

GEORGETOWN ISD **HOME SCHOOLING GUIDELINES**

General District Philosophy

Home schooling is considered the same as private schooling by the state and the district. The district does not encourage parents to enroll their children in such a program, but we do respect their right to do so. If it is the desire of the parent to provide home schooling, we encourage them to participate in some type of organized plan to have their children interact with others who are being home schooled. We also encourage them to maintain some type of official record of their child's efforts as well as participate in some type of norm-based evaluation to assess their child's progress.

State guidelines regarding home schooling outline responsibilities of both the school district and the parent.

1. It is an obligation of the school district to insure that all school-aged youth living within the district boundaries are enrolled in an educational program.
2. It is the responsibility of parents to enroll their child in a public or private educational program until they no longer fall under the state guidelines for compulsory school attendance. In the case of home schooling, parents are obliged, if requested, to provide school district personnel with correspondence assuring that the curriculum used in the home is designed to meet basic education goals including reading, spelling, grammar, mathematics, and a study of good citizenship.

Procedures Concerning the Withdrawal of a Student for Home Schooling

If a parent indicates they plan to place their child in a home schooling environment, **campus personnel** should

1. Request the parent to submit letter (sample enclosed) indicating their intent to withdraw their child to provide appropriate educational experiences in the home. The letter may request school personnel to release a copy of the student's records to either the home schooling organization they plan to use or to the parent.
2. A copy of this letter should be placed in the student's file as an official document requesting withdrawal, and a second copy should be forwarded to the curriculum office to be maintained in a district file. The parent's address and telephone number should be indicated on the district copy.
3. If the letter does not indicate the home schooling program, district personnel may contact the parent to review the curriculum being used.
4. For PEIMS purposes, registration personnel should use the home school **withdrawal code of 60** for students enrolled in-home schooling programs. The initial home schooling letter of intent will be the official withdrawal request.

5. A copy of the state home school packet should be distributed to each parent withdrawing a student for home schooling.

GISD HOME SCHOOL PROCEDURES

Procedures for Enrolling a Student from Home School

1. Students who have been participating in an official home schooling program (K-8) should be enrolled the same as any other student coming from a private school environment. Grade placement should be based on the official document from the home school program. However, the district has the right to assess the student's achievement using a placement assessment to assist in class placement if there appears to be a question. The district may also utilize these assessments at a later date if the student is not successful in the assigned classroom. Parents will be notified that testing will occur.
2. Students who have not been participating in an official home schooling program (K-8) should also be enrolled by campus counselors the same as any other student coming from a private school environment. In these cases, age appropriate grade placement should be made. Again, the district has the right to assess the student's achievement to assist in class placement if there appears to be a question.
3. At the high school level (9-12) when credits are assessed, parents must submit a transcript or a report of courses from the home schooling organization to verify course credits earned to the campus counselor. State approved courses credit will be awarded when appropriate, and all other credit will be local. School administrators and/or counselors will be consulted when courses and/or credits are questionable to final make decisions concerning these issues. If an official transcript is not available at the time of registration, the campus counselor may assign the student to appropriate classes. The student's schedule is subject to change based on placement assessment or transcript information. No credit may be awarded until a transcript is received.
4. In unique cases when no official transcript exists (9-12), there are questionable courses, or the parent assigned all grades, the parent and student should confer with the campus counselor and compose a transcript. In these cases, all assigned grades for credit awarded should be recorded as Pass/Fail (P/F). The parent who provided the home school experience should indicate that they verify that the student completed the requirements for the courses assigned credit. If the student experiences difficulty in courses at the next level, it should be understood that they might have to repeat a course in which credit has been assigned.



GISD HOME SCHOOL PROCEDURES

INTENT TO HOMESCHOOL APPLICATION

_____ (Date)

This document is to verify to the Georgetown Independent School District that
_____ (Student Name)

_____ (Social Security Number) will be home schooled.

I would like to request that s/he be withdrawn from _____ (Campus Name)

as of _____ (Date).

I am aware that I am responsible for providing instruction in an appropriate curriculum and I plan to

_____ a. utilize the _____ home schooling curriculum.
(Name of home schooling program)

_____ b. utilize my own materials that are designed to meet basic education goals including
reading, spelling, grammar, mathematics, and a study of good citizenship.

Sincerely,

Name

Address

(Area Code) (Number)

School District Representative/ Counselor

Date Received

Parent, please return this form to the attention of the counselor at your student's campus.

Counselor, please submit a copy of this form to:

- 1. Curriculum Department, GISD Central Office**
- 2. GISD Truancy Officer, GHS**
- 3. Student's Cumulative Folder**



GISD HOME SCHOOL PROCEDURES

HOMESCHOOLING APPROVAL FORM

This document is to inform the Georgetown Independent School District that _____ (Student Name), _____ (Social Security Number), was home schooled during _____ (Dates) I would like to request that s/he be enrolled at _____ (Campus Name) in grade _____ as of _____ (Date).

I would also like to request that the awarding of credit be considered for the following courses (Grades 9-12 only):

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
Name of Course	Credit Awarded	Name of Course	Credit Awarded	Name of Course	Credit Awarded	Name of Course	Credit Awarded
Total Credits							

I certify that appropriate instruction was conducted, and I am aware that the school will assign Pass/Fail (P.F) grades for any courses that credit is awarded. I also understand that if my student _____ (Student Name) experiences difficulty in her/his assigned classes, s/he might be required to repeat a course for which credit was assigned.

_____ (Parent/ Guardian Signature) _____ Date

 Name Address Phone Number



GISD HOME SCHOOL PROCEDURES

Date: July 27, 2005 (Rev 9/2/2005)
To: GISD Principals, Counselors, and Registration Personnel
SUBJECT: Home Schooling
FROM: Teri Watson, GISD Curriculum Director

The purpose of this memorandum is to inform you that campus counselors are responsible to assist school personnel with home schooling issues. Campus personnel are being provided with an updated packet regarding home school guidelines and procedures.

As in the past, home schooling is considered the same as private schooling by the state and the district. The district does not encourage parents to enroll their children in such a program, but we do respect their right to do so. If it is the desire of the parent to provide home schooling, we encourage them to participate in some type of organized plan to have their children interact with others who are being home schooled. We also encourage them to maintain an official record of their child's efforts (elementary grade level and/or secondary transcript) as well as participate in a placement assessment to assess their child's progress.

The number of district students being withdrawn from school to be home schooled continues as well as the number of students being enrolled in our schools from home school programs. The district also receives numerous calls from parents requesting information concerning home schooling, and campus personnel may continue to refer parents and students to the district website or to campus counselors for information regarding policy and guidelines. We hope that this information packet will assist you in responding to most parental inquiries.

The enclosed guidelines and procedures should be followed when working with parents whose students have been home schooled or when visiting with parents considering home schooling. Campus personnel are encouraged to use the sample forms as a guide when withdrawing students for home schooling or receiving students from home schooling. Consistency often times reduces procedural questions in the future.

Thank you for your assistance in this matter.



GEORGETOWN ISD POLICY

Georgetown ISD
246904

ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION

EIE
(LOCAL)

CURRICULUM MASTERY

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC]

STANDARDS FOR MASTERY

Mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-weeks, or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

PRE- KINDERGARTEN

In prekindergarten, retention shall be considered only in unusual circumstances and with the approval of the student's parents.

KINDERGARTEN

A student who does not demonstrate adequate academic progress in the kindergarten curriculum and who does not meet compliance with state attendance requirements shall be a candidate for retention. [See FEC]

GRADE 1

In grade 1, promotion to the next grade level shall be based on:

1. A passing yearly average in language arts;
2. A passing yearly average in mathematics;
3. Compliance with the state attendance requirements. [See

FEC]

GRADES 2-8 In grades 2-8, promotion to the next grade level shall be based on:

1. A 70 percent yearly average in language arts;
2. A 70 percent yearly average in mathematics;
3. A 70 percent combined yearly average in language arts, mathematics, social studies, and science; and
4. Compliance with the state attendance requirements. [See FEC]

GRADES 9-12 Mastery of at least 70 percent of course objectives shall be required for promotion. Promotion/grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester or as needed for students attending a District alternative campus. [See EI]

STUDENTS WITH DISABILITIES Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

LIMITED ENGLISH PROFICIENCY STUDENTS In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments. [See EHBE]

STUDENT SUCCESS INITIATIVE In addition to local standards for mastery and promotion, students in grades 3, 5, and 8 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

DEFINITION OF 'PARENT' For purposes of this policy and decisions related to the student success initiative, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a Power of Attorney, to have responsibility

for the student in all school-related matters (see FD); a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

ALTERNATE
ASSESSMENT
INSTRUMENT

The Superintendent or designee shall select from the state-approved list for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

STANDARDS
FOR
PROMOTION
UPON APPEAL

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law and shall apply the following standards in deciding to promote or retain the student:

1. Evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, or individual reading or mathematics diagnostic tests or inventories, as appropriate;
2. Improvement in student test performance over the three testing opportunities; or
3. Extenuating circumstances that may have adversely affected the student's participation in either the required assessments or accelerated instruction.

If all members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year, the student shall be promoted.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TEXAS
PUBLIC
SCHOOL
TRANSFER
STUDENTS

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

PRIVATE
SCHOOL,
HOME
SCHOOL, AND
OUT-OF-
STATE
TRANSFER
STUDENTS

ELEMENTARY
AND MIDDLE
SCHOOLS (K-
8)

Upon enrollment and based upon records from the previous school, parents shall be informed by the campus administration that the student shall be placed initially at the grade level reached at the previous school, pending observation by school educators to determine the placement's academic and social appropriateness (exception: pre-K, kindergarten, and grade 1 enrollment requirements are delineated in administrative procedures). Within the observation period, the campus shall contact the parents or guardian to inform them of the administration of one or more of the following:

1. An achievement test measuring language arts and mathematics skills;
2. A local assessment; and/or
3. Released TAKS test for the previous grade in the areas of reading, writing, if applicable, and mathematics.

Based on the results of both the administered measures of assessment and the observation, including work samples and grades, school educators shall determine if the placement may be inappropriate and shall inform the parents. The campus principal shall determine the final grade placement.

HIGH SCHOOL (GRADES 9-12)

For grades 9-12, the student's transcript shall be analyzed to determine course completion and credit or the need for credit by exam.

PROCESS FOR PROMOTION / RETENTION REVIEW

The District shall follow these steps in making decisions regarding promotion or retention of a student:

1. Establish a grade placement committee;
2. Review promotion requirements and the student's academic records;
3. Identify any possible interventions and develop an accelerated instruction plan (AIP) for the student; and
4. In grades 3, 5, and 8, follow the Student Success Initiative Grade Placement Committee policies and administrative procedures.

ASSIGNMENT OF RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or
2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
 - a. Recommendations from the student's teachers.
 - b. Observed social and emotional development of the student.

REDUCING STUDENT RETENTION

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being minimizing the practice of retaining students. [See EHBC]

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This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]