

<b>FREDERICK COUNTY PUBLIC SCHOOLS</b>	<b>Reg. No. 400-49</b>
<b>Subject:</b> <b>HOME INSTRUCTION FOR STUDENTS</b>	<b>Date of Issue:</b> <b>7/1/86</b>
<b>Preparing Office:</b> <b>Office of the Superintendent</b>	<b>Amended:</b> <b>4/14/04</b>

I. Policy

II. Procedures

A. Referral Process

Parents or guardians who choose to place students on home instruction programs shall refer their requests to the director of student services, who will confer with them and provide guidance on how to apply for approval.

B. Coordination

The director of student services will be responsible for coordinating and investigating home instruction programs and certifying that the parent or guardian has completed the forms required by COMAR 13A.10.01.

C. Application Process

A parent or guardian who chooses to teach a child at home shall:

1. Sign a statement on a form prescribed by the State Department of Education which indicates consent to the requirements set forth in sections C, D, and E of the State Board of Education.
2. Submit the form to the local superintendent or designee at least fifteen (15) days before the beginning of a home instruction program.
3. Verify with the superintendent or designee, before the beginning of each school year, the intention to continue home instruction.
4. Notify the superintendent or designee of any change in home instruction status during the school year.

D. Instruction Program

The home instruction program as stated in COMAR 13A.10.01 shall:

1. Provide regular, thorough instruction in the studies usually taught in the public schools to children of the same age.
2. Include instruction in language arts/English, mathematics, science, social studies, art, music, health, and physical education.

3. Take place on a regular basis during the school year and be of sufficient duration to implement the instruction program.

E. Education Materials

As stated in COMAR 13A.10.01 a parent or guardian who chooses to teach a child at home shall maintain a portfolio of materials which:

1. Demonstrates the parent or guardian is providing regular, thorough instruction during the school year in the areas specified in sections C (1) and (2).
2. Includes relevant materials, such as instructional materials, reading materials, and examples of the child's writings, worksheets, workbooks, creative materials, and tests.

F. Review of Home Instruction Program

1. The parent or guardian shall agree to permit a representative of the local school system (i.e., the home instruction portfolio monitor) to review the portfolio of educational materials, discuss the instructional program, and observe the instruction provided at least two (2) times during the school year. The review shall comply with sections C and E of COMAR 13A.10.01. A report of the review will be submitted to the supervisor of pupil personnel.
2. The purpose of the review is to ensure that the child is receiving regular, thorough instruction.

G. Voluntary Participation in Standardized Testing, Special Education, School-Sponsored Activities

1. Upon request of a parent or guardian, a child receiving home instruction may participate in the regularly scheduled standardized testing programs that are administered in the public school the child is eligible to attend. It is the responsibility of the parent to contact the assigned school to find out the testing schedule and make arrangements for participation prior to the testing date.
2. Students may be eligible for special education services. Frederick County Public Schools' Regulation 400-69 identifies qualifications and services.
3. Only those students enrolled and attending Frederick County Public Schools (FCPS) may participate in courses or activities sponsored by FCPS.

H. Home Instruction under Supervision of Nonpublic School

A parent or guardian may provide instruction for a child at home if that instruction is offered through correspondence courses that comply with COMAR 13A.10.01.05 and are supervised by:

1. A school or institution offering an educational program operated by a bona fide church organization; or

2. A nonpublic school with a certificate of approval from the State Board of Education.

- I. Placement in Public Schools

Upon receiving an application for admission to a public school from a student enrolled in a home instruction program, the principal may contact the home instruction portfolio monitor for information regarding the child's program. Transcripts, if available, may be requested from the correspondence school. The parent and student may be interviewed at the school to clarify the student's home instruction program, if requested by the parent or deemed appropriate by the principal.

1. Elementary and Middle Schools

- a. The principal or principal's designee shall review the portfolio of materials and transcripts to determine appropriate grade placement and grouping.
- b. An evaluation, including standardized/informal testing and/or interviews with the child, may be conducted. Other personnel may assist in the review process as requested by the principal.
- c. Except in cases where grades are included on a state-approved correspondence course transcript, the school will not utilize letter grades when entering home schooling experiences on the student's report card and cumulative records. In lieu of grades, the designation "HI" (Home Instruction) shall be entered on such documents. (Note: Calvert School and Home Study International are the only elementary/middle school correspondence courses approved by the Maryland State Board of Education)
- d. Principals and review teams may administer locally developed assessments as well as consider any available results of state-mandated assessments, as appropriate, to assist in determining appropriate grade or academic level placement and credits to be awarded toward high school graduation. These assessments are to be used in conjunction with the aforementioned portfolio review and interview. The locally developed assessment is not to be used in isolation to determine placement, grade, or credits.

2. High Schools

A team established by the principal shall review the portfolio of materials and transcripts to formulate recommendations about grade placement, grouping, and any credits to be awarded toward high school graduation. The material being reviewed should include all of the materials used to complete the course, i.e., samples of the student's work for all chapters/sections of the material used to complete the course, as well as any transcripts from an approved correspondence school.

- a. High school review teams may include the guidance counselor, department chairpersons for the four traditional academic subjects, and a teacher from each area of proposed credit.

- b. Curriculum specialists and other administrative personnel may also be included on the review team, as deemed appropriate by the principal.
- c. Principals and review teams may administer summative CRES assessments as well as consider any available results of state-mandated assessments, as appropriate, to assist in determining appropriate grade or academic level placement and credits to be awarded toward high school graduation. These assessments are to be used in conjunction with the aforementioned portfolio review and interview. The summative CRES assessment is not to be used in isolation to determine placement, grade, or credits.
- d. Except in cases where grades are included on the state-approved correspondence course transcript, letter grades are not to be utilized when entering home school experiences on the student's report card and cumulative records. In lieu of grades, the designation "HI" (Home Instruction) shall be entered on such documents. Such marks will not be included when calculating GPA, Honor Roll, and Class Rank. (Note: Home Study International is the only high school correspondence courses approved by the State Board of Education.)
- e. The high school principal shall determine any credits to be awarded toward high school graduation, using the recommendations from the school review team.
  - (1) The principal shall inform the parent or guardian, in writing, about decisions to award credit toward high school graduation.
  - (2) In cases where the parent or guardian disagrees with the principal's decision, a meeting will be scheduled at the school to review the reasons for the decision and provide an opportunity for further clarification of the student's home instruction program.
  - (3) Following an unsuccessful attempt to resolve areas of disagreement at the school level, the parent or guardian may appeal the principal's decision to the associate superintendent of curriculum, administration, and school improvement.

NOTE: For additional information, cross-reference the Code of Maryland Regulations (COMAR) 13A.10.01.

Approved:

*Original signed by*

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Jack D. Dale  
Superintendent

### HOME INSTRUCTION PROFILE

(Completion of this form is voluntary.)

(FCPS verification of continuation \_\_\_\_)

#### A. Identification – School Year 200\_\_ - 200\_\_

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
Last First

Parents' Names: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
\_\_\_\_\_ Other: \_\_\_\_\_

Educational Material (primary resource): \_\_\_\_\_

Instructor: \_\_\_\_\_ Study area/location: \_\_\_\_\_

Review location (please check): \_\_\_\_ CASI Office, \_\_\_\_ Your Home, \_\_\_\_ Other.

#### B. Curriculum: For each subject, list materials used, publisher, and grade level.

Language Arts/English:	
Math:	
Social Studies:	
Science:	
Art:	Music:
Health:	Physical Education:
Field Trips:	Projects or Activities:

(over)

