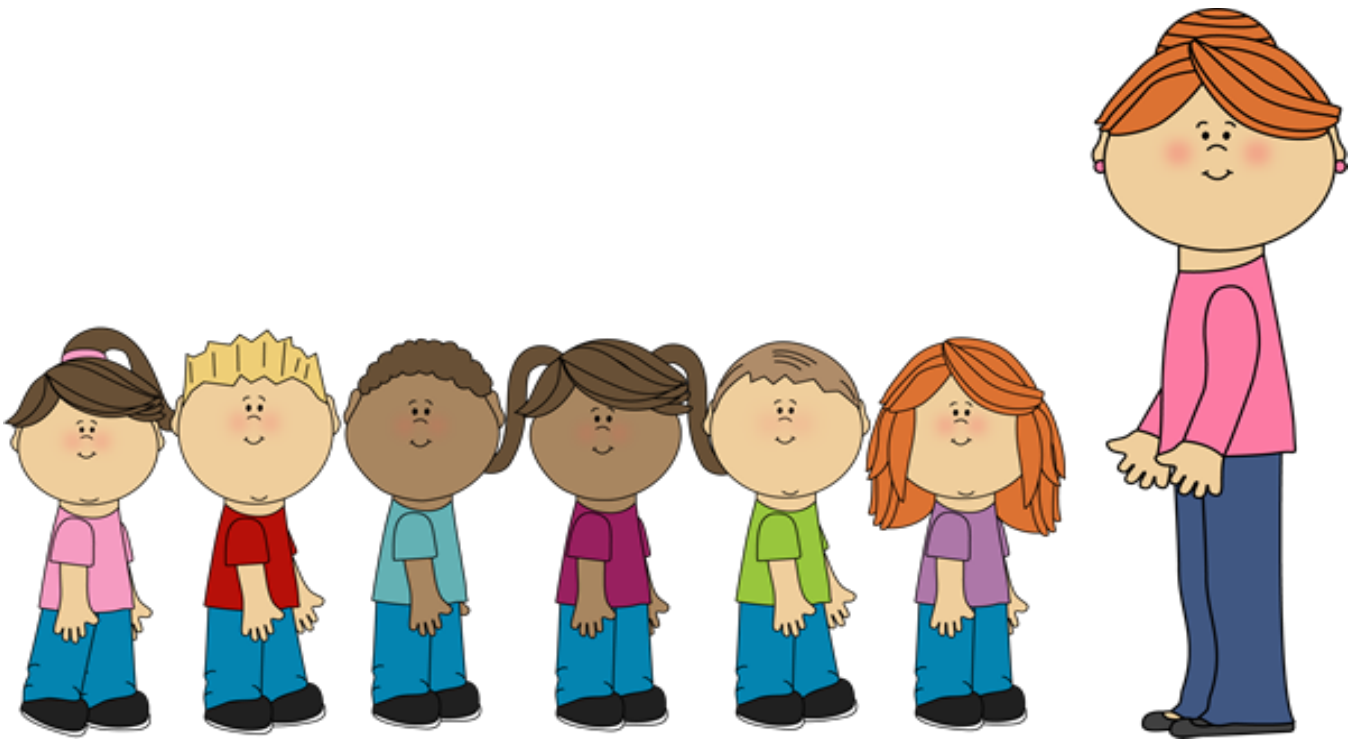


North Dakota Home School Association

Monitors' Information Packet



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Compiled and edited by Gail M. Biby

Dear Monitor,

Contained in this packet is important information on a rapidly growing trend in North Dakota and around the world. It is now estimated that more than 2 million children are being taught by their parents in the U.S. alone.

The trend shows no sign of abating and will surely continue to grow. Standardized achievement test scores clearly show that parent-directed education is a very successful means of schooling.

The enclosed information will assist you in dealing professionally and wisely with home educators as you provide monitoring services to these families. Included are some reproducible forms for your use. Also included is a copy of the current (2017) home education statutes.

If you have any comments or questions , please contact our state office at:

North Dakota Home School Association

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Research shows:

Researchers have consistently identified positive outcomes of home education on topics as varied as students' academic achievement, children's social and psychological development, and the performance of the home educated as adults.

Dr. Brian Ray, National Home Education Research Institute, *Strengths of Their Own*

What are the facts?

- Estimates now place the number of homeschooled children (K-12) in the United States at more than 2 million.
- The most common reasons for parents to fully direct the education of their children in North Dakota and across the U.S. are:
 - Teaching specific philosophical or religious values.
 - Controlling social interactions to ensure that good socialization skills are learned from people who have such skills.
 - Developing close family relationships.
 - Producing high levels of academic achievement.
 - Providing alternative approaches to teaching and learning; choosing styles that suit the child.
 - Providing physical and moral safety for children.
- Parent educators are able to develop curriculum and schedules to meet the needs of their children providing individualized methods of teaching and learning.
- Home educators and their families are not dependent on public, tax-funded resources. In general, they do not have a strong desire to access tax-funded resources even though they themselves are taxpayers. Bear in mind, also, that homeschooling families purchase all their own materials and supplies, an enormous saving for public schools.
- Dr. Larry Shyers observed children in free play and group interaction activities. Conventionally-schooled children had significantly more behavior problems than did the home educated. This is probably because the primary models of behavior for the home educated are their parents rather than an age-segregated peer group.
- Home educated students excel on nationally-normed, standardized achievement exams. On average, homeschoolers out-perform their public school peers by 30-37 percentile points across all subjects. (www.nheri.org)
- According to a nationwide study by Dr. Brian Ray, a parent's educational background has no substantive effect on their children's homeschool academic performance. (www.nheri.org)
- Dr. Ray's study also clearly shows that the degree of governmental regulation from state to state has NO significant effect on the academic performance of homeschooled children. Home educated students in states with low government regulations do as well on standardized achievement tests as children from states with high government regulations.
- Dr. Lawrence Rudner, College of Library and Information Services, University of Maryland, in his study, *Home schooling works ... pass it on!*, states, "Significantly, there was also no difference found according to whether or not a parent was certified to teach. For those who would argue that only certified teachers should be allowed to teach their children at home, these findings suggest that such a requirement would not affect student achievement."



Research shows:

Through three decades of growth and change, homeschooling continues to stand out as an educational option that gives every child the opportunity to succeed at learning. Whether homeschool students are male or female, younger or older, and have been homeschooled for one year or eleven, they consistently outperform their public school peers. Even with variables that are linked to higher or lower levels of student achievement in public schools—such as whether a parent is college educated—homeschoolers still score well above the norm.

Homeschool Progress Report 2009: Academic Achievement and Demographics,
Dr. Brian Ray, National Home Education Research Institute. Published by Home School Legal Defense Association. www.hslda.org

Brief look at N.D. laws

Parent educator qualification

Parents need only have a high school diploma or G.E.D. in order to qualify to homeschool their natural or adopted children. If the parent has neither then she must be monitored by a N.D. state certified teacher for two years.

Monitored programs

If the parent must be in a monitored program they have two options:

- They can request that the local school district provide them with a monitor and the school district must do so. There is no cost to the parent and the school district receives a portion of the foundation aid payment for providing these services.

OR

- They can privately contract with any willing, N.D. state certified teacher to act as their monitor. The parent educator can choose who the monitor is, but they also must bear the cost associated with it.

The monitor must be in contact with the parent and child an average of one hour per week and an additional ½ hour per *month* per additional child. The monitor is required to file a report on the child's progress twice during the school year with the school district of residence.

Once the monitoring has been successfully completed for two years, the monitoring ceases permanently regardless of how many other children the parent may choose to homeschool.

Standardized achievement testing

N.D. homeschooling parents must have their children tested in **grades 4, 6, 8, and 10 unless the parent has chosen to opt out of testing based on academic credentials or philosophical, moral or religious beliefs.**

Any nationally-normed, standardized achievement test may be used at the parents' discretion. However, if the parent requests the local school district do the testing then the test used by the school district must be employed (e.g. Comprehensive Test of Basic Skills, Stanford, Iowa Test of Basic Skills). The test used must be able to render scores in percentiles.

Testing is to be done in the child's learning environment or at the local public school at the parents' discretion. All test administration must be done by a N.D. state certified teacher. There is no cost to the parent if the local school district provides the test and test administrator. If the parent rents test materials they bear the cost of same. A copy of the test results must be filed with the school district and the parent is required to keep the test results in her files.

Curriculum

There is no curriculum approval process required in N.D. Since the virtual explosion of home education in the U.S. there are now hundreds of suppliers of academic materials designed specifically for home education parents and the tutorial method of instruction. Curriculum options include online programs, correspondence courses, traditional textbook methods, complete DVR instruction courses and combinations of the aforementioned.

Compulsory attendance

All children from age 7 (by September 1) to age 16 are required to attend school. For home educators instruction must be provided for at least four hours per day for a minimum of 175 days. There is *no* requirement for the homeschooling family to provide a school calendar to the local school superintendent. When parents file their statements of intent they are affirming that they will meet the statutory requirements for attendance.

Statement of intent filing

The statement of intent is to be filed annually on each child between the ages of 7 (by Sept. 1) and 16 with the local school district superintendent. It is to be filed at least 14 days before beginning instruction or within 14 days of establishing a new school district of residence. No specific form is required by statute, only specific information, but the Department of Public Instruction provides one to school districts. The North Dakota Home School Association with the assistance of Home School Legal Defense Association has published an easily recognizable form for use by home educators. A reproducible copy is included.

The statement of intent is not asking permission from the school superintendent or the local school board to homeschool. They have no statutory authority to grant approval of homeschools. The form is simply a notification that the family will be educating their children.

The initial filing of the form is to be accompanied by the child's proof of identity and immunization record. Notice of testing opt out is also included on the statement of intent.



NDCC for Homeschooling

15.1-23-01. Home education - Definition.

For purposes of this chapter, "home education" means a program of education supervised by a child's parent in accordance with the requirements of this chapter.

15.1-23-02. Statement of intent to supervise home education.

At least fourteen days before beginning home education or within fourteen days of establishing a child's residence in a school district, and once each year thereafter, a parent intending to supervise or supervising home education shall file a statement, reflecting that intent or fact, with the superintendent of the child's school district of residence or if no superintendent is employed, with the county superintendent of schools for the child's county of residence.

1. The statement must include:

- a. The name and address of the child receiving home education;
- b. The child's date of birth;
- c. The child's grade level;
- d. The name and address of the parent who will supervise the home education;
- e. The qualifications of the parent who will supervise the home education;
- f. Any public school courses in which the child intends to participate and the school district offering the courses; and
- g. Any extracurricular activities in which the child intends to participate and the school district or approved nonpublic school offering the activities.

2. The statement must be accompanied by a copy of the child's immunization record and proof of the child's identity as required by section 12-60-26.

3. The superintendent of the child's school district of residence or if no superintendent is employed, the county superintendent of schools for the child's county of residence shall report the number of statements of intent that have been filed in accordance with this section to the superintendent of public instruction at the time and in the manner required by the superintendent of public instruction.

15.1-23-03. Home education - Parental qualifications.

A parent may supervise home education if the parent:

1. Holds a high school diploma or a general educational development diploma; or
2. Meets the requirements of section 15.1-23-06.

15.1-23-04. Home education - Required subjects - Instructional time.

A parent supervising home education shall include instruction in those subjects required by law to be taught to public school students. The instruction must have a duration of at least four hours each day for a minimum of one hundred seventy-five days each year.

15.1-23-05. Home education - Academic records.

A parent supervising home education shall maintain an annual record of courses taken by the child and the child's academic progress assessments, including any standardized achievement test results. If the child transfers to a public school district, the parent shall furnish the record, upon request, to the school district superintendent or other administrator.

15.1-23-06. Home education - Required monitoring of progress.

A parent who does not meet the qualifications provided in section 15.1-23-03 may supervise home education but must be monitored in accordance with section 15.1-23-07 for the first two years. If a child receiving home education obtains a basic composite standardized achievement test score below the fiftieth percentile nationally, the parent must be monitored for at least one additional school year and until the child receives a test score at or above the fiftieth percentile. If testing is not required by section 15.1-23-07 during the first two years of monitoring, the period of monitoring may not be extended, except upon the mutual consent of the parent and the monitor. If a parent completes the monitoring requirements of this section for one child, the parent may not be monitored with respect to other children for whom the parent supervises home education.

15.1-23-07. Home education - Required monitoring of progress - Reporting of progress - Compensation.

1. If monitoring is required under section 15.1-23-06, the school district shall assign and compensate an individual to monitor a child receiving home education unless the parent notifies the school district that the parent shall select and compensate an individual to monitor the child.

2. The individual assigned by the school district or selected by the parent under subsection 1 must be licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board.

3. Twice during each school year, the individual shall report the child's progress to the school district superintendent or to the county superintendent if the district does not employ a superintendent.

4. If one child receives home education, the individual shall spend an average of one hour per week in contact with the child and the child's parent. If two or more children receive home education, the individual shall spend one-half hour per month for each additional child receiving home education. If the child attends a public or an approved nonpublic school, the time may be proportionately reduced.

15.1-23-08. Test administration.

An individual who in accordance with this chapter administers a standardized achievement test to a child receiving home education shall notify the child's school district of residence.

15.1-23-09. Home education - Standardized achievement test - Exemption.

1. a. While in grades four, six, eight, and ten, each child receiving home education shall take:

- (1) A standardized achievement test used by the school district in which the child resides; or
- (2) A nationally normed standardized achievement test if requested by the child's parent.

b. The child shall take the test in the child's learning environment or, if requested by the child's parent, in a public school.

An individual licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board shall administer the test.

2. a. The requirement of subsection 1 does not apply if the parent notifies the school district in which the child resides that the parent has a philosophical, moral, or religious objection to the use of standardized achievement tests or the parent:

(1) Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;

(2) Holds a baccalaureate degree; or

(3) Has met or exceeded the cutoff score of a national teacher examination given in this state or in any other state if this state does not offer such an examination.

b. The parent shall file the notification and necessary documentation required by this subsection with the school district at the same time that the parent files the statement of intent to supervise home education required by section 15.1-23-02.

15.1-23-10. Home education - Standardized achievement test - Cost.

1. If a child receiving home education takes the standardized achievement test used by the school district in which the child resides, the school district is responsible for the cost of the test and for the cost of administering the test. The school district shall ensure that the test is administered by an individual who is employed by the district and who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board.

2. a. If the child takes a nationally normed standardized achievement test not used by the school district in which the child resides, the child's parent is responsible for the cost of the test.

b. The cost of administering a test under this subsection is the responsibility of the child's parent if the test is administered by an individual who is selected by the parent. An individual selected by the child's parent to administer a test under this subsection must be licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board.

c. The cost of administering a test under this subsection is the responsibility of the school district if, at the request of the child's parent, the school district administers the test. The school district shall ensure that the test is administered by an individual who is employed by the district and who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board.

15.1-23-11. Home education - Standardized achievement test - Results.

1. A parent supervising home education shall file the results of the child's standardized achievement test with the superintendent of the district in which the child resides or with the county superintendent if the district does not employ a superintendent.

2. If the child's basic composite score on a standardized achievement test is less than the thirtieth percentile nationally, a multidisciplinary assessment team shall assess the child for a potential learning problem under rules adopted by the superintendent of public instruction.

3. If the multidisciplinary assessment team determines that the child is not disabled and the child's parent wishes to continue home education, the parent, with the advice and consent of an individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, shall prepare a remediation plan to address the child's academic deficiencies and file the plan with the superintendent of the school district or with the county superintendent if the district does not employ a superintendent. The parent is responsible for any costs associated with the development of the remediation plan. If the parent fails to file a remediation plan, the parent is deemed to be in violation of compulsory school attendance provisions and may no longer supervise the home education of the child.

15.1-23-12. Home education - Remediation plan.

The superintendent of the school district shall use the remediation plan required by section 15.1-23-11 as the basis for determining reasonable academic progress. The remediation plan must remain in effect until such time as the child achieves on a standardized achievement test a basic composite score at or above the thirtieth percentile or a score, which when compared to the previous year's test score, demonstrates one year of academic progress. At the option of the parent, the test may be one required by section 15.1-23-09 or one administered in a higher grade level. The child's parent, with the advice and consent of an individual who is licensed to teach by the education standards and practices board or who is approved to teach by the education standards and practices board, may amend the remediation plan from time to time in order to accommodate the child's academic needs. If after a remediation plan is no longer in effect the child fails to demonstrate reasonable academic progress on a subsequent test required by this section, a remediation plan must again be developed and implemented.

15.1-23-13. Home education - Disabilities - Services plan

1. a. If a multidisciplinary assessment team, using eligibility criteria established by the superintendent of public instruction, determines that the child is disabled, that the child requires specially designed instruction due to the disability, and that this instruction cannot be provided without special education and related services, the parent may continue to supervise home education, provided that:

(1) The parent files with the school district superintendent a services plan that was developed privately or through the school district; and

(2) The services plan demonstrates that the child's special needs are being addressed by persons qualified to provide special education or related services.

b. If the multidisciplinary team determines that the child has a developmental disability, the parent may continue to supervise home education under the provisions of sections 15.1-23-14 and 15.1-23-15.

2. Annually, the superintendent of the child's school district of residence shall determine reasonable academic progress based on the child's services plan.

3. If a parent fails to file a services plan as required by this section, the parent is deemed to be in violation of the compulsory school attendance provisions and may no longer supervise the home education of the child.

4. A child who was once evaluated by a multidisciplinary assessment team need not be reevaluated for a potential learning problem upon scoring below the thirtieth percentile on a subsequent standardized achievement test unless the reevaluation is performed pursuant to the child's services plan.

15.1-23-14. Child with a developmental disability - Home education.

A parent may supervise home education for a child with a developmental disability if:

1. The child has been determined to have a developmental disability by a licensed psychologist;
2. The child's parent is qualified to supervise home education under this chapter; and
3. The child's parent files with the superintendent of the child's school district of residence:
 - a. A notice that the child will receive home education;
 - b. A copy of the child's diagnosis of a developmental disability prepared and attested to by a licensed psychologist; and
 - c. A services plan developed and followed by the child's school district of residence and the child's parent; or, after providing written notice to the superintendent of the child's school district of residence, a substitute services plan, developed and followed, according to section 15.1-23-15, by a services plan team selected by and compensated by the child's parent.

15.1-23-15. Child with a developmental disability - Home education - Progress reports.

1. On or before November first, February first, and May first of each school year, a parent supervising home education for a child with a developmental disability under section 15.1-23-14 shall file with the superintendent of the child's school district of residence progress reports prepared by the services plan team selected under section 15.1-23-14. If at any time the services plan team agrees that the child is not benefiting from home education, the team shall notify the superintendent of the child's school district of residence and request that the child be evaluated by a multidisciplinary team appointed by the superintendent of the child's school district of residence.

2. The superintendent of the child's school district of residence shall forward copies of all documentation required by this section to the superintendent of public instruction.

15.1-23-16. Home education - Participation in extracurricular activities.

1. A child receiving home education may participate in extracurricular activities either:

- a. Under the auspices of the child's school district of residence; or
- b. Under the auspices of an approved nonpublic school, if permitted by the administrator of the school.

2. For purposes of this section, a child participating under the auspices of the child's school district of residence is subject to the same standards for participation in extracurricular activities as those required of full-time students enrolled in the district.

3. For purposes of this section, a child participating under the auspices of an approved nonpublic school is subject to the same standards for participation in extracurricular activities as those required of full-time students enrolled in the school.

4. Once a child's parent has selected the public school district or the approved nonpublic school in which the child will participate for purposes of extracurricular activities and has provided notification of the selection through the statement required by section 15.1-23-02, the child is subject to the transfer rules as provided in the constitution and bylaws of the North Dakota high school activities association.

15.1-23-17. Home education - High school diplomas.

1. A child's school district of residence, an approved nonpublic high school, or the center for distance education may issue a high school diploma to a child who, through home education, has met the issuing entity's requirements for high school graduation provided the child's parent submits to the issuing entity a description of the course material covered in each high school subject, a description of the course objectives and how the objectives were met, and a transcript of the child's performance in grades nine through twelve.

2. In the alternative, a high school diploma may be issued by the child's school district of residence, an approved nonpublic high school, or the center for distance education provided the child, through home education, has completed at least twenty-two units of high school coursework from the minimum required curriculum offerings established by law for public and nonpublic schools and the child's parent or legal guardian submits to the issuing entity a description of the course material covered in each high school subject, a description of the course objectives and how the objectives were met, and a transcript of the child's performance in grades nine through twelve. The issuing entity may indicate on a diploma issued under this subsection that the child was provided with home education.

3. If for any reason the documentation required in subsection 1 or 2 is unavailable, the entity issuing the diploma may accept any other reasonable proof that the child has met the applicable requirements for high school graduation.

15.1-23-18. Home education - Liability.

No state agency, school district, or county superintendent may be held liable for accepting as correct the information on the statement of intent or for any damages resulting from a parent's failure to educate the child.

15.1-23-19. Home education - State aid to school districts.

For purposes of allocating state aid to school districts, a child receiving home education is included in a school district's determination of average daily membership only for those days or portions of days that the child attends a public school.

Testing Fact Sheet

Currently testing is required for North Dakota's home educated students in **grades 4, 6, 8, and 10 UNLESS the parent has opted out of testing based on philosophical, moral or religious beliefs or opts out based on academic qualifications (has a baccalaureate degree or has met or exceeded the cut-off scores on a national teacher exam or is a N.D. state certified teacher).**

The parent may request the local school district do the testing and they must do so free of charge. If the parent opts to have the testing done by the local school district they must employ the test used by the school district that render's scores in percentiles. The testing is to be done in the child's learning environment or at the public school *at the parent's discretion.*

Our attorney at HSLDA, Dewitt Black, declares the following regarding who pays for the testing:

Regarding the test question, the statute gives parents two choices: to select one used by the school district or to select a nationally-normed, standardized achievement test not used by the school district. If the parent chooses a test used by the school district, then the school district must pay for the cost of the test. The statute presumes that the school district uses tests in grades four, six, eight, and ten, the years for which testing is required in home education programs. Notable is the fact that the statute does not say that a parent may choose a test used by the school district if the school district uses a test at those grade levels. The school district cannot eliminate one of the statutory options for parents by taking the position that it does not use tests as those grade levels. It is clear from a reading of the statutes for testing that the North Dakota Legislative Assembly intended for parents to have two options for test selection, one of which permitted the parent to obtain the test at no cost. Local districts may not thwart this legislative intent by refusing to provide parents with a test at the designated grade levels.

A parent may choose to privately test using any nationally-normed, standardized achievement test. The family then bears the cost of testing.

Types of tests

STANDARDIZED A standardized test is an assessment that has been devised from a sample of primarily public school students of a certain grade and age in a particular area. After the test has been administered to this group, an average of the group's score is determined as the 'standard' for that grade and age. Each student of the same grade and age who thereafter takes the test is assessed according to the average of the sample peer group—hence, 'norm-referenced' or simply 'normed' testing.

The scoring system used by these tests is three-tiered: percentile rank; stanine; and grade equivalent.

Percentile rank – Considered by many to be the most accurate of the three. A word of caution: This does not reveal the percent that your child got correct but rather ranks him to the sample peer group of children his age who took the same test. If your child scores in the 75th percentile in Reading Comprehension, this means he scored as well as or better than 75 percent of the sample peer group of students who took the same test.

Stanine – This score ranges in numbers from 1-9 with 4-6 being average.

Grade equivalent – This can be misleading and measures development from year to year. It DOES NOT indicate the grade level that your child is in or should be in.

For example: If your 5th grade child scored a 7.6 grade level in math, this does not mean that your child knows all 7th grade math skills or should be placed in 7th grade math. It only means that the score your child received would be the same score that a 7th grader in the sixth month of 7th grade would make when he took the same 5th grade math test. BIG DIFFERENCE!

Also: Unfortunately these scores may or may not be an accurate reflection of your child's academic abilities.

Since parent educators are generally not allowed access to the tests, there is no way for them to see what exactly their child did poorly on in order to remediate the weakness. In addition the circumstance under which the test is taken, the test administrator's expertise, any family difficulties or a recent illness can affect how a child does on the test. Some children are just better test takers than others. Some experts believe that testing below the 4th or 5th grade isn't really reflective of a child's abilities at all. Nevertheless periodic testing is required by N.D. statute unless the parent opts out of testing.

DIAGNOSTIC Unlike standardized tests, diagnostic tests have predetermined goals and test items according to a fixed set of requirements. They are scored without being averaged or normed. Each test is based on the student's own performance regarding grade level requirements. Obviously, this allows parent to pinpoint grade level weaknesses and strengths. A parent may use such a test, but it will not fulfill the testing requirement of our law.

N.D. STATE ASSESSMENT TESTS Home educated students in N.D. are **not required** to take the state assessment tests being given in public schools. These tests are a result of the *No Child Left Behind* federal law. Language was added to NCLB which specifically exempts homeschools from all its provisions.

Research shows:

North Dakota students taught at home had averages at about the 85th percentile on standardized achievement tests (Dr. Brian Ray, 1991) National Home Education Research Institute, *Strengths of Their Own*



Monitoring Requirements

The monitoring provision of the NDCC 15.1-23-06, 07, 08

If the parent educator has neither a high school diploma nor G.E.D. then he/she must be monitored for two years. The parent has two options if qualifying under the monitoring provision of our law:

Request a monitor from the local school district of residence;

OR

Privately contract with any willing, N.D. state certified teacher.

Compensation for monitors

If the parent requests a monitor from the local school district the school district is responsible to provide the monitor and the compensation is the responsibility of the school district. Both public school-supplied and privately-contracted monitors must be licensed by the N.D. education standards and practices board. If the parents choose to privately contract with a N.D. state certified teacher to act as their monitor then the parents are responsible for the compensation.

Length of monitoring

The NDCC requires that the monitor be in contact with the parent educator and the child an average of one hour per week. Since this is stated as an average the parent and monitor could make arrangements that are flexible and suitable to both the monitor and the home educating family. For example, the monitor and the parent and child could theoretically meet one Saturday morning a month at the local public library for four hours and fulfill the requirements of the law. Nothing in the law requires that the monitor make home visits. An additional 1/2 hour of monitoring *per month* is required for each additional child in the monitored program. If the child attends a public or an approved nonpublic school, the time may be proportionately reduced. For example, if the child in the program being monitored is enrolled in 25% of her classes at a public school then the monitoring for that program would be 3 hours per month.

The monitoring is to continue for two years. If the child tests below the 50th percentile on a nationally-normed, standardized achievement test in a year in which testing is required by law, the monitoring continues for at least one additional year. However, if testing is not required during the first two years of monitoring then it may not be continued without the consent of the parent and the monitor. Once the monitoring has been successfully completed it *ceases permanently* no matter how many other children the parent may choose to homeschool and regardless of future test scores.

Additional duties

The privately-contracted monitor is required by law to notify the school district that he/she is providing such services.

The monitor is to file a report twice a year with the school district superintendent (or county superintendent) assessing the child's progress. A copy is provided to the parent educator for her files. A copy is contained in this packet and permission is granted for use by the local school district.

The monitor may administer the testing required in grades 4, 6, 8, and 10 to the children in the monitored program. If the parent requests that the local school district provides the test and test administrator, they must do so free of charge. The test used must be the one employed by the school district (e.g. CTBS, ITBS, Stanford, and MAT). The parent also has the option of renting any nationally-normed, standardized achievement test for use in the years in which testing is required. If the parent chooses to test privately then they bear the cost of the test and test administration. The test must be given in the child's learning environment or at the local public school *at the parent's discretion*.

Not in the job description

Some monitors have erroneously seen their job as one in which they critique the teaching abilities of the home educator or determine the suitability of the curriculum being used in the homeschool. There is no curriculum approval requirement in N.D. law and the choice is left entirely to the discretion of the parent educator. Also, nothing in the law requires that the contact between the parent, child, and monitor takes place while the homeschool is in session. It is also not the monitor's job to do any of the actual teaching. In a nutshell the monitor's duty: Is there an educational program in place and does it seem to be working?

From our attorney on the subject of monitoring:

"The NDCC 15.1-23-07 sets forth the monitoring requirements for a home education program. According to this provision, the monitor must spend time 'in contact with the child and the child's parent.' There is no requirement that the monitoring take place in the home. Additionally, state law does not specifically require that the monitor have a face-to-face meeting with the parent and child receiving home education. It would be permissible for the monitor to fulfill the requirements of the statute through telephone contact with the child and the child's parent." Dewitt Black, senior counsel Home School Legal Defense Association.

Final note

The school district receives a portion of the foundation aid payment for each child in a monitored program if the school district supplies the monitor.

The monitor's responsibility is to see if there is some kind of educational program (not *which*) in place and does it seem to be working.

Remember: Monitored programs are only for parents without a high school diploma or G.E.D.



Monitor's Progress Report

Date filed _____

Name of child _____ Age _____ Grade level _____

Name of parent _____

Address _____

Phone _____ Email _____

Dates of contact:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Progress Report

Directions: Record each subject included in the instructional program. Monitor *may* identify with **E** (exceptional), **S** (satisfactory), or **U** (unsatisfactory) the progress the child is making. You *may* include comments which are appropriate in each subject area.

SUBJECT

PROGRESS

ANECDOTAL RECORD

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Summary

Based on my observation and discussions with the child and parent(s), the child is making reasonable progress.

_____ YES _____ NO

Comments:

Signature of monitor

Date filed

The N.D. home education statutes (NDCC 15.1-23-07) require that a monitor's progress report be filed twice annually with the local school district by the state-certified individual providing monitoring services to a home educating family. *A copy of each report is provided to the parent educator.*

Statement of Intent to Home Educate

Date filed _____

Published by the North Dakota Home School Association to fulfill NDCC 15.1-23-02. www.ndhsa.org office@ndhsa.org

To: Superintendent of _____ School District or (if no local Superintendent) Superintendent of Schools for _____ County.

Information on parent educator:

Name of parent _____ Phone (optional) _____

Address _____ City _____ ST _____ ZIP _____

Information on child:

Name _____ Address _____

Date of birth _____ Grade level _____
(Parent educator determines grade level.)

Parental qualifications:

- 1. I have a high school diploma or G.E.D. (attached is copy of diploma/G.E.D. or it is already on file) **OR**
- 2. I do not have a high school diploma or G.E.D. (Check one of the following.)
 - I am requesting a monitor provided by my local school district **OR**
 - I have employed a N.D. state-certified teacher to act as my monitor (proof of credentials is attached) **OR**
 - Monitoring requirements of NDCC section 15.1-23-06 have been fulfilled.

Public school/non-public school participation:

My child will participate in the following at _____ (a public school):

<u>Academic Courses</u>	<u>Extra-curricular activities</u>
_____	_____
_____	_____

My child will participate in the following *extra-curricular activities* at _____ (an approved non-public school):

(Listing *curricular activities* at an *approved non-public school* is **not** required by law.)

Proof of immunization or exemption as it relates to NDCC 23-07-17:

Note to parent educators: If due to health reasons or if you are philosophically, morally or religiously opposed to government-mandated immunizations, you may opt out. Fill in appropriate section on the N.D. Department of Health's immunization form.

- Attached is a copy of my child's immunization record or statement of exemption **OR**
- My child's immunization record/statement of exemption is already on file and nothing has changed since filed.

Testing Opt Out as it relates to NDCC 15.1-23-09:

The 2017 legislature passed HB 1428 which allows parents with philosophical, religious or moral beliefs opposed to standardized testing to opt out of testing as required in grades 4, 6, 8 and 10. Academic requirements are no longer required by law.

- I am opting out of testing requirements (NDCC15.1-23-09).
- I am opting out of testing based on academic qualifications: ND state certified teacher **OR**; Baccalaureate degree **OR**; met or exceeded cut-off scores on national teacher exam

Proof of identity as it relates to NDCC 12-60-26:

Note to parent educators: Proof of identity as described in the North Dakota Century Code is "a certified copy of a birth certificate, a certified transcript, or similar student records from the previous school, or any other documentary evidence the school, licensed day care facility, or school superintendent considers appropriate proof of identity."

- Attached is my child's proof of identity **OR**
- My child's proof of identity is already on file at this public school.

(Parent educator's signature) (Date)

One parental signature is adequate. No signature by a school superintendent is required. This form is *not* a request for permission to home educate; it is notification of intent to do so.

