

Home Instruction & Home Schooling

Cathy Haarstad – January 2013



PART I

Home Instruction



HOMEBOUND



DEFINITIONS

Home Instruction

- o **Local school** provides the service
- o Delivered at **home** or in a hospital setting.

Home Schooling

- o **Parents** provide the service
- o Delivered at **home**

SCOPE

Home instruction is teaching provided in an alternate educational setting – a home or hospital.

CAN BE	INCLUDES
Temporary	General education
On-going	Special education

LAWS & REGULATIONS

- o Federal
- o State
- o Local

- ❖ Section 504
- ❖ IDEA
- ❖ ND Century Code
- ❖ District Policies
- ❖ Special Ed Guidelines

HOME INSTRUCTION & ADA

Schools who receive federal special education dollars may not provide a qualified person with a disability with an aid, benefit, or service that is not as effective as that provided to others.



HOME INSTRUCTION & IDEA

- o If the student has an IEP, then by definition, they **need** specialized instruction.
- o If a school does not offer home instruction to a student who needs it, the student may not be receiving a free and appropriate public education or FAPE.

RIGHTS

A **district** may not arbitrarily limit the amount of time for home instruction to less than a typical school day if that would jeopardize FAPE.

A **team** may limit the amount of time provided for home instruction in order to provide a student with FAPE.

TIME

NEED

BIG IDEAS

Home instruction is the most restrictive level of services available.

When necessary it can be the most appropriate level of services available.



CONSIDERATIONS

- Health and well-being of the student
- Health and well-being of others



IMPACT

- o Limited social relationships
- o Limit access to the general ed curriculum
- o Undermine self-confidence
- o Lead to Isolation or exclusion
- o Loss of instructional time
- o Reduced learning opportunities

IMPACT

- o Safe learning environment
- o Flexibility
- o Medical or health supports
- o Minimize sensory challenges
- o Increased attention
- o Increased instructional time

DECISION-MAKING

- o FEAR
- o SUSPICION
- o REACTIONS
- o FIXED POSITIONS
- o BAD IDEAS
- o CONCERN
- o GOOD INFORMATION
- o WISDOM
- o CREATIVITY
- o JUDGEMENT

DECISIONS

The team considers whether a student has a disability related condition which will impact attendance or participation for all or part of a school day



QUESTIONS

Will participation result
in substantial risk to
the student's life?



QUESTIONS

Will participation limit educational benefit to the point where the student's well-being is threatened?



QUESTIONS

Will participation pose a substantial risk to the life of others?

Does home instruction offer a less restrictive option than residential placement?



QUESTIONS

Is participation impractical during times when a condition must be treated or stabilized or a recovery routine requires constant attention or rest?



IF NEEDED

- o What kind of instruction does the student need at home?
- o How many hours of instruction can he or she tolerate or participate in safely?
- o When and where will instruction take place at home?
- o What kind of support or special training will be needed for the instructor/parent?

TEAMS

- o Decisions about home instruction are made by the IEP Team for students with disabilities.
- o Home instruction is part of the array of services that must be available to all students. (§300.38)



DOCUMENTATION

ND has no specific guidelines

AND

Teams may ask for documentation of the medical need for this restrictive placement.



COMPARE

	Policy	# of hours	Certification
Williston			
Minot			
Devil's Lake			
Grand Forks			
Fargo			
Jamestown			
Bismarck	X		
Dickinson			

COMPARE

	Policy	# of hours	Certification
Stanley			
Bottineau			
Rugby			
Grafton			
Cavalier			
Harvey			
Carrington			
Beulah			

SERVICE LIMITS

- o Most districts limit the # of hours that home instruction will be provided in a given day.
- o Home instruction for typical students is designed to give a limited amount of instruction and assumes the student can carry out assignments largely on their own with parental support.

FAPE

- Meet unique needs
- Meets state standards
- Educational benefit
- Free
- Public



DECISION-MAKING

- Instructional needs.
- Stamina and rest needs
- Progress.
- Environment



OTHER OPTIONS

- o Homework packets
- o Adjusted hours
- o Half day
- o Part day
- o Quiet classroom
- o Remote TV
- o Peer visits



HIGHLY QUALIFIED

The home instructor must have the necessary training and certification to provide a free and appropriate public education to a student with a disability.

Training of homebound instructors and para-educators who are directly supervised by a special or general education teacher is important.

QUESTIONS

PART II



HOME SCHOOLING

DISCLAIMER



DIFFERENCE

Home Instruction

- **Local school** provides the service
- Delivered at home or in a hospital setting.

Home Schooling

- **Parents** provide the service
- Delivered at home

FACTS

- o 1.5 million students are home schooled in US
- o Home schoolers eligible for federal financial aid.
<http://www.ifap.ed.gov/dpcletters/GEN1209.html>
- o Home schoolers graduate at significantly higher rates
- o The ND Century Code outlines the regulation of home schooling.

<https://www.homeschool-life.com/nd/ndhsa/documents/t15-1c23.pdf>

- o The right of parents to homeschool a child is still debated among different groups.

RATIONALE

- o History
- o Interest
- o Beliefs
- o Needs
- o Limited choices



RIGHTS

Can any ND parent
home school a child
with a disability?



CONDITIONS

- o General home school requirements
- o Disability-related home school requirements



Eligibility

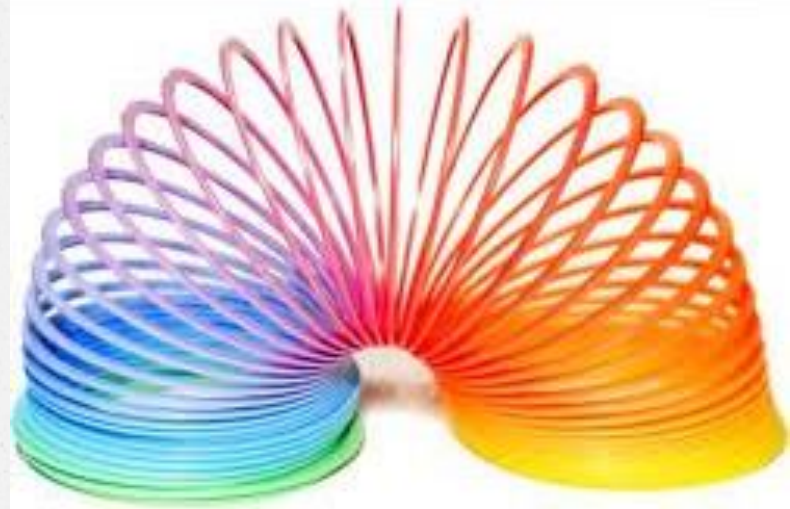
- Home schooling applies to children ages of 7-16
- Determined to have a developmental disability by a licensed psychologist;



North Dakota Century Code § 15.1-20-01.

FLEXIBILITY

Compulsory attendance requirements do not apply to a child receiving home education. N.D. Cent. Code § 15.1-20-02.



PARENT QUALIFICATIONS

1. Be certified to teach in ND
2. Have a baccalaureate degree
3. Be monitored by a certified teacher
4. Pass the National Teacher Exam
5. Have a high school diploma or GED

OR

REQUIREMENTS

- Instruction must be minimum four hours per day for minimum of 175 days a year
- must encompass instruction taught in public schools.
- Student must take standardized test
- Parent must file results with the superintendent

RULES!

1. You SHALL!
2. You WILL!
3. You MUST!

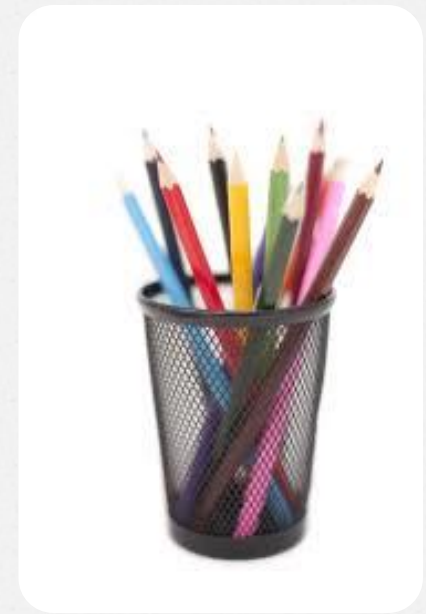
NOTICE OF INTENT

- Must file with the local or county superintendent
- 14 days before home schooling begins or
- within 14 days of establishing residency

https://www.homeschool-life.com/sysfiles/site_uploads/custom_public/custom11894.pdf

LETTER

- o Names and addresses
- o Date of birth and grade
- o Qualifications
- o Courses and extracurricular activities
- o School district.
- o Birth certificate Immunization record
- o Evaluation
- o Service plan



N.D. Cent. Code § 15.1-23-02.

RECORD KEEPING

- o an annual record of courses
- o child's academic progress
- o assessments
- o standardized test results

N.D. Cent. Code § 15.1-23-05.



MONITORING

- o 50th percentile on a required standardized achievement test
- o the monitoring may not be extended without the mutual consent of the parents and the monitor.
- o Evaluate/ report on student progress 2 x per month.

N.D. Cent. Code §§ 15.1-23-03 and 15.1-23-06.



REPORTING

- o Progress reports
- o Prepared by an IEP team
- o Selected by the parent

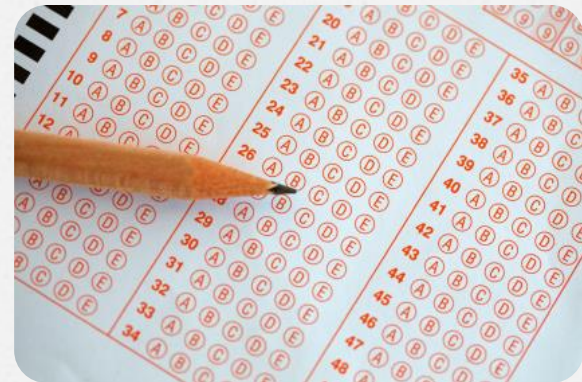
On or before

- o November 1
- o February 1
- o May 1

of each school year

ASSESSMENT

- Standardized test used in grades 4, 6, 8, and 10.
- A certified teacher must administer the test at home or school at the option of the parent.
- Provide results to the local school or county superintendent.



N.D. Cent. Code §§ 15.1-23-09
and 15.1-23-11.

BELOW 30 PERCENT

- o Multidisciplinary assessment team.
- o Plan of remediation
- o Individual Educational Plan
- o Approved by the state-certified teacher
- o Plan stays in effect until a score above 30% is obtained.

30

N.D. Cent. Code §§ 15.1-23-11, 15.1-23-12, and 15.1-23-13.

LETTER OF WITHDRAWAL

- o Notify the school that you are withdrawing your child from Special Education in writing.
- o Send the letter to the principal, director of special education and local superintendent.
- o Send the letter via certified mail.



RESOURCES

- o <http://www.idonline.org/indepth/homeschooling>
- o <http://www.hslda.org/strugglinglearner/>
- o http://www.lifelinefamilies.org/index.php?option=com_weblinks&view=category&id=53&Itemid=23
- o <https://www.homeschool-life.com/nd/ndhsa/>

CONTACT INFORMATION

Cathy Haarstad

1600 2nd Avenue SW Ste 30

Minot, ND 58701

701.837.7500

1.800.245.5840

cathyh@pathfinder-nd.org

<http://pathfinder-nd.org>

