

Registering a Home Schooled Student in the Mexico Academy and Central School District

Welcome to the Mexico Academy and Central School District. Registration packets may be downloaded from Mexico Academy & Central School District website for completion.

Listed below are items that are necessary to register your child in the Mexico School District. All student registrations are completed through the District Office, 16 Fravor Road, Suite A, Mexico, NY 13114

Please bring originals to be copied:

1. Letter of Intent to Homeschool – to include start date of Homeschool program
2. Birth Certificate
3. 3 Proofs of residency as noted below:

One of these items are required:

- deed
- mortgage
- lease
- contract to build
- contract to buy a home

Two of these items are also required:

- bank/credit union statement
- paycheck
- automobile/homeowner/renter insurance policy
- automobile registration
- telephone, cable, and/or utility bill

4. Custody Paperwork (If Applicable)
5. Proof of Guardianship (Court Ordered)
6. Child's IEP (If child is receiving Special Education Services)
7. Child's 504 Plan (If child is receiving 504 Accommodations)
8. Foster Students (social worker name/number and paperwork from County Department of Social Services included with registration packet)

Student photos will be taken at time of registration for School Tool. Please bring your child when registering.

The office of Dan Capella, from CITI BOCES, will be contacting you with further requests of forms to complete for homeschool requirements via e-mail. If you have any questions, please call Mr. Capella's Secretary, Debra Chesbro at 315-963-4234.

MEXICO ACADEMY AND CENTRAL SCHOOL
MEXICO, NEW YORK 13114
STUDENT REGISTRATION FORM - Homeschool

Student's Name _____
Last First Middle

Male _____ Female _____ Student's Date of Birth _____ Parent Email Address _____
Month Day Year

Residential Address _____ Mailing Address _____

Home Phone # _____ Cell Phone # _____

Was Student Born In US? _____ Yes _____ No

Date Student Entered US _____ Country of Birth _____ Last Country of Residency _____

Name of Emergency Contact Person: _____ Relationship to Student: _____

Address of Emergency Contact Person: _____

Phone # of Emergency Contact Person: _____

Student Lives With: (circle all that applies) Both Parents Mother Only Father Only Step-Parent Grandparent(s) Other

Name of Parent/Guardian Student Resides with and Relationship to Student:

(i.e. mother, father, stepmother, stepfather, grandparent, aunt, uncle, foster parent, brother, sister, unrelated male/female, etc.)

1.) _____ Relationship: _____

Place of Employment: _____ Work #: _____

2.) _____ Relationship: _____

Place of Employment: _____ Work #: _____

Have Court Ordered Custody Papers Been Issued For This Student: () Yes () No Are Court Papers Attached for Student File: () Yes () No

Other Parent Name and Address _____

Other Parent Home Phone # _____ Cell # _____

List All Person(s) to Receive Correspondence _____

Did Parent(s) Serve in Military? _____ Yes _____ No Date Parent(s) Entered Armed Forces _____

Is Parent(s) Still Active? _____ Yes _____ No Date Parent(s) Became Inactive in Armed Forces _____

Names and Birth Date of Other Children In Student's Home:

1.) _____
Last First Middle Sex Birth Date

2.) _____
Last First Middle Sex Birth Date

3.) _____
Last First Middle Sex Birth Date

4.) _____
Last First Middle Sex Birth Date

5.) _____
Last First Middle Sex Birth Date

If there are additional children in the home, please attach a sheet and list their names, sex, and birth date.

Has the Student Previously Attended Mexico School District () Yes () No If Yes, What Grade(s)? _____

Does the Student Have an IEP (Individual Educational Plan) or a Section 504 Accommodation Plan: () Yes, Copies Attached () No

Does Your Child Currently Receive: (circle all that apply) AIS (Academic Intervention Services) Math, AIS (Academic Intervention Services) Reading
Counseling Speech Physical Therapy Other

School Transferring From: _____

Address of Previous School District: _____

*****Please Note*****

At time of registration the following paperwork is necessary: Birth Certificate, Custodial Papers, Report Card, and Proof of Residency (3 forms)

INSTRUCTIONS FOR COMPLETING THE ENROLLMENT FORM - RESIDENCY QUESTIONNAIRE

Purpose of the Enrollment Form - Residency Questionnaire

All LEAs are required to identify students experiencing homelessness. Additionally, all LEAs that receive Title I funds must ask enrolling students about their housing status. SEO encourages all LEAs regardless of whether they receive Title I funds to do the same. To collect this information, LEAs may:

1. Use the Model Enrollment Form - Residency Questionnaire attached here,
2. Update/modify the Model Enrollment Form - Residency Questionnaire to address the needs of the LEA, or
3. Incorporate the housing status question from the Model Enrollment Form - Residency Questionnaire into the LEA's Enrollment Form or other documents already used by the LEA during the enrollment process.

If an LEA elects the third option and incorporates the housing status question into the LEA's Enrollment Form, the LEA should take steps to ensure that a student's housing status does not become a part of the student's permanent record, because of the sensitive nature of this information. Please see the section titled "Confidentiality" (below) for information about how and when housing information may be shared within the LEA.

Who should fill out the Enrollment Form - Residency Questionnaire?

A Enrollment Form - Residency Questionnaire should be filled out for all students enrolling in school and for all students who have a change of address in grades preschool-I 2. Preschool includes any LEA program for 3-5 year olds, such as pre-k, Head Start, or Even Start. The Form - Questionnaire should be completed by the student's parent, person in parental relation, or in the case of an unaccompanied youth, by the student directly.

Confidentiality

Student housing information should be kept confidential to the maximum extent possible. This information should only be shared with LEA/school staff members who need information about housing status to ensure that the student's educational needs are met. To this end, LEAs may share a student's completed **Enrollment Form - Residency Questionnaire** with LEA personnel such as:

1. the LEA liaison,
2. the registrar,
3. the student's teachers, and/or guidance counselor, and
4. the LEA staff member responsible for reporting data to SEO

However, this information should only be shared with the above staff members to the extent that it will enable them to better meet the educational needs of the student in question and to fulfill reporting requirements mandated by SED.

Other than the above uses, housing information **should be kept confidential** and generally **should not be shared** with other LENSchool personnel due to its sensitive nature and the stigma attached to being labeled homeless. LEAs are also encouraged to seek out ways of preventing Enrollment Form - Residency Questionnaires and housing information from becoming a part of a student's permanent record.

Discussing the Enrollment Form - Residency Questionnaire with Students and Families

In reviewing the Enrollment Form - Residency Questionnaire with parents, persons in parental relation, and unaccompanied youth, LEAs should emphasize that the purpose of gathering the information is to ensure that students in temporary housing arrangements are provided with the rights and services to which they are entitled under the McKinney-Vento Act. These rights and services include:

1. The right to stay in the same school the student had been attending before losing his/her housing or the last school attended (both known as the school of origin),
2. The right to immediate enrollment for students who decide to transfer schools, even if the student does not have all of the documents normally forenrollment,
3. Transportation services if the student continues to attend the school of origin,
4. Categorical eligibility for Title I services if offered in the LEA,
5. Categorical eligibility for free meals if offered in the LEA, and
6. Access to services provided with McKinney-Vento funds if available in the LEA.

The LEA should also ensure that the parent, person in parental relation, unaccompanied youth is aware that the student's housing status will be kept confidential and will only be shared with those LEA staff responsible for providing services to the student and those responsible for keeping track of how many students are identified as living in temporary housing in the LEA.

LEAs are advised to explain to parents that if a parent claims that her/his child is living in temporary housing, and the LEA wishes to conduct an investigation to verify this information, the LEA may conduct a home visit. However LEAs **cannot contact a landlord or building superintendent** to verify a student's housing status. Contacting a landlord or building superintendent may be a violation of FERPA, a federal law, and may put the family at risk of losing its housing. If the student is living in a doubled up situation, it may also lead to loss of housing for the primary tenants.

Utter Parent, Person in Parental Relation, or Unaccompanied Youth Declines to Fill Out the Enrollment Form - Residency Questionnaire

If the parent, person in parental relation, or unaccompanied youth declines to complete the Enrollment Form - Residency Questionnaire, the LEA should note on the form that the parent, person in parental relation, or unaccompanied youth declined to provide the information requested.

Completing the Form

If a parent, person in parental relation, or unaccompanied youth enrolling in school indicates that a student is living in one of the five temporary housing arrangements, the school may not require proof to verify where the student is living before enrolling the student. The five temporary housing arrangements are listed below:

1. In a shelter,
2. With another family or other person (sometimes referred to as "doubled-up"),
3. In a hotel/motel,
4. In a car, park, bus, train, or campsite, or
5. Other temporary living situation.

After the student is enrolled and attending classes, the school or LEA is permitted to verify the student's housing arrangements. However, the student must first be enrolled in school. Again, LEAs **cannot not contact a landlord or building superintendent** to verify a student's housing status. (See above for more information.)

Definitions of Temporary Housing Arrangements

"With another family or other person" (also referred to as "doubled-up")

LEAs should be aware that students who are sharing the housing of others are eligible for services under the McKinney-Vento Act and State law, if sharing housing is due to loss of housing, economic hardship, or a similar reason.

"Other temporary living situation"

In addition to the four examples of temporary housing, students who lack a "fixed, adequate, and regular" nighttime residence are also covered as homeless under the McKinney-Vento Act and State law. This may include unaccompanied youth who have fled their homes or were forced to leave their homes and who do not otherwise meet the definition of "doubled-up."

"In permanent housing"

Permanent housing means that the student's living arrangements are "fixed, regular, and adequate."

Next Steps for LEAs with Students Living in Temporary Housing Arrangements

If the parent, person in parental relation, or unaccompanied youth indicates that a student is living in temporary housing, **the LEA must complete a Designation Form**. If the LEA believes additional information is needed before reaching a final decision on the student's eligibility under McKinney-Vento, enrollment should not be delayed and a Designation Form should still be filled out. For more information about determining eligibility see the National Center on Homeless Education's Determining Eligibility Brief, available at: www.serve.org/ncche/downloads/briefs/det_elig.pdf

If a student who is identified as homeless was last permanently housed in a different school district, the district of attendance/local district will be eligible for tuition reimbursement from SED for the cost of educating the student. School districts should complete a STAC-202 form if eligible for tuition reimbursement. For more information about STAC-202 forms contact the STAC Office at 518-474-7116 or NYS-TEACHS at 800-388-2014.



MEXICO ACADEMY & CENTRAL SCHOOL

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STUDENT RESIDENCY QUESTIONNAIRE

Name of School: _____

Name of Student: _____
Last First Middle

Gender: _____ Male _____ Female Date of Birth: _____ / _____ / _____ Grade: _____
Month Day Year (preschool-12)

Address: _____ Phone: _____

The answer you give below will help the district determine what services you or your child may be able to receive under the McKinney-Vento Act. Students who are protected under the McKinney-Vento Act are entitled to immediate enrollment in school even if they don't have the documents normally needed, such as proof of residency, school records, immunization records, or birth certificate. Students who are protected under the McKinney-Vento Act may also be entitled to free transportation and other services.

Where is the student currently living? (Please check one box.)

- ☐ In a shelter
- ☐ With another family or other person (sometimes referred to as "doubled-up")
- ☐ In a hotel/motel
- ☐ In a car, park, bus, train, or campsite
- ☐ Other temporary living situation (Please describe): _____
- ☐ In permanent housing

Print name of Parent, Guardian, or Student
(for unaccompanied homeless youth)

Signature of Parent, Guardian, or Student
(for unaccompanied homeless youth)

Date

Forward to: Carolyn Maloney - Mexico High School

I certify the above-named student qualifies for services under the provisions of the McKinney-Vento Act.

McKinney-Vento Liaison Signature

Date



MEXICO ACADEMY & CENTRAL SCHOOL

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STUDENT RACIAL AND ETHNIC IDENTIFICATION

To the Parent/Guardian:

The Mexico School District is required to collect and record the ethnic identity of students, in accordance with the federal categories and definitions. The information will be used to:

- Report information to the State and Federal Education Departments, as required.
- Plan educational programs and make sure that they are readily available to all students.
- Study the movement of students in different ethnic groups as they move from school to school.
- Analyze the difference in academic performance, attendance and completion of school.

We need your help in order to accomplish this task. Please review the Racial/Ethnic definitions on the back of this page. Put a check (✓) in the box for the category or categories which best describe your child. The Mexico School District understands the sensitive nature of this information and wishes to assure you that it will be kept secure and confidential in accordance with all State and Federal student privacy laws and regulations. The Family Educational Rights and Privacy Act (1974) prohibits unauthorized access to student records and unauthorized release of any student record information identifiable by either student name or student identification number. If the information requested is not provided on this form on behalf of your child, a student records officer from the school or district will be required to identify the group to which the student appears to belong, identifies with, or is regarded in the community as belonging. Thank you for your cooperation.

7/2019



MEXICO ACADEMY & CENTRAL SCHOOL

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STUDENT RACIAL AND ETHNIC IDENTIFICATION

All students between 5 and 21 years of age have the right to a free public education. Children may not be refused admission because of race, color, creed or national origin, sex, citizenship, handicapping condition, or immigration status.

Student Name: Last, First, Middle: _____

Date of Birth: _____

Name of School: _____

Grade Level: _____

PLEASE ANSWER QUESTIONS 1 AND 2. PLEASE READ THEM BEFORE YOU RESPOND. (For question #1, check (✓) the line that best describes your child.) Check only ONE line.

- 1. Is the student Hispanic, Latino, or of Spanish origin?** (Hispanic, Latino, or of Spanish origin means a person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race.

____ YES, Hispanic
____ NO, not Hispanic

- 2. Select one or more races from the following five racial groups** (For question #2, Check (✓) all groups that apply to your child. Check (✓) **at least ONE** line.)

____ **American Indian or Alaska Native:** a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition. e.g. Cherokee, Mohawk, Inuit.

____ **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

____ **Native Hawaiian or other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

____ **Black:** A person having origins in any of the black racial groups of Africa.

____ **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Signature of Parent/Guardian/Other

Date

Relationship to Student (please check one below)

____ Mother ____ Father ____ Guardian ____ Other (Specify): _____

7/2019



STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Office of P-12

Lisette Colón-Collins, Assistant Commissioner
Office of Bilingual Education and World Languages

55 Hanson Place, Room 594
Brooklyn, New York 11217
Tel: (718) 722-2445 / Fax: (718) 722-2459

89 Washington Avenue, Room 528EB
Albany, New York 12234
(518) 474-8775 / Fax: (518) 474-7948

Home Language Questionnaire (HLQ)

Dear Parent or Guardian:
In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English, as well as prior school and personal history. Please complete the sections below entitled Language Background and Educational History. Your assistance in answering these questions is greatly appreciated. Thank you.

Please write clearly when completing this section.

STUDENT NAME:

First Middle Last

DATE OF BIRTH:

GENDER:

Month Day Year

☐ Male
☐ Female

PARENT/PERSON IN PARENTAL RELATION INFO:

Last Name

First Name

Relation to
Student

HOME LANGUAGE CODE

Language Background

(Please check all that apply.)

1. What language(s) is(are) spoken in the student's home or residence?

☐ English

☐ Other

specify

2. What was the first language your child learned?

☐ English

☐ Other

specify

3. What is the Home Language of each parent/guardian?

☐ Mother

☐ Father

specify

specify

☐ Guardian(s)

specify

4. What language(s) does your child understand?

☐ English

☐ Other

specify

5. What language(s) does your child speak?

☐ English

☐ Other

☐ Does not speak

specify

6. What language(s) does your child read?

☐ English

☐ Other

☐ Does not read

specify

7. What language(s) does your child write?

☐ English

☐ Other

☐ Does not write

specify

THIS SECTION TO BE COMPLETED BY DISTRICT IN WHICH STUDENT IS REGISTERED:

SCHOOL DISTRICT INFORMATION:

**STUDENT ID NUMBER IN NYS STUDENT
INFORMATION SYSTEM:**

District Name (Number) & School

Address

Home Language Questionnaire (HLQ)—Page Two

Educational History	
8. Indicate the total number of years that your child has been enrolled in school _____	
9. Do you think your child may have any difficulties or conditions that affect his or her ability to understand, speak, read or write in English or any other language? If yes, please describe them. <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;"> Yes* <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/> </div> <div style="width: 65%;"> *If yes, please explain: _____ </div> </div>	
How severe do you think these difficulties are? <input type="checkbox"/> Minor <input type="checkbox"/> Somewhat severe <input type="checkbox"/> Very severe	
10a. Has your child ever been <u>referred</u> for a special education evaluation in the past? <input type="checkbox"/> No <input type="checkbox"/> Yes* <i>*Please complete 10b below</i>	
10b. <i>*If referred for an evaluation</i> , has your child ever <u>received</u> any special education services in the past? <input type="checkbox"/> No <input type="checkbox"/> Yes – Type of services received: _____	
Age at which services received <i>(Please check all that apply):</i> <input type="checkbox"/> Birth to 3 years (Early Intervention) <input type="checkbox"/> 3 to 5 years (Special Education) <input type="checkbox"/> 6 years or older (Special Education)	
10c. Does your child have an Individualized Education Program (IEP)? <input type="checkbox"/> No <input type="checkbox"/> Yes	
11. Is there anything else you think is important for the school to know about your child? <i>(e.g., special talents, health concerns, etc.)</i> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>	
12. In what language(s) would you like to receive information from the school? _____	

Signature of Parent or of Person in Parental Relation

Month: _____ Day: _____ Year: _____
Date

Relationship to student: ☐ Mother ☐ Father ☐ Other: _____

OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLQ			
NAME: _____	POSITION: _____		
IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS:			
NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLQ AND CONDUCTING INDIVIDUAL INTERVIEW			
NAME: _____	POSITION: _____		
ORAL INTERVIEW NECESSARY: <input type="checkbox"/> No <input type="checkbox"/> Yes			
**DATE OF INDIVIDUAL INTERVIEW: <div style="display: flex; justify-content: space-between; width: 80%; margin: 5px auto;"> MO. DAY YR. </div>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px; vertical-align: top;">OUTCOME OF INDIVIDUAL INTERVIEW:</td> <td style="padding: 5px;"> <input type="checkbox"/> ADMINISTER NYSITELL <input type="checkbox"/> ENGLISH PROFICIENT <input type="checkbox"/> REFER TO LANGUAGE PROFICIENCY TEAM </td> </tr> </table>	OUTCOME OF INDIVIDUAL INTERVIEW:	<input type="checkbox"/> ADMINISTER NYSITELL <input type="checkbox"/> ENGLISH PROFICIENT <input type="checkbox"/> REFER TO LANGUAGE PROFICIENCY TEAM
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NAME/POSITION OF QUALIFIED PERSONNEL ADMINISTERING NYSITELL			
NAME: _____	POSITION: _____		
DATE OF NYSITELL ADMINISTRATION: <div style="display: flex; justify-content: space-between; width: 80%; margin: 5px auto;"> MO. DAY YR. </div>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px; vertical-align: top;"> PROFICIENCY LEVEL ACHIEVED ON NYSITELL: </td> <td style="padding: 5px;"> <input type="checkbox"/> ENTERING <input type="checkbox"/> EMERGING <input type="checkbox"/> TRANSITIONING <input type="checkbox"/> EXPANDING <input type="checkbox"/> COMMANDING </td> </tr> </table>	PROFICIENCY LEVEL ACHIEVED ON NYSITELL:	<input type="checkbox"/> ENTERING <input type="checkbox"/> EMERGING <input type="checkbox"/> TRANSITIONING <input type="checkbox"/> EXPANDING <input type="checkbox"/> COMMANDING
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FOR STUDENTS WITH DISABILITIES, LIST ACCOMMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP PURSUANT TO CSE RECOMMENDATION:			



MEXICO ACADEMY & CENTRAL SCHOOL

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16 Fravor Road • Suite A • Mexico, NY 13114 • 315-963-8400

CENTRAL ADMINISTRATION

Dr. Donna Runner
Superintendent of Schools

Colleen Root
Assistant Superintendent for
Curriculum & Instruction

Elizabeth DiCosimo
Assistant Superintendent for
Teaching and Learning

Sheilla Roth
School Business Executive

Harmony Rice
Secretary to the Superintendent
and
District Clerk

To: Parent/Guardian of Homeschooled Students
From: Colleen Root, Assistant Superintendent
Re: District Notification of Intent to Homeschool

This form is to be completed if you intend to homeschool your child/children. It is required to be completed annually and submitted by July 1 of the year you will be homeschooling or within fourteen days of the beginning of your homeschool program. Once this Notice of Intent is received, you will be provided additional information about required documentation from our Homeschool Coordinator at CiTi BOCES. CiTi BOCES sends correspondence via e-mail.

Today's Date: _____ School Year: _____

Parent Name: _____ Home Address: _____

Home Phone #: _____ Cell Phone #: _____

E-Mail Address: _____ Parent Signature: _____

List students who will be home-schooled:

Student Name: _____ DOB: _____ Grade: _____ Male/Female

Student Name: _____ DOB: _____ Grade: _____ Male/Female

Student Name: _____ DOB: _____ Grade: _____ Male/Female

Student Name: _____ DOB: _____ Grade: _____ Male/Female

Kindly provide an emergency contact number:

Name: _____ Relationship to Student : _____

Home Phone #: _____ Cell Phone #: _____

Please submit this form by July 1st to:

Mexico Superintendent of Schools
Mexico District Office
16 Fravor Road, Suite A
Mexico NY 13114

4/2022

Steps to Homeschooling Your Child

Step 1 Submit Notice of Intent

Written Notice of Intent to Homeschool' submitted to Superintendent of School by July 1

Step 2 Submit Individualized Home Instruction Plan (IHIP)

The IHIP must include your syllabus/plan of instruction; a list of the textbooks you will use; a list of dates you intend to submit your quarterly informational reports; and the names of all persons providing instruction.

Step 3 Submit Quarterly Progress Reports and Annual Assessments

Quarterly Reports must include: total hours of instruction provided that quarter; a description of material covered in each subject area; and a grade or narrative evaluation of each subject.

Annual Assessment requirements vary by grade level. Please refer to NYS Guidelines for Homeschooling.

Important Information for Homeschool Families

1. You must submit a Letter of Intent to establish a home school to the District Superintendent by July 1st or within fourteen days of the beginning of your homeschool program.
2. You must provide an Individualized Home Instruction (IHIP) plan to the District Superintendent. The IHIP must include your syllabus/plan of instruction; a list of the textbooks you will use; a list of dates you intend to submit your quarterly informational reports as required by your local school district; and the names of all persons providing instruction in your school.
3. You are required to maintain attendance records throughout the instructional year.
4. You are required to keep attendance records for each child in your school that clearly show you are meeting the "substantial equivalent" of 180 days a year. Attendance records do not have to be filed with the school district UNLESS the superintendent requests your file records.
5. In addition to the day requirement, homeschooled students are required to meet hourly attendance requirements: 900 hours of school per year in grades 1–6, and 990 hours of school per year in grades 7–12.
6. Quarterly reports submitted to the District Superintendent must include:
 - Total hours of instruction provided during the reference quarter;
 - A description of material covered in each subject area; and
 - A grade or narrative evaluation of each subject.
7. Annual Assessments must include the following:
 - Grades K-3 – Select from one of the following: standardized test; written evaluation; peer review panel; assessment done by a certified teacher.
 - Grades 4-8 - The annual assessment MUST be a standardized test administered every other year.
 - Grade 9-12 - Students must be evaluated yearly with a standardized test with a resulting composite score above the 33rd percentile.
 -

Additional information you should know:

- New York state law does not require teaching credentials for parents providing home instruction.
- Children enrolled in homeschool in New York are not eligible to participate in public school intramural or interscholastic sports or enroll in BOCES programs at the expense of the district.
- Children enrolled in homeschool in New York are allowed to use public school libraries, career information centers and gymnasiums, but there must be written mutual agreement on the part of all involved parties.
- Dual enrollment services are not available to homeschool students in New York (i.e. concurrent college enrollment)