course of study. Each year we would like you to cover a variety of health topics from your family’s viewpoint. At the end of the year assess those areas you chose for your minimum course of study. It is not necessary to study effects of tobacco *and* alcoholic drinks *and* drugs *every* year.

** Children 13+ years of age are not required to do physical education or comprehensive health education as part of a home study program.*

4. English, American & Other Literature

Describe the skills or topics to be covered in literature. Examples of such may include plot development, characterizations, point of view; or list the authors, titles, and/or genre to be studied, etc.

5. The Natural Sciences

Describe the skills or topics to be covered in science. Examples of such may include scientific processes, the scientific method, discoveries and inventions, scientists, chemistry, biology, earth science, physical science, physics, etc. Be sure to provide specific topics within broad areas such as biology, physics, etc. If you want to have your child learn in an area which does not, in the name itself, seem relevant to natural science (such as “pet care”) you must make clear to us how it might be considered natural science.

6. The Fine Arts *

Describe the skills or topics to be covered in fine arts. Examples of such may include visual arts, music, drama, dance, painting, pottery, crafts, music lessons, attend performing arts events, etc.

** Children 13+ years of age are not required to do fine art education as part of a home study program.*

Additional Information About Writing a Minimum Course of Study:

- As you prepare your minimum course of study, please do not send book titles as a substitution for content (topics/skills) in the areas of language arts, math, social studies, science, health, physical education, or fine arts. You may find topics and skills in the tables of contents of textbooks you are using. You may submit a copy of the table of contents.
- For the area of literature, book titles or authors to be read are acceptable for describing content. You may also list skills to be learned from the study of literature such as point of view, character development, plot, etc. A copy of the table of contents from a literature text or reader is also acceptable.

- Please do not give *only* the names of museums (ex. Shelburne Museum) or programs (ex. ELF) in your narrative about the content to be covered in your child's studies. Describe the content the child will learn at these places or through these experiences.
- Please present the minimum course of study for each child *separately*. Each child's enrollment is considered individually. Each child's minimum course of study must be adapted to his/her age and ability, as well as any disability.
- When a child is re-enrolled, the reviewer compares the new minimum course of study to the prior year. Here, we are looking to see if the minimum course of study is commensurate with the child's age and ability. As the child gets older the skills should advance and knowledge increase. We will ask for additional information if the topics/skills are identical to the year before, lacking in detail and content, or do not seem commensurate with the child's age and ability.
- The content should be included for each area of the minimum course of study whether your child is doing the class at home, at a public or independent school, at a college, in a vocational technical program, through a correspondence program, etc. Likewise, an end-of-the-year assessment must be done in accordance with the home study statute through one of the options given, (e.g. a letter by a Vermont licensed teacher, a parent report and portfolio, or achievement test results.)
- Children who are 13 and older are not required to do fine arts, health, or physical education. It is expected you will replace these areas with electives.
- You are not required to give us information about subjects your child is studying that are not a part of the required minimum course of study, nor are you required to do an assessment on these areas. Subjects which might fall into this category are the study of a foreign language, typing, computer science, etc.

Aids for Developing a Minimum Course of Study:

- The *Vermont Home Study Resource Guide* (updated 2006) contains names and addresses for a wide variety of interesting resources in addition to providing sample minimum course of study outlines. Please contact us to request this.
- Many curricula companies publish a "scope & sequence" which lists the content covered in their books by grade and subject area. It is acceptable to make a copy of this and submit it for your minimum course of study. You may need to add skills/topics for any area which may not be included, such as physical education, literature, fine arts, or health.
- Our office has several publications which list various skills and topics for grades K-3, 4-6, 7-8, and 9-12. Contact us and ask for *Skills and Topics for Language Arts, Math, Science, Social Studies*.
- World Book Encyclopedia* has a typical course of study for each grade listed on their Web site: <http://www.worldbook.com>.

The Minimum Course of Study Exemption

Regardless of whether or not they qualify for the exemption, every year homeschoolers will need to submit to the Department of Education, for each child to be homeschooled:

- Basic information (Form A)
- Courses taken in public school if applicable (Form C)
- Consent for release of information if so desired (Form D)
- Home study instructors if other than the parent or primary instructor listed on Form A and *not* taken at the public school (Form E).
- Adaptations to be used to accommodate any disability
- An end-of-the-year assessment for each child enrolled during the preceding year
- For new enrollments only:*** Independent professional evidence as to whether or not the student has a disability (Form B or its equivalent).

The home study law which was passed on April 12, 2006 allows some homeschoolers an exemption from the submission of a description of a minimum course of study to the Department of Education. To qualify, a home study program must have successfully completed consecutive school years of home study. More specifically:

- For the school years 2006-2007 and 2007-2008:** A home study program qualifies for the minimum course of study exemption if the homeschool program has successfully completed *three* consecutive school years of home study within the last five for any child.
- For the school year 2008-2009 and thereafter:** A home study program qualifies for the minimum course of study exemption if the homeschool program has successfully completed *two* consecutive school years of home study within the last five years for any child.

If your child is 12 years old at the time the enrollment notice is submitted a minimum course of study must be provided even if you qualify for the minimum course of study exemption. This is intended as a check-in to ensure that your home study program continues to be commensurate with the age and ability of your child.

What does the “successful completion of a home study program” mean?

- In each of the consecutive years being considered, the program has not been disallowed by order of a hearing officer.
- The previously enrolled child made progress commensurate with his/her age and ability.

- The home study program has otherwise complied with the requirements of the home study law.

A family's minimum course of study exemption status will be jeopardized if it fails to comply with the requirements of the home study law.

Therefore, beginning with the 2008-2009 school year, in order for homeschoolers to be able to qualify for the "minimum course of study exemption", the home study enrollment notice must be received by the Department of Education on or before Labor Day, and the home study program may not have been withdrawn during the school, for this to be considered a school year.

A family which once qualified for the minimum course of study exemption, but then submits an untimely enrollment notice, will lose the minimum course of study exemption as it is not in compliance with the statute. The home study program will then be required to submit a minimum course of study for each child until it establishes a history of two successful and timely consecutive **school years**. See 16 V.S.A. § 166b(k) (definition of "successful").

Please contact us if you have questions or concerns about your particular situation.

Submission of the Minimum Course of Study When It Is Not Required

Some home study programs which are no longer required to submit a minimum course of study may wish to submit one on a voluntary basis. In this case, the home study office will review your minimum course of study and make recommendations. However, these recommendations are optional and the completion of your home study enrollment does not depend on the implementation of these recommendations.

Options for Home Study End-Of-The-Year Progress Assessments

The home study statute states that "each home study program shall assess annually the progress of each of its students. Progress shall be assessed in each area of the minimum course of study." See 16 V.S.A. §166b(d). Each student who is enrolled in a home study program must be assessed for the time spent studying in the home study program. A student's folder may not be considered closed or complete without the end-of-the-year assessment. This applies to all home study students including those who reenroll in a home study program, children who return to the public school, turn 16 during the school year, or those who graduate from high school.

The home study statute requires that you use one of three types of assessments. These are described on pages 20-26.

1. Report by a Vermont Licensed Teacher:

16 V.S.A. §166b (d)(1) provides that an end-of-the-year assessment may be done by a teacher licensed in Vermont in a form designated by the commissioner.

A teacher may choose to use the form provided by the Department of Education or may write a letter which contains the same information as requested on the form. It is expected that the teacher will review the student's curriculum and the student's content knowledge and/or skills in each subject area of the minimum course of study.

Please ask your teacher to assess only one child in each letter.

An assessment must include a face-to-face meeting with the child. The student should demonstrate, during the face-to-face meeting, his/her skill in reading, writing, and math, unless the teacher is confident of the child's progressing abilities in these areas based on prior assessment of the child.

For students with disabilities, the home study statute requires an adapted curriculum to assist the child in making progress commensurate with the student's age and abilities in each subject area. The adapted curriculum should also factor in any limitations resulting from the disability. If the teacher does not see progress commensurate with the child's age and ability, a disability may be emerging or it may have gone undetected. The teacher should indicate whether or not he/she has concerns with this lack of progress and that he/she has addressed these concerns with the parents. This is an important part of an assessment and the presence of a disability or suspected disability does not mean that the child cannot be homeschooled. The Department of Education provides technical assistance to parents of homeschoolers with disabilities. The teacher should indicate that he/she has been made aware of an existing disability and of adaptations that were made to the minimum course of study.

In section 6 of these forms, the teacher is asked to "render his/her professional opinion as to whether progress commensurate with the child's age and ability was made in each area, in terms of skill and/or content knowledge." The teacher must describe progress in terms of skills and/or content knowledge. Each area should contain some specific comments regarding content acquired or skills practiced by the student during the current school year. If the teacher has concerns, he/she should identify the concerns to the parent and discuss ways to improve progress.

For example, in math, a teacher may comment about a student progressing from one-digit to two digit multiplication or mastering a broad scope of geometric topics and skills. For science or history, a brief summary of the content studied, such as human anatomy or early American history, may be appropriate. Comments should reflect the individual learning experiences of the child in each area of the minimum course of study during the year.

In addition to describing the content which was learned in each area, the teacher must indicate progress commensurate with the age and ability of the child was made in each area. If the teacher is confident that the child made progress commensurate with age and ability in each area, he/she may write a single statement to this effect at the end of the assessment.

The teacher is expected to author their own progress report. It is not sufficient to sign off on a letter authored by the parents as the intent of the assessment is to provide an objective measure of student progress.

The Vermont Licensed Teacher Home Study End-of-the-year Assessment Form and the Home Study End-of-the-Year Assessment Vermont Licensed Teacher Letter Expectations can be found in the Appendix of this document.

The home study office has a list of teachers who are interested in providing this service for homeschool families. Please contact us if you are interested.

2. Parent Report and Portfolio or Teacher Advisory Report and Portfolio

16 V.S.A. §166b (d)(2) provides that an end-of-the-year assessment may be done by a report by the parents, the student's instructor, or a teacher advisory service report from a publisher of a commercial curriculum **together with a portfolio of the student's work** that includes work samples to demonstrate progress in each subject area in the minimum course of study.

The Parent Report:

A parent report must contain a description of the student's progress in each area of the minimum course of study. This will involve a brief description of work accomplished in each area. Each report must be an assessment for only one child. A portfolio of the student's work must accompany the report. The parent report and student portfolio should indicate age-appropriate progress.

The Teacher Advisory Service Report:

If a correspondence program was utilized, the child's work was mailed to a program, and the child received a grade report, then this report may be submitted to satisfy part of your end-of-the-year assessment. **Submitting only a report or report card from an advisory service or a correspondence school is *not* sufficient for this category. Portfolio copies of the student's work must also be included in each subject area of the minimum course of study.**

Please note that in many on-line classes the work is emailed directly to the program. A hard copy may need to be printed for your portfolio prior to emailing the work to the program.

Creating and Preparing the Portfolio:

- The portfolio must be comprised of student work samples. Copies of the table of contents from books, summaries of what the student learned written in the parent's handwriting, or copies of the minimum course of study with the word "Completed" written on it will not be accepted as a portfolio of the student's work.
- Each portfolio must include work samples for only one child.
- Supporting documentation in each area of the minimum course of study must be included. See suggestions which follow.

Suggestions for Assembling Portfolio Samples:

In order for us to understand the progression of the of the student's work, each portfolio sample should have a completion date on it. Please arrange samples in an orderly fashion by subject and by date. The parent should write in the child's name and approximate date of completion if necessary.

Children ages 6-8 whose writing skills are still developing may not have as much written work which indicate learning in science or social studies. Parents may provide drawings, maps, photographs, lists of experiments, etc., and more detail in the parent report.

You may also document learning with:

- Brochures from museums, art shows, or events which include a description of content learned
- Photographs of the child participating in an event or program
- Photographs of artwork or projects
- Workbook pages from academic areas
- Titles of books read in various subjects
- Drawings, maps, graphs, or diagrams done by the student
- Student's activity logs
- Book reports
- Research papers
- Graded exams
- Lists of experiments
- Copies of certificates and awards

For each area of the minimum course of study in the curriculum, several samples which clearly represent what was covered should be provided. The samples should illustrate skills practiced or knowledge gained in each area being addressed.

Please bear in mind that we expect work samples from throughout the year. It may be beneficial, as the year progresses, to collect items such as programs from special events attended, lists of books read, photos of projects made, etc.

When the student's portfolio is assembled, it should be reviewed in an objective manner. The following questions should be considered:

1. Do the samples match the curriculum which was submitted to the Department?
Or, if the home study program qualified for the exemption from submission of a minimum course of study, do the samples indicate content learned in each required area of the minimum course of study?
2. Does the portfolio reflect the child's learning experience this school year?
3. Is it evident how progress was made in each area of the curriculum?

The assessment will be kept on file at the Department of Education in the child's permanent home study folder. Do not send paperwork in notebooks or binders of any kind. **Please keep your originals** and send our office copies. It is not our practice to return portfolios. You should keep your student portfolios if your child expects to attend college as they are helpful in documenting your child's home study experience.

Remember: The portfolio must always be accompanied by a parent report in each area.

Some Specific Portfolio Suggestions for Each Content Area:

Basic Communication Skills:

Language Arts (Reading and Writing): Submit at least three to six samples showing improvement over the year in each topic area studied. These areas might include phonics, penmanship, reading comprehension, oral reading, speaking/listening, vocabulary, spelling, grammar, usage, mechanics, written expression, compositions, editing, reference materials, reasoning, and/or media, etc. Reports or creative writing assignments from September, December, February, and May can show improvements

in many areas. The student's penmanship could improve, along with the sentence structure, vocabulary, and composition skills. Writing samples may be counted for more than one area. For example, a report on George Washington may be considered a work sample for history and basic communication skills (writing).

Math (Use of Numbers): Submit samples showing improvement over the year in topic areas studied such as numeration, addition, subtraction, multiplication, division, fractions, decimals, time, measurement, geometric concepts, algebraic concepts, trigonometric concepts, etc. This may amount to ten to twelve math papers and might include work accomplished in various topics throughout the year. The work samples may be in the form of graded tests, corrected homework problems, graphs, etc.

Citizenship, History, and Government in Vermont and the United States:

Send a few samples from each area studied in topic areas such as specific eras in history of Vermont, the United States, and/or the world; cultures, communities, and traditions, geography, economics, government, law, etc. A biographical report on George Washington may be considered for language arts (writing) as well as for history. It will be helpful if samples which address more than one subject area are identified. Field trip reports by the children, pictures of projects, workbook pages, and lists of books that were read are all acceptable portfolio samples.

Physical Education and Comprehensive Health: *

Physical education and comprehensive health education are difficult areas to document. Please make the effort to document your child's learning experience.

In *physical education*, the documentation should support progress in areas studied such as sports activities, exercise routines, lessons involving physical activities such as gymnastics or dance, motor skill development activities, etc. This may take the form of photographs, competition schedules, sports program with your child's name in it, award certificates, swimming certificates, a student's exercise log, a composition by the student about the experience, etc.

In *health*, the samples should show content learned in such areas as body structure and function, community health, safety and first aid, diseases, family and mental health, personal and consumer health, human growth and development, drugs and alcohol, and nutrition, etc. This may take the form of certificates from lessons or courses taken, health tests associated with your curriculum, program covers, drawings, etc. If the health and science curricula overlap, please draw our attention to this so we will consider the portfolio samples for both areas.

** Children 13+ years of age are not required to do physical education, comprehensive health education as part of a home study program.*

English, American, and Other Literature:

The content covered in such areas as plot development, characterizations, author's language, author's point of view or book titles which were read by the student should be described here. This may take the form of book reports, a booklist, or graded literature tests which were a part of the curriculum.

The Natural Sciences:

Describe the content (topics/skills) covered in science such as scientific processes, the scientific method, discoveries and inventions, scientists, chemistry, biology, earth science, physical science, physics etc.

Examples of portfolio documentation may include samples of written work, graded tests, a list describing experiments conducted, diagrams, student reports on topics learned during field trips, titles of books read, photographs of student doing experiments, engaged in scientific research, or of final projects. Names of museums or field trips do not necessarily give the content learned by the student. Please describe topics and/or skills learned by the child.

Brochures from museums or field trips are acceptable if they include descriptions of information being presented and the parent indicates the child visited and learned from the experience. An acceptable portfolio must contain samples of a student's work and cannot be comprised only of flyers and brochures from various outings.

The Fine Arts: *

The minimum course of study content (topics/skills) that was covered in fine arts via visual arts, music, drama, dance, painting, pottery, crafts, music lessons, attending performances, etc. should be addressed.

Please do not submit original samples of artwork that you wish to keep as we cannot guarantee their return. Examples of portfolio documentation might include photographs of a student's artwork, student reports on field trips, programs from recitals, plays, or tournaments the child participated in, music theory pages, names of performances the child attended, a list of the crafts the child completed, woodworking accomplishments, a note of acknowledgement from the child's music teacher.

** Children 13+ years of age are not required to do fine arts education as part of a home study program.*

Review of a Parent Report and Portfolio or Teacher Advisory Service Report and Portfolio by the Department of Education:

When the Department of Education reviews a parent report and portfolio, we compare it to the minimum course of study which was submitted upon enrollment. We then look for samples of the child's work done in the topics that were listed. We review the submission to see if work was completed throughout the year showing increasing skill or knowledge. Corrections on homework and comments by the parent show that the instructor is involved and providing feedback to the child.

For those who qualify for the minimum course of study exemption, your end-of-the-year assessment must document that your child made progress commensurate with his/her age and ability.

3. The Complete Results Of A Standardized Achievement Test

16 V.S.A. §166b (d)(3) provides that an end-of-the-year assessment may be done by the complete results of a standardized achievement test approved by the commissioner, administered in a manner approved by the testing company, and scored by either the

testing company or by a Vermont licensed teacher who has administered the test and who is not the student's parent or guardian.

A standardized achievement test can be ordered from some of the vendors listed in the *Vermont Home Study Resource Guide*, which is available through the Department of Education. Each achievement test publisher requires specific qualifications for the test administrator. When ordering a test, inquire with the vendor about tester qualifications. It is advised that tests are ordered in January or February. This will allow ample time to receive the test(s), administer them, and receive the results back from the publisher. The test results must be submitted with the home study re-enrollment notice.

Note: If you wish to have your child tested at a public school, you should contact the local school as soon as possible for information on testing availability and dates.

If you plan to use a standardized achievement test, you will need to carefully check the subject areas covered in the test. Many tests cover only language arts and mathematics, while others may also cover science and social studies. Your home study assessment must address **all** required areas of the minimum course of study. Usually an achievement test does not include literature in the topics which it is testing. These tests usually do not address fine arts or physical education. If, under the science section, "life science" is listed, then the achievement test *does* include health. You will need to choose one of the other methods of assessing your child's progress if some areas of the minimum course of study are not covered by the achievement test.

For a list of the standardized achievement tests which may be used for end-of-the-year assessment see the Appendix, page 36.

Combining End-of-the-Year Assessment Options

It may be necessary to combine the use of the three options for end of the year assessments. For example, if a child takes an achievement test which covers only language arts and math, the parent would need to provide an assessment for social studies, science, health, fine arts, physical education and literature using another method of assessment. One choice might be to use a parent report and portfolio for science, social studies, health, and literature. If the child participated in physical education and music at the local public school, the parent might ask the teacher to do a teacher letter for these classes. There are many possible combinations. Please call our office if you have questions about combining methods of end-of-the-year assessment.

CHILDREN WITH DISABILITIES

Home study statute requires adaptations to the minimum course of study for students who have disabilities. **If you have a child with a disability you must include, as part of your home study enrollment each year, a description of any special services or adaptations to be made by the home study program to accommodate the disability. This requirement applies even if you are exempt from submission of the detailed outline or narrative describing the minimum course of study.**

If your child has been identified as having a disability through a comprehensive special education evaluation done by the public school or through the identified screening by a professional (Form B), information about the child's disability must be included with the home study enrollment each year.

Public schools are required by federal and state law to identify all students with disabilities in their school districts. Therefore if you suspect your child has a disability you may be entitled to a comprehensive evaluation at the school's expense. If your child was previously found eligible for special education services you are entitled to a comprehensive evaluation at public school expense every three years. Requesting a special education evaluation by your local public school does not obligate you to enroll your child in public school. An evaluation can provide you with useful information about how to adapt your home study program to your child's special needs.

Homeschoolers are not entitled to special education services. However, the public schools, at their discretion, may provide limited supports/services to homeschoolers under a services plan. You may also be able to access supports that relate to your child's disability through the school by enrolling your child in a public school class. For example, if your child has a disability that affects his/her ability to read and you enroll your child in an academic class, your child should receive reading services/supports in that class. If your child has a disability and you would like him/her to be considered for a services plan at your local public school or you would like more information about the type of services/supports your child might receive by way of a partial public school enrollment, please contact the school as soon as possible.

Once again, a description of adaptations you will provide as well as special services your child may receive must be included in your home study enrollment.

Special Education Students in State Custody

Federal law requires that all special education students in the custody of or under the guardianship of a state agency have a surrogate parent to act in the same role as a natural parent with respect to the identification, evaluation and placement of a student with respect to special education and the provision of a free appropriate public education. In addition, under state law the state agency acting as the student's legal guardian and custodian will generally have the authority to make educational decisions for the child. If you are the foster parent for a child who is eligible for special education and that child is in the custody of, or under the guardianship of, a state agency **you must have the signatures of the child's surrogate parent and the appropriate representative of the state agency on the enrollment notice.** It is not sufficient for you to sign the enrollment notice even if you are expecting to adopt the child in the future or you are a relative of the child. If you have questions about this requirement please contact the home study office or the Vermont Educational Surrogate Parent Program.

State Board of Education Rule Regarding Special Services for Home Study Students

2368.2 Home Study Placements

Students who have been determined to be eligible to receive special education and related services and who are enrolled with the Vermont Department of Education in programs of homeschooling, pursuant to 16 V.S.A. §166b, may receive services pursuant to a services plan to the same extent as children with disabilities enrolled by their parents in independent schools. Representatives* of home study students with disabilities shall be consulted with respect to child-find, child-count, special education evaluations, and provision of services.

* Representatives of home study students are:

- biological or adoptive parents
- legal guardians
- a person who is legally responsible for the child's welfare
- an educational surrogate parent.

PARENTAL RESOURCES

If you have not spoken with your Supervisory Union's Special Education Administrator to resolve a concern, that is highly recommended. The name of that person may be obtained through the school district's central office or from the Department at (802) 828-5114.

Vermont Disability Law Project's Area Office Locations:

Counties: Addison, Chittenden, Franklin, Grand Isle:
264 North Winooski Ave, P.O. Box 1367, Burlington, VT 05402
Telephone: (802) 863-5620 or 1-800-747-5022
FAX: (802) 863-7152

Counties: Washington, Orange, Lamoille:
7 Court Street, P.O. Box 606, Montpelier, VT 05601
Telephone: (802) 223-6377 or 1-800-789-4195
FAX: (802) 223-7281

Counties: Rutland and Bennington
57 North Main Street, Rutland, VT 05701
Telephone: (802) 775-0021 or 1-800-769-7459
FAX: (802) 775-0022

Counties: Windsor and Windham
56 Main Street, Suite 301, Springfield, VT 05156
Telephone: (802) 885-5181 or 1-800-769-9164
FAX: (802) 885-5754

Vermont Family Network
600 Blair Park Road, Suite 240
Williston VT 05495
Telephone: (802) 876-5315 or 1-800-800-4005; FAX (802) 876-6291

Vermont Department of Education
Special Education Unit
120 State Street
Montpelier VT 05620-2501
Telephone: (802) 828-3130
FAX: (802) 828-0573

For questions regarding students in the care and custody of the State of Vermont, please call the Vermont Educational Surrogate Parent Program at (802) 828-5108.

APPENDICIES

APPENDIX A: ACT 119

Act 119 is a provision of the Vermont statute at 16 V.S.A. § 563(24) concerning the powers and duties of public school boards which states that school boards:

Shall adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in co-curricular and extracurricular activities and use of facilities.

The State Board of Education has adopted rules to implement Act 119 which is set forth below. These can also be accessed online. The State Board rules allow home study students to be eligible to enroll as a part time student in a school in his/her district of residence or in a **public school** for which his or her district of residence is required to pay tuition. Rule 4403.1

It is important to note that Act 119 and the State Board rules are not intended to allow public school students to engage in home study as an elective for a course in the public school.

It is also important to note that if you are the parent of a home study student in a school district without a high school that pays tuition to an independent (private) school, a home study student is not entitled to enroll in courses or participate in extracurricular activities at the independent (private) school. *See* Rule 4403.1. Private schools may of course allow you to do this voluntarily.

Home study students are expected to meet the same prerequisites for academic courses or extracurricular activities that apply to the school's regular students. *See* Rules 4403.3- 4404.

Schools can set requirements for the use of facilities that establish criteria as to whether sufficient space is available to comply with specific requests for facility use and may establish other criteria such as fees. *See* Rule 4405.3 (c).

If you have a question about Act 119 the best place to start is to contact your local school administrators and ask for the school board's policy on the integration of home study students into academic, extracurricular and co-curricular activities.* You may also contact the Department of Education's legal counsel or the home study office.

* Co-curricular activities include those activities that are related to the school day like spelling bees, geography bees, student council, etc. Extracurricular activities include sports, clubs, etc.

**APPENDIX B: STATE BOARD OF EDUCATION RULES
FOR INTEGRATION OF HOME STUDY STUDENTS**

Approved by the Vermont State Board of Education 6/15/99

4400 HOME STUDY STUDENTS

4400 Integration of Home Study Students

4401 Statutory Authority: Section 1(c) of Act 119 of 1998; 16 V.S.A. §563(24)

4402 Definitions

“Facilities” means the portions of a school building and grounds used by students for classes, study and co-curricular or extracurricular activities.

“Home study student” means a student enrolled in a registered home study program pursuant to 16 V.S.A. §166b

“Integrated course” means a course covering two or more subjects that are taught in a unified manner by one teacher or team where the subjects cannot be separated into discrete sections for purposes of student attendance.

4403 Part-time Enrollment of Home Study Students in Public School Academic Programs

4403.1 A home study student shall be eligible to enroll as a part-time student in a school operated by his or her district of residence or, if the district does not operate a school, in a public school for which his or her district of residence is required to pay tuition.

4403.2 Each school board shall adopt, by July 1, 1999, policies and procedures to ensure that home study students who request part-time enrollment in academic courses or programs are accepted into those courses or programs, and are furnished with required learning materials, on the same basis as full-time students.

4403.3 Policies and procedures adopted under this rule shall:

- (a) upon inquiry by a home study student or parent, require the provision by the district of the student’s residence of information concerning the availability of part-time enrollment in school. Such information shall include procedures, including registration deadlines that home study students must follow to enroll on a part-time basis in the schools operated by the home study student’s district of residence. In the event the district of residence does not operate a school in the grades appropriate to the inquiring student, the student or parents shall be given information on how to contact neighboring school districts that accept tuition students from the district of residence.
- (b) apply the same enrollment procedures and deadlines to home study students that apply to full-time students.
- (c) specify any enrollment capacity limits that the school board will apply to particular academic courses or grade levels. Capacity limits shall apply equally to home study and full-time students.
- (d) establish criteria to determine whether home study students are eligible to enroll in integrated courses and courses that are available only to students who fulfill prerequisites.

Criteria applied to courses with prerequisites shall be applied equally to home study and full-time students. Reasonable indications that academic criteria have been met, including results from achievement tests or other indications of adequate preparation, may be required of home study students, so long as those students are required to meet the same prerequisite standards as full-time students.

- (e) establish informal and expeditious processes to appeal denials of request for part-time enrollment to administrators and/of the school board.

4404 Participation of Home Study Students in Public School Co-curricular and Extracurricular Activities

4404.1 A home study student shall be eligible to participate in or, when selection to participate in an activity is made on a competitive basis, to try out for, one or more co-curricular or extracurricular activities at a school operated by his or her district of residence or, if the district does not operate a school, at a public school for which his or her district is required to pay tuition. This rule is not intended to confer a right upon any student to participate in any activity. Although a home study student need not enroll in academic programs to participate in activities under this rule, he or she must show compliance with insurance, physical examination, age, transfer and other requirements of the Vermont Principals' Association on the same basis as enrolled students.

4404.2 Each school board shall adopt, by July 1, 1999, policies and procedures to ensure that home study students who wish to participate in co-curricular or extra-curricular activities are accepted into those activities without first being required to enroll as part-time students at the sponsoring school.

4404.3 Policies and procedures adopted under this rule shall:

- (a) upon inquiry by a home study student or parent, require the provision by the district of the student's residence of information concerning the eligibility of home study students to participate in co-curricular or extra-curricular activities. Such information shall include procedures, including registration deadlines that home study students must follow to participate in activities at schools operated by the home study student's district of residence. In the event the district of residence does not operate a school in the grades appropriate to the inquiring student, the student or parents shall be given information on how to contact neighboring school districts that accept tuition students from the district of residence.
- (b) apply the same activity registration deadlines to home study students that apply to full-time students.
- (c) apply the same academic eligibility requirements to home study students that apply to full-time students. Policies may require the parents of home study students to provide assurances that the school's academic eligibility standards are being met. Such assurances may be required at the same intervals during the year as is required of full-time students. A home study parent's assurance that the student meets the district's academic standards, provided at the intervals required by the school, shall be sufficient to satisfy academic eligibility requirements.
- (d) establish priorities and criteria for admitting students to particular activities. When space is limited in a particular activity, preference may be given to enrolled students as long as the reporting requirement in §4404.4 of these rules is met.

Procedures for admitting home study students to activities with limited spaces may include lotteries, first-come first-served waiting lists and performance-based criteria for participation on sports teams or in activities.

- (e) policies adopted in compliance with this rule shall establish informal and expeditious procedures to appeal denials of requests to participate in activities to administrators and/or the school board.

4404.4 When a home study student's request to participate in an activity is denied on the grounds that space is not available and that preference is given to full-time students, the school shall, within 30 days of the denial, notify the Home Study Consultant at the Department of Education on a form provided by the Department.

4405 Use of School Facilities by Home Study Students

4405.1 A home study student may use facilities at a school operated by his or her district of residence or, if the district does not operate a school, at a public school for which his or her district is required to pay tuition.

4405.2 Each school board shall adopt, by July 1, 1999, policies and procedures to ensure that home study students are allowed to use school facilities on the same basis as full-time students.

4405.3 Policies and procedures adopted under this rule shall:

- (a) apply to home study students the same criteria, procedures and deadlines for requesting the use of school facilities as are applied to full-time students.
- (b) upon inquiry by a home study student or parent, require the provision by the district of the student's residence of information concerning the use of school facilities operated by the district. In the event the district does not operate a school in the grades appropriate to the inquiring student, the student or parents shall be given information on how to contact neighboring school districts which accept tuition students from the district of residence.
- (c) provide for the establishment of criteria to determine whether sufficient space is available to comply with specific requests for facilities use. Criteria may also be developed to establish fees, to be applied equally to home study and full-time students, for security, janitorial or other services not normally available at the time of the requested use.

Subsection 9200.3.1 is added to read:

9200.3.1 A student enrolled as a home study student pursuant to 16 V.S.A. §166b who is not a part-time student enrolled in academic programs, but who participates in one or more co-curricular or extracurricular activities at a public school, shall be counted as .03 of a full-time equivalent student for each activity in which he or she participates. For purposes of this provision, the reporting period shall be from beginning of the 41st day of a school year to the end of the 40th day of the following school year.

**APPENDIX C: VERMONT PRINCIPALS' ASSOCIATION (VPA)
ELIGIBILITY STANDARDS FOR HOME STUDY STUDENTS**

A home study student who wishes to participate in a public school *co-curricular program shall be an "eligible student" under this section if:

- (1) The participating student is enrolled in a home-study program in compliance with Title 16, Section 166b.
- (2) The participating student must have a legal residence in the school district or is a legal resident of a district that does not maintain a school and pays tuition on behalf of its students.
- (3) Participation in a school's co-curricular activities program shall not commence until a copy of the Vermont State Department of Education Enrollment Letter is presented to the principal by the parent or guardian.
- (4) The participating student's academic program, as referenced in the Vermont State Department of Education Letter of Enrollment, will be reviewed by the student's parent or guardian at appropriate intervals as locally determined and consistent for all students to determine academic progress. This review and determination must be certified in writing from the parent/guardian to the principal.
- (5) Prior to the start of a sport season or fine arts and performance activities in which a home study student wishes to participate, the parent or guardian and student must notify the principal in writing that he/she wishes to participate in a school's co-curricular activities program. Failure to provide a timely notification will not disqualify the student from participating, but may result in some delays in participation.
- (6) The student may participate in co-curricular activities sponsored by a VPA member school provided the student complies with the same physical examination, insurance, age, and any other requirements for participation as required of all students.
- (7) The home study student must adhere to the same standards of behavior, responsibilities and performance as other participants of the team.
- (8) Eligibility issues on all matters other than academic progress may be appealed in accordance with the bylaws of the Vermont Principals' Association.
- (9) Consistent with law governing all student athletes, participation in co-curricular activities programs is a privilege, not a right, and nothing in these eligibility standards confers a right on any individual to participate in co-curricular activities.
 - 1) The proposed eligibility standards for home study students would be considered a two year transitional program beginning July 1, 1999. The VPA shall provide progress reports and recommendations to the Vermont Board of Education.
 - 2) *The definition of co-curricular activities for this document shall include all interscholastic and extra-curricular activities sanctioned by the VPA.

**APPENDIX D: STANDARDIZED ACHIEVEMENT TESTS FOR
HOME STUDY END-OF-THE-YEAR ASSESSMENTS**

1. ACT
2. California Achievement Test (CAT)
3. General Educational Development (GED)
4. Iowa Tests of Achievement and Proficiency (ITAP)
5. Iowa Tests of Basic Skills (ITBS)
6. Kaufman Test of Education and Achievement (KTEA)
7. Key Math Revised
8. Metropolitan Achievement Test 8 (MAT 8)
9. Peabody Individual Achievement Test Revised (PIAT-R)
10. Scholastic Aptitude Test (SAT)
11. Stanford Achievement Test (SAT)
12. Stanford Test of Academic Skills (TASK)
13. Terra Nova
14. Test of Achievement and Proficiency (TAP)
15. Woodcock Johnson III Achievement
16. Woodcock Reading mastery Tests-Revised

APPENDIX E: HOME STUDY END-OF-THE-YEAR ASSESSMENT VERMONT LICENSED TEACHER LETTER EXPECTATIONS

It is expected that the teacher will review the student's curriculum and the student's content knowledge and/or skills in each subject area of the minimum course of study. An assessment must include a face-to-face meeting with the child. An individual progress assessment for each student must reflect whether or not the student is making progress commensurate with his/her age and ability in each subject area of the minimum course of study. The student should demonstrate, during the face-to-face meeting, his/her skill in reading, writing, and math unless the teacher is confident of the child's abilities in these areas based on prior contact with the child or current review of the student's work.

The letter should:

1. Include the child's name and age and the name(s) and address(es) of parent(s).
2. Include the teacher's name and address.
3. Include the date of assessment and school year being assessed.
4. **Students with or suspected of having a disability:** For students with disabilities, the home study statute requires an adapted curriculum to assist the child in making progress commensurate with the student's age and abilities in each subject area. The adapted curriculum should also factor in any limitations resulting from the disability. The teacher should indicate that he/she has been made aware of an existing disability and of adaptations that were made to the minimum course of study. If the teacher does not see progress commensurate with the child's age and ability, a disability may be emerging or it may have gone undetected. The teacher should indicate whether or not he/she has concerns with this lack of progress and that he/she has addressed these concerns with the parents. This is an important part of an assessment and the presence of a disability or suspected disability does not mean that the child cannot be homeschooled. The Department of Education provides technical assistance to parents of homeschoolers with disabilities.
5. Describe the method(s) of assessment. They may include results of on-the-spot testing, review of standardized test results, review of the portfolio of the student's work, demonstration of skills, etc.
6. The teacher should render his/her professional opinion as to whether progress commensurate with the child's age and ability was made in each area. Please describe this progress in terms of skills and/or content knowledge. Each area should contain some specific comments regarding content acquired or skills practiced by the student during this school year. If the teacher has concerns, he/she should identify the concerns to the parent and discuss ways to improve progress.
7. Include the teacher's signature and the date of letter.
For the teacher's reference, the eight areas of the minimum course of study are:
 - (1) Basic communication skills- reading and writing (language arts)
 - (2) Basic communication skills-use of numbers (math)
 - (3) English, American, and other literature
 - (4) Citizenship, history, and government in Vermont and the United States
 - (5) The natural sciences
 - (6) Physical education
 - (7) Comprehensive health education
 - (8) The fine arts

**VERMONT LICENSED TEACHER
HOME STUDY END-OF-THE-YEAR ASSESSMENT FORM**

It is expected that the teacher will review the student's curriculum and the student's content knowledge and/or skills in each subject area of the minimum course of study. An assessment must include a face-to-face meeting with the child. An individual progress assessment for each student must reflect whether or not the student is making progress commensurate with his/her age and ability in each subject area of the minimum course of study. The student should demonstrate, during the face-to-face meeting, his/her skill in reading, writing, and math unless the teacher is confident of the child's abilities in these areas based on prior contact with the child or current review of the student's work.

1. Name of Child Being Assessed: _____ **Age of Child:** _____

Parent(s) Name(s): _____

Parent(s) Address: _____

2. Teacher's Name: _____

Teacher's Address: _____

3. Date of Assessment: _____ **School Year Being Assessed:** _____

4. Students with or suspected of having a disability: For students with disabilities, the home study statute requires an adapted curriculum to assist the child in making progress commensurate with the student's age and abilities in each subject area. The adapted curriculum should also factor in any limitations resulting from the disability. The teacher should indicate that he/she has been made aware of an existing disability and of adaptations that were made to the minimum course of study. If the teacher does not see progress commensurate with the child's age and ability, a disability may be emerging or it may have gone undetected. The teacher should indicate whether or not he/she has concerns with this lack of progress and that he/she has addressed these concerns with the parents. This is an important part of an assessment and the presence of a disability or suspected disability does not mean that the child cannot be homeschooled. The Department of Education provides technical assistance to parents of homeschoolers with disabilities.

5. Please describe the method(s) of assessment. They may include results of on-the-spot testing, review of standardized test results, review of the portfolio of the student's work, demonstration of skills, etc.:

6. The teacher should render his/her professional opinion as to whether progress commensurate with the child's age and ability was made in each area. Please describe this progress in terms of skills and/or content knowledge. Each area should contain some specific comments regarding content acquired or skills practiced by the student during this school year. If the teacher has concerns, he/she should identify the concerns to the parent and discuss ways to improve progress.

Basic Communication Skills: Language Arts (Reading and Writing): _____

Basic Communication Skills: Math (Use of Numbers): _____

Citizenship, History, and Government (Social Studies): _____

Physical Education: _____

Comprehensive Health Education: _____

English, American, and other Literature: _____

The Natural Sciences: _____

The Fine Arts: _____

Comments: _____

Teacher Signature: _____ **Date:** _____

**Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573**

2010-2011 COVER SHEET FOR HOME STUDY ENROLLMENT (Form A)

SCHOOL YEAR: 2010-2011

TYPE OF ENROLLMENT:

NEW _____

RE-ENROLLMENT _____

CHILD(REN) TO BE ENROLLED:

NAME: _____ /AGE: _____ DOB: _____ / _____ / _____
mo / date (optional) / year
NAME: _____ /AGE: _____ DOB: _____ / _____ / _____
mo / date (optional) / year
NAME: _____ /AGE: _____ DOB: _____ / _____ / _____
mo / date (optional) / year
NAME: _____ /AGE: _____ DOB: _____ / _____ / _____
mo / date (optional) / year

PARENTS OR GUARDIANS MUST SIGN THIS FORM (NOTE: both parents/guardians must sign, including those who are divorced but share the legal care and custody of the child(ren)):

NAME: _____ NAME: _____

MAILING ADDRESS: _____ MAILING ADDRESS: _____

(Including ZIP) (Including ZIP)

PHONE: (H) _____ (W) _____ PHONE: (H) _____ (W) _____

E-MAIL: _____ E-MAIL: _____

TOWN OF RESIDENCE OF CHILD(REN): _____

SIGNATURE: _____ SIGNATURE: _____

Public School Your Child Would Have Attended: _____

PERSON(S) WHO WILL PROVIDE THE INSTRUCTION:

NAME: _____ ADDRESS: _____

SIGNATURE: _____ PHONE: _____

PLEASE CHECK THE APPROPRIATE BOXES LISTED BELOW:

I have included the following:

- Form A (or equivalent information)
A school report card, Form B, or other information to verify that my child does or does not have a disability. (New enrollments only)
An assessment of progress made in last year's home study program. See Page 5 of the Guidelines for Home Study in Vermont. (Re-enrollments only)
A curriculum covering the 6 areas required by statute. See Page 16 of the Guidelines for Home Study in Vermont.
Form C (or equivalent information) if my child is taking some courses at a public school.
Form D (or equivalent information) if I want to put my name on a list of homeschoolers, given out to those who request it.
Form E (or equivalent information) if my child has home study instructors other than us, the parents.
Form F (or equivalent information) to receive information via e-mail.

Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501

FAX: (802) 828-0573

For Office Use Only

PS: _____ NR: _____ #SC: _____ SEC: _____

INDEPENDENT PROFESSIONAL EVIDENCE REPORTING FORM (Form B)

TO BE FILLED OUT & SIGNED BY AN EDUCATION OR HEALTH CARE PROFESSIONAL

Child's Name: _____ **Age:** _____

Parents' Names: _____

Address: _____ **Phone:** _____

1. Describe the screening method used to determine whether or not this child has a disability or is in need of further evaluation to determine whether or not there is a disability that would interfere with his/her ability to learn. Please be specific. Examples of methods of screening might be the Denver Developmental Screening Test, the Primary Observation Survey, comparison to developmental milestones, etc.

Date seen : _____

Method of screening used: _____

2. Did the results of the screening process indicate that the child has a disability that would interfere with his/her ability to learn?

_____ Yes _____ No

3. In your opinion, is there a need for further evaluation to determine whether or not this child has a disability that would interfere with his/her ability to learn? If yes, what are your specific recommendations?

_____ Yes _____ No

Name: _____ Position/Title: _____

Address: _____ Degree: _____

_____ Telephone: _____

Signature: _____ Date: _____

**Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573**

COURSES TAKEN IN PUBLIC SCHOOL (Form C)

As more and more people are homeschooling, some parents are making arrangements at their local public school for their children to take one or more courses at the public school while homeschooling. If you are planning to homeschool and have your child take a course at a public school, please state in your minimum course of study the content for the classes taken at the school. Also, have the school fill out this form and submit it with your minimum course of study.

_____ will be taking the following
(Child's Name)

course(s) at _____
(Name of School)

School Year: _____

Courses: _____

Signed: _____

Position: _____

Date: _____

**Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573**

CONSENT FOR RELEASE OF INFORMATION (Form D)

I, _____, hereby authorize the Vermont Department of Education to include my name and address on mailing lists that are given to the public upon request. I understand that if I agree to have my name included, my name will be released to any individual, group, or organization that requests a list of homeschoolers.

I understand that I am not required to give my consent and this decision is voluntary on my part. I also understand that once my name is given pursuant to this consent form, a decision to withdraw my consent will not necessarily remove my name from mailing lists already released to individuals, groups, or organizations.

This consent is valid for the period from this date until **December 31, 2011**.

Date: _____ Signature: _____

Address: _____

**Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573**

HOME STUDY INSTRUCTOR(S) OR SERVICE PROVIDER(S) (Form E)

If you homeschool and plan to have any ongoing instruction or supplemental services such as speech, OT or PT provided by another person (but not in public school*), the home study statute requires that you provide the information requested below. This form needs to accompany the minimum course of study you send to the Department when you enroll your children in home study.

***NOTE: If your children are homeschooling and are also taking courses or receiving supplemental services (speech, PT, OT) in a public school, you will report this information on Form C, not Form E.**

_____ will be receiving instruction or supplemental services from the
(child's name) following persons:

1. Name: _____
Phone: _____
Instruction/Service
Provided: _____

Instructor/Provider's Signature: _____

2. Name: _____
Address: _____
Phone: _____
Instruction/Service
Provided: _____

Instructor/Provider's Signature: _____

3. Name: _____
Address: _____
Phone: _____
Instruction/Service
Provided: _____

Instructor/Provider's Signature: _____

4. Name: _____
Address: _____
Phone: _____
Instruction/Service
Provided: _____

Instructor/Provider's Signature: _____

**Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573**

REQUEST FOR INFORMATION VIA E-MAIL (Form F)

Frequently, the home study office gets phone calls from groups offering opportunities for Vermont students, but these groups have no centralized way to reach homeschoolers.

Would you like to be added to an electronic mailing list to receive periodic notices from the home study office about educational, recreational, or other interesting opportunities which may arise during the year?

We will not share your e-mail address with anyone. We'll send occasional e-mails to you about opportunities that might be relevant and of interest to the homeschool community.

Yes, please. My e-mail address is: _____

No, thank you.

Name: _____

Signature: _____ Date: _____

**Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573**

MINIMUM COURSE OF STUDY (CURRICULUM)

Child's Name: _____ School Year: _____

Please provide a detailed outline or narrative which describes the content to be provided in each area of the minimum course of study below.

1. BASIC COMMUNICATION SKILLS, including reading, writing, and the use of numbers.

Describe the skills or topics to be covered in **Language Arts** (*Reading and Writing*).

Examples of such may include phonics, penmanship, reading skills, reading comprehension, oral reading, speaking/ listening, vocabulary, spelling, grammar, usage, mechanics, written expression, compositions, editing, reference materials, reasoning, and/or media, etc.

Describe the skills or topics to be covered in **Math** (*Use of numbers*).

Examples of such may include numeration, addition, subtraction, multiplication, division, fractions, decimals, time, measurement, geometric concepts, algebraic concepts, trigonometric concepts, etc.

2. CITIZENSHIP, HISTORY & GOVERNMENT in Vermont and the United States.

Describe the skills or topics to be covered in **Citizenship, History, & Government** (*Social Studies*).

Examples of such may include specific eras in history of Vermont, the United States, and/or the world, cultures, communities, and traditions, geography, economics, government, law, etc.

3. PHYSICAL EDUCATION & COMPREHENSIVE HEALTH EDUCATION including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society. Describe the skills or topics to be covered in **Physical Education**. (**NOTE: Children who are 13 or older are not required to do physical education or health.**)

Examples of such may include sports activities, exercise routines, lessons involving physical activities such as gymnastics or dance, motor skill development activities, etc.

Describe the skills or topics to be covered in **Health**.

(NOTE: Children who are 13 or older are not required to do physical education or health.)

Examples of such may include body structure and function, community health, safety and first aid, diseases, family and mental health, personal and consumer health human growth and development, drugs and alcohol, and nutrition, etc.

4. ENGLISH, AMERICAN & OTHER LITERATURE

Describe the skills or topics to be covered in **Literature**.

Examples of such may include plot development, characterizations, author's language, author's point of view; or list the authors, titles, and/or genres to be studied, etc.

5. THE NATURAL SCIENCES

Describe the skills or topics to be covered in **Science**.

Examples of such may include scientific processes, the scientific method, discoveries and inventions, scientists, chemistry, biology, earth science, physical science, physics etc.

6. THE FINE ARTS

Describe the skills or topics to be covered in **Fine Arts**. (**NOTE: Children who are 13 or older are not required to do fine arts.**)

Examples of such may include visual arts, music, drama, dance, painting, pottery, crafts, music lessons, attend performing arts events, etc.

**Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573**

ADAPTATIONS TO THE MINIMUM COURSE OF STUDY
(If applicable)

Child's Name: _____ **School Year:** _____

Home study statute requires adaptations to the minimum course of study for students who have disabilities. If you have a child with a disability you must include, as part of your home study enrollment **each year**, a description of any special services or adaptations to be made by your home study program to accommodate the disability.

This requirement applies even if you are exempt from submission of the minimum course of study.

Adaptations are methods you implement or materials you use in order to accommodate any special needs your child has as a result of a disability. Adaptations enable your child to make progress which is commensurate with his/her age and ability, while factoring in any disability. The goal of implementing adaptations is to enable a student to progress as closely to his/her age and ability as can reasonably be expected.

Please list adaptations to your curriculum if they have not already been indicated in the minimum course of study:

Please list any special services your child will be receiving in addition to his or her minimum course of study such as speech services, PT, OT, counseling, etc.

Additional Comments?

Mail to: Home Study Office, Vermont Department of Education, 120 State Street, Montpelier VT 05620-2501
FAX: (802) 828-0573