



Home Study Guidelines  
2016-2017 School Year

2016-2017 School Year

Dear Parents and Guardians,

Thank you for your interest in enrolling your student/s in a Vermont Home Study Program. Please be advised that we have made some changes to our Home Study Enrollment forms in order for them to be more user friendly and efficient. Please read this guidance document prior to completing the enrollment forms.

These forms are available can be completed in one of two ways. There is an electronic copy and a paper copy.

1. Electronic: This has been organized to be a fillable form. If you choose this method, please fill out the gray boxes with the required information. In most cases, you will be able to use the TAB function to move from box to box to complete. This version may be saved on your computer and updated annually. This will ultimately prove to be more efficient for the families in the long run. Please make sure that you fill out a separate form for each student.
2. Paper: This version has been designed to be printed out. The form will be filled out pen and paper style. Prior to submission, it is recommended that you keep a copy for your own reference. Again, please fill out a separate form for each student.

Presently, the best method of submission continues to be by mail. VTAOE cannot ensure the confidentiality of the information in the enrollment form while in transit, thus we do not recommend emailing the enrollment forms to the Home Study staff. AOE can maintain confidentiality once it arrives.

Please remember that all signatures must be original signatures. VTAOE cannot accept electronic signatures at this time. Signatures received by fax are acceptable (802-479-4320). Presently, the VT Agency of Education (VTAOE) is investigating moving toward an electronic submission method and an electronic signature option to be available for the 2017-2018 school year.

### **Instructions on Completing the Home Study Enrollment Forms:**

VTAOE has decreased the number of required forms to be submitted. There is specific information that is required before the enrollment process can be considered complete. Keep in mind that not all students require the identical forms to be submitted. Please refer to the following grid to ensure that all of the specific information required for your

student is included in your submission. Missing documents may delay the home study enrollment process.

Required forms to be included in the enrollment packet:

<b>Specific Form</b>	<b>NEW Enrollments</b>	<b>Renewing Enrollment</b>	<b>*Student Exemption</b>
Home Study Enrollment Notice	X	X	X
Assurance of Legal Authorization to Make Educational Decisions (only necessary if a parent signature is missing or if the student and parent surnames are different)	X		Only necessary if family situation changes
Minimum Course of Study (MCOS) and <hr/> Adaptations for Disabilities (Adaptations for Disabilities only necessary if the student has a diagnosed disability)	X <hr/> Only necessary if the student has a diagnosed disability	X <hr/> Only necessary if the student has a diagnosed disability	<hr/> Only necessary if the student has a diagnosed disability
Independent Professional Evidence (Disability) Reporting Form	X	Only necessary if the student has been diagnosed with a disability since last year's enrollment	Only necessary if the student has been diagnosed with a disability since last year's enrollment
End of the Year Assessment (EOYA)		X	X

\*Student Exemption: 16 VSA §166b(k): A VT home study program that 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.

Please remember to include all applicable forms when submitting your enrollment packet. This will avoid multiple submissions and follow up calls/emails on behalf of both the families and the AOE staff which could delay the enrollment process.

Families who want to ensure the arrival of their enrollment packet are encouraged to include confirmation via the postal service. During the summer months, the Home Study staff receive up to 150 enrollment packets per day. Once the packets are received, AOE staff have 14 business days to respond to families. This will be done in writing, either via email or the postal service. Please refrain from contacting the Home Study staff to inquire about the status of your enrollment. If you have not received a response from the Home Study office within 3 weeks, please contact Brynne Reed at 802-479-1233, [brynne.reed@vermont.gov](mailto:brynne.reed@vermont.gov) or Alicia Hanrahan at 802-479-1206, [alicia.hanrahan@vermont.gov](mailto:alicia.hanrahan@vermont.gov).

Home Study Staff encourages families to review the [Home Study page](#) on the Vermont Agency of Education's website:

Finally, please remember, that all students must be **enrolled** in a home study program, independent school or public school by the beginning of each school year. If students are not officially enrolled in one of these three options, the students are considered to be truant, and the public school shall notify the local truancy officer. Submission of an enrollment packet does not mean that the student has been enrolled in a home study program. **When students are officially enrolled in a home study program, families will receive a complete letter from the Home Study Office.**

Please send all enrollment packets to:

Home Study/VT Agency of Education  
219 North Main Street, Suite 402  
Barre, VT 05641

Additional questions may be referred to Brynne Reed or Alicia Hanrahan via phone or email.

Sincerely,

Alicia M Hanrahan  
Education Programs Manager  
219 North Main Street, Suite 402  
Barre, VT 05641  
802-479-1206  
[alicia.hanrahan@vermont.gov](mailto:alicia.hanrahan@vermont.gov)  
802-479-4320 (FAX)

Brynne Reed  
Home Study Consultant  
219 North Main Street, Suite 402  
Barre, VT 05641  
802-479-1233  
[brynne.reed@vermont.gov](mailto:brynne.reed@vermont.gov)  
802-479-4320 (FAX)

## Vermont Home Study Statutes

### Title 16 V.S.A. §11(21) Classifications and Definitions

“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. §1121 Attendance by Children of School Age Required (Compulsory Attendance)

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. §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.

### **Exemption**

16 V.S.A. §166b(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.

16 V.S.A. §166b(l) A home study program that 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 of the enrollment notice is submitted.

## **Title 16 V.S.A. §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.

## **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 Agency 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.

## Enrollment Timelines

Following are of timelines relevant to home study enrollment in Vermont:

Timeline/Date	Explanation
March 1	Enrollments can be submitted and process for the following school year
March 1	Home Study generally does not accept enrollment packets for the current year; contact the Home Study Office for more information.
March 1- Labor Day	Typical timeline for processing home study enrollments
14 business days	Within 14 business days of receiving an enrollment notice, the Home Study staff will send a written document indicating that the enrollment packet has been received. It will also state that the enrollment packet is complete or if some information is missing
14 calendar days	If information is missing from the enrollment packet, families have 14 calendar days to provide it in writing.
45 calendar days	The Home Study staff has 45 calendar days to respond to the enrollment packet, indicating that the student is enrolled in a home study program OR call a hearing. The Secretary of Education may call a hearing if there is 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.

**Please keep in mind: Enrollment in home study does not occur immediately upon the submission of an enrollment notice to the Agency. The Agency will contact the family within 3 weeks to request additional information, or state that the enrollment packet has enough information to move forward though the process. A student’s enrollment in home study will not become effective until the date of the Agency’s letter indicating that his or her enrollment notice is complete, or 45 days following the Agency’s receipt of**

an enrollment notice, whichever date is sooner. Enrollment may be delayed, however, if the child's enrollment notice is lacking information required under the home study statute.

Parents intending to enroll a child in a Vermont home study program for a full school year should ensure that the Agency receives an enrollment notice for that child by Labor Day. Enrollment notices received via mail will be considered timely if postmarked before Labor Day. Enrollment notices received via electronic mail, facsimile, or in-person delivery to the Agency, will be considered timely if delivered by 4:30 pm local time on the first business day following Labor Day.

**Remember that students must be enrolled in a public, independent or home study program by the first day of school in accordance with compulsory attendance requirements. Parents are strongly encouraged to submit the enrollment packet by July 15 to ensure completion prior to the start of the school year. Students who do not attend a school while a home study notice of enrollment is pending may be deemed legally truant.**

Parents may submit enrollment packets throughout the school year for students who:

- Turn six prior to the local school district's age cutoff
- Seek to transfer into home study from enrollment in a Vermont school
- Have moved into the State and want to enroll in a home study program

## Minimum Course of Study (MCOS)

Vermont law requires that parents submit a detailed outline or narrative describing the content in each subject area of the minimum course of study for **each** child.

The MCOS (aka "curriculum") must include the areas outlined in the law. 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.

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 the following areas (please note that the examples below are not an exhaustive list):

1. **Basic Communication Skills**, including reading, writing, and the use of numbers. Examples of skills include: phonics, penmanship, reading skills, vocabulary, spelling, grammar, addition, fractions, decimals, time, measurement, and algebraic concepts,
2. **Citizenship, History & Government** in Vermont and the United States. Examples may include: history of Vermont, different cultures, traditions, geography, economics and government.
3. **\*Physical Education & Comprehensive Health Education** including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society. Examples may include: Sports activities, exercise routines, gymnastics, and dance, safety and first aid, diseases, family and mental health, growth and development, drugs and alcohol, and nutrition, etc.  
*\* 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:** Examples for this area may include plot development, characterizations, point of view; or list the authors, titles, and/or genre to be studied.
5. **The Natural Sciences:** This may include topics such as the scientific method, discoveries and inventions, scientists, and chemistry.
6. **\*The Fine Arts:** Topics may include music, drama, dance, painting, pottery, crafts, music lessons and attending performing arts events.  
*\* Children 13+ years of age are not required to do fine art education as part of a home study program.*

## Things To Remember When Writing A Minimum Course Of Study:

- The minimum course of study must include more than a list of book titles (except for the Literature section). Each content section must include a narrative/description for each area.
- Home Study staff will not accept a website address as a substitute for the minimum course of study.
- Please present the minimum course of study for each child *separately*. Each child's enrollment is considered individually. Each child's MCOS must be adapted to his/her age and ability, as well as any disability.
- When a child is re-enrolled, Home Study staff compares the new MCOS to the prior year. 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. Please use the MCOS as a guide when completing the end of the year assessment.

## Minimum Course of Study Exemption:

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."

For students to qualify for the "minimum course of study exemption" the home study enrollment notice must be received by the Vermont Agency 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 minimum course of study must be submitted for each child who is 12 years old at the time the enrollment notice is submitted even if the student has met the aforementioned exemption. See 16 V.S.A. § 166b(l).

## **Classes taken at a Public or Independent School or at a VT approved Postsecondary Institution:**

- Students enrolled in home study may take part in classes and activities at their public (not independent) schools. Act 119 provides for the participation of homeschoolers in public school academic, co-curricular, and extracurricular programs.
- To be enrolled in a home study program, at least sixty percent (3 out of 5 classes) 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.
- 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. (Not applicable if the student has met 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. 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. There is a signature space embedded in the enrollment packet for your convenience.
- *Act 77 is defined as “any combination of high-quality academic and experiential components leading to secondary school completion and postsecondary readiness, which may include assessments that allow the student to apply his or her knowledge and skills to tasks that are of interest to that student.” This does not refer to a finite menu of pre-selected pathways from Introduction to Act 77 (Revised: January 25, 2016) Page 2 of 4 which a student must choose. Rather, it implies that there may be as many unique pathways as there are students. Such flexibility in students’ experiences will require that school personnel, students, and parents are familiar with school-based course offerings, virtual learning opportunities, community work-based learning (WBL) opportunities, and dual enrollment options. For more information: contact [Toni Marra](#) at 802-479-1302.*

### **Children who are eligible for special education or who have special needs:**

- Children receiving special education services at public schools are not entitled to continued 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. Contact your local special education administrator or public school principal for more information.
- If your child is receiving special education services, it is preferable if you include a copy of the current Individualized Education Program (IEP) with your enrollment packet
- The minimum course of study section in the enrollment packet specifies a section on adaptations. Be sure to identify any specific supports, services or accommodations that the student will need in each area 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 must enable your child to make progress which is commensurate with his/her age and ability.

### **Withdrawal from a Home Study Program:**

Each home study program must notify the Secretary of Education 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.

### **Upon Entering/Returning to a Public/Independent School:**

- If the student completes a home study program and returns to a public/independent school, the student's achievement level (such as grade level or academic standing) will be at the discretion of the school. Students might not receive credit for courses undertaken at home and may need to repeat courses.
- High school students enrolled in a home study program do not receive a high school diploma from the Agency of Education. Upon request, the Agency will provide a verification letter that may be used to document that the student was enrolled in home study.
- Parents are encouraged 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.

## End of the Year Assessments (EOYA)

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 parents use one of three types of assessments:

### 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 Secretary.

It is recommended that the VT licensed teacher uses the form provided by the Agency of Education in the enrollment packet.

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

### **An assessment by a VT Licensed Teacher must include a face-to-face meeting with the student.**

- 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.
- If the student has a disability, the teacher must ensure that the student is making progress matching his/her age and ability
- The teacher must 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.

### 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 student. 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 student.
- 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 indicates 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 minimum course of study which was submitted to the Agency? 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?

Please 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 four to six dated work samples showing improvement over the year in each topic area studied. Reports or creative writing assignments from different times during the year may show improvements in many areas. 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 four to six dated 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:

Please provide four to six dated work samples from each area studied in topic areas such as specific eras in history of Vermont, the United States, and/or the world. Field trip reports, pictures of projects, workbook pages, and lists of books that were read are acceptable.

Physical Education and Comprehensive Health: \*

In *physical education*, the documentation should support progress in areas studied. Documentation may include photographs of activities, competition schedules, award certificates, swimming certificates, or a student's exercise log.

In *health*, documentation may include corrected 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.

English, American, and Other Literature:

Document the content covered including plot development, characterizations, author's language, author's point of view or book titles. Submit examples 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 and provide four to six dated work samples which may include samples of written work, graded tests, a list describing experiments conducted, or photographs of student doing experiments.

The Fine Arts: \*

Describe the content (topics/skills) that was covered and provide one piece of documentation. Examples of portfolio documentation might include photographs of a student's artwork, student reports on field trips, programs from recitals, or plays are acceptable. **Please do not submit original samples of artwork that you wish to keep as we cannot guarantee their return.**

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

#### 4. 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 Secretary, 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 Agency 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.

### **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.

## **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 Agency at (802) 479-1255.

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

VT Agency of Education  
Special Education  
219 North Main Street, Suite 402  
Barre, VT 05641  
(802) 479-1255

For questions regarding students in the care and custody of the State of Vermont, please call the Vermont Educational Surrogate Parent Program at (802) 479-1255.

## Other Related Home Study Rules

### 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 resident 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 Agency of Education on a form provided by the Agency.

#### 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 41<sup>st</sup> day of a school year to the end of the 40<sup>th</sup> day of the following school year.

## 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 Agency 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.

### **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, §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 Agency 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 Agency 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.

## End of the Year Assessment/VT Licensed Teacher 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 Agency 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

## **Examples of Standardized Achievement Tests for End of the Year Assessments**

**Please keep in mind that the results of these assessments may not cover all content areas from the Minimum Course of Study thus additional documentation may be required.**

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 or PSAT)
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

## Home Study Enrollment Notice

(16 VSA §166b(a)(1))

**Instructions:**

1. Please fill out this form for EACH student being enrolled.
2. If Parent/Guardian 1 and Parent/Guardian 2 live at the same address, please just complete the Name, Phone and E-mail portion of Parent/Guardian 2 information.
3. Both parents/guardians must sign the bottom of this form. **The home study enrollment process cannot be completed without the signatures of both parents/guardians.**

<b>Student Information</b>	
Name of Student:	School Year:
Date of Birth:	Age:
Type of Enrollment:	Circle Type of Enrollment: New      Renewal
School student would have attended:	
Student Town of Residence:	

<b>Parent/Guardian Information</b>	
Parent/Guardian 1:	Parent/Guardian 2:
Address:	Address:
City:	City:
State:                      Zip:	State:                      Zip:
Primary Phone:	Primary Phone:
Secondary Phone:	Secondary Phone:
E-mail:	E-mail:

Check here if you would like to be added to the Home Study Listserv:

Title 16 V.S.A. § 166b(a)(7) requires that the signatures of all custodial parents or guardians who are legally authorized to make educational decisions for the student are identified on the enrollment form. **Please sign below.**

**Signature Parent/Guardian 1:** \_\_\_\_\_

**Signature Parent/Guardian 2:** \_\_\_\_\_

## Assurance of Legal Authorization to Make Educational Decisions

Dear Parent/Guardian,

On your enrollment form, the Vermont Agency of Education's (VTAOE) Home Study Program staff must be able to determine who is legally responsible for your student's education. It is sometimes difficult to determine this if there is a signature of a single parent/guardian if the signature/s of parents/guardians has a different surname as the child on the enrollment form. Title 16 V.S.A. § 166b(a)(7) requires that the signatures of all custodial parents or guardians who are legally authorized to make educational decisions for the student are identified on the enrollment form.

A student in the physical custody of a parent/guardian does not necessarily mean that the parent/guardian also is also legally authorized to make educational decisions. For example, in situations where parents/guardians are divorced or separated, both parents/guardians remain responsible for making educational decisions unless a legal document (parental rights and responsibilities order, divorce decree, parentage order, etc.) designates one parent/guardian solely or primarily responsible for educational decisions. Another example would include a student who is in the custody of the Department of Children and Families (DCF) and living with a foster family. The foster family does not have the authority to make educational decisions and thus could not enroll a student in a Home Study Program.

To ensure that the parents/guardians who are legally authorized to make educational decisions are enrolling their children in a Home Study Program, we need to have the parents/guardians sign below.

Please fill out the form on the next page and return it to the Home Study Program at the Agency of Education. Also, please remember to sign one form for each student.

Date:

Name of Student:

Name(s) of Parent(s)/Guardian(s):

Please verify with your signature that the individuals(s) listed above include all who are authorized to make educational decisions for the student. By signing I certify that the information given on this form is true and correct to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Minimum Course of Study (MCOS) and Adaptations for Disabilities

(16 VSA §166b(a)(5))

**Definitions: Course of Study (b):** The Minimum Course of Study means learning experiences adapted to a student's age and ability (16 VSA §906). In addition, 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 (16 VSA §166b(a)(5)).

**Instructions:** In the grid below, briefly provide a detailed outline or narrative that describes the each of the following content areas that will be covered during the school year.

Additionally, if the student has a documented disability, include any special services and/or adaptations specific to each content area. The goal of implementing adaptations is to enable your child to progress as closely to his/her age and ability as can reasonably be expected.

Examples for *special services* are: counseling services, speech/language pathologist services, and/or reading comprehension services from the local school district. Examples of *adaptations* include: using calculators, books on tape, speech-to-text software, oral tests, frequent breaks.

If your student will be taking a course at a public school, please identify the course to be taken, any special services and/or adaptations (as needed) and the name of the school where the course will be taken.

**\*\*16 VSA §166b(k):** If you have successfully completed the last 2 consecutive school years of home study (within the last 5 years), you shall not be required to submit the MCOS.

However, if your child has disability you **must** include description of any special services or adaptations to be made by the home study program to accommodate the disability.

**This is required every year, regardless of the MCOS exemption (16 VSA §166b(l)).**

## Minimum Course of Study (MCOS) and Adaptations for Disabilities

Student Name:

School Year:

Basic Communication skills, including Reading, Writing, and English, American, and Other Literature (i.e. *phonics, speaking/ listening, vocabulary, spelling, grammar*):

Special Services and/or Adaptations for Basic Communication skills, including Reading, Writing, and English, American, and Other Literature (as needed)

Mathematics (i.e. *addition, fractions, time, measurement,*):

Special Services and/or Adaptations for Mathematics (as needed)

Citizenship, History, and Government in Vermont and the United States (i.e. *history of VT, different cultures and traditions, geography, government,*):

Special Services and/or Adaptations for Citizenship, History, and Government in Vermont and the United States (as needed)

Physical Education and Comprehensive Health Education, including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society (i.e. *sports, exercise, first aid, human growth and development, and nutrition*, (NOTE: Children who are 13 or older are not required to do physical education or health.):

Special Services and/or Adaptations for Physical Education and Comprehensive Health Education (as needed)

Science ( i.e. *the scientific method, discoveries and inventions, earth science, physics*):

Special Services and/or Adaptations for Science (as needed)

English, American and other Literature (i.e. *plot development, list the authors, titles, and/or genres to be studied*):

Special Services and/or Adaptations for English, American and other Literature (as needed)

Fine Arts (i.e. *visual arts, painting, crafts, attend performing arts events*) (NOTE: Children who are 13 or older are not required to do Fine Arts.):

Special Services and/or Adaptations for Fine Arts (as needed)

If someone *other than the parents/guardians* are providing ongoing instruction in a subject area of the MCOS, then complete the following (16 VSA §166b(a)(6)). This may include Physical Therapy (PT), Occupational Therapy (OT), speech and language services, Pre-Calculus, other academic instruction by a classroom teacher at a local public or independent school.

<b>Instruction provided by someone other than the parents/guardian.</b>	
Instructor:	Today's Date:
Address:	
City:	State:      Zip:
Phone: E-mail:	
Subject Area/Course Name:	
Signature of Instructor: _____	
Instructor:	Today's Date:
Address:	
City:	State:      Zip:
Phone: E-mail:	
Subject Area/Course Name:	
Signature of Instructor: _____	
Instructor:	Today's Date:
Address:	
City:	State:      Zip:
Phone: E-mail:	
Subject Area/Course Name:	
Signature of Instructor: _____	

**Independent Professional Evidence (Disability) Reporting Form**

(16 VSA § 166b(a)(4))

**Instructions:** If a student has not previously been enrolled in a VT public school or VT Home Study Program, there must be a documentation identifying whether the student has a disability. The documentation must be completed by an independent professional (such as a health care professional, mental health provider or licensed educator or licensed special educator/related service provider) and **cannot** be conducted by parent/guardian/relative of the student.

In lieu of this form (Form B), you may submit one of the following: a special education evaluation, IEP, 504 Plan, results from a screening or summary from a physician, licensed special educator, licensed related service provider, psychologist/psychiatrist, or licensed classroom teacher. Please describe academic, social, emotional, behavioral strengths and challenges or medical conditions that may affect the student's ability to learn.

**Today's Date:****Student's Name:**      **Age:**

Name of Independent Professional:

Position/Title:

Address:      City:      State:      Zip:

Phone:      Email:

- Please describe academic, social, emotional, behavioral strengths and challenges or medical conditions that may affect the student's ability to learn.
- Does the student have a disability? Select One
- Based on your knowledge of the student and his/her disability, what accommodations, modifications and/or adaptations would you recommend?
- Additional comments/suggestions:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**End of the Year Assessment (EOYA)** (16 VSA §166b(d))

Every student must have an end of the year assessment. Students cannot be re-enrolled in Home Study for the following year until a EOYA has been completed (it is preferable that the EOYA and the enrollment forms for a renewal arrive at the same time). There are 3 different options for the EOYA; 1) A report by a VT licensed teacher, 2) a report by the parents/guardians, instructor or publisher of a commercial curriculum, **and** a portfolio of student work or 3) results of a standardized achievement test (keep in mind that most standardized tests do not cover all areas of the MCOS, thus an addition of a parent/guardian report and portfolio or a teacher assessment may be necessary). As a reminder: It is recommended that the assessment includes a face-to-face meeting with the student, if the EOYA includes a report by a VT licensed teacher.

**Instructions for the Licensed Teacher:** Please meet with each student to measure progress. Explain in the grid below how you assessed the student’s skills to determine that the student made progress based on age and ability (i.e. student read to you or you reviewed work samples). Be sure to ask the parents/guardians if the student has a disability. **If the student does not have a documented disability, then the Special Services and/or Adaptations sections within the grid are not required.**

**Name of Student:**                      **Today’s Date:**                      **School Year:**

**VT licensed Teacher’s Name:**

**VT licensed Teacher’s Address:**

**VT licensed Teacher’s Phone:**                      **VT licensed Teacher’s Email:**

**Date of Assessment:**                      **School Year:**

## End of Year Assessment (EOYA)

Student Name:	School Year:
Basic Communication skills, including Reading, Writing, and English, American, and Other Literature (i.e. <i>phonics, speaking/ listening, vocabulary, spelling, grammar</i> ):	
Special Services and/or Adaptations for Basic Communication skills, including Reading, Writing, and English, American, and Other Literature (as needed)	
Mathematics (i.e. <i>addition, fractions, time, measurement,</i> ):	
Special Services and/or Adaptations for Mathematics (as needed)	
Citizenship, History, and Government in Vermont and the United States (i.e. <i>history of VT, different cultures and traditions, geography, government,</i> ):	
Special Services and/or Adaptations for Citizenship, History, and Government in Vermont and the United States (as needed)	
Physical Education and Comprehensive Health Education, including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society (i.e. <i>sports, exercise, first aid, human growth and development, and nutrition</i> , (NOTE: Children who are 13 or older are not required to do physical education or health.):	
Special Services and/or Adaptations for Physical Education and Comprehensive Health Education (as needed)	
Science ( i.e. <i>the scientific method, discoveries and inventions, earth science, physics</i> ):	
Special Services and/or Adaptations for Science (as needed)	
English, American and other Literature (i.e. <i>plot development, list the authors, titles, and/or genres to be studied</i> ):	
Special Services and/or Adaptations for English, American and other Literature (as needed)	
Fine Arts (i.e. <i>visual arts, painting, crafts, attend performing arts events</i> ) (NOTE: Children who are 13 or older are not required to do Fine Arts.):	
Special Services and/or Adaptations for Fine Arts (as needed)	
Has the student made progress commensurate with age and disability? Select One:	
Comments:	