

School Year _____

INSTRUCTIONS TO COMPLETE THE IHIP

1. The IHIP must be submitted as a PDF attachment within 28 days of starting homeschooling to homeschool@schools.nyc.gov.
2. Please complete each section of IHIP and include all required information.
3. The IHIP **must** include:
 - The student's age and grade level.
 - A list the syllabi, curriculum materials, textbooks or plan of instruction to be used in each of the required subjects listed below.
 - The dates for submission of the quarterly reports spaced evenly throughout the school year (July 1 - June 30).
 - The name(s) of the individual(s) providing instruction.
4. If using an online program, specify the name of the course and the grade level.
Example: Time4Learning – Mathematics, Grade 5.
5. Note that homeschool students in grades 1-6 must have a minimum of 900 hours of instruction per year.

STUDENT'S INFORMATION			
Last name: D [REDACTED]		First name: H [REDACTED]	
Date of birth: [REDACTED]		Grade level:	
9-Digit NYC Student ID # (if known): [REDACTED]			
PARENT'S INFORMATION			
Last name:		First name:	
Home address: [REDACTED]		Apt. #: [REDACTED]	
City: New York		State: NY	Zip: 10034
Home telephone: 866 706 2086 [REDACTED]	Alternate telephone:		Email address:
Name(s) of individual(s) providing instruction:			
Last name:		First name:	

I affirm that my child, H [REDACTED], will be meeting the compulsory education requirements of NYSED CR Part 100.10 for school year ____ .

Signature of Parent: [Signature] Date: ____

Quarterly Reports Due Dates: You are required to submit quarterly reports about your child's progress throughout the year. If you started homeschooling after the first part of the year, you'll only need to submit reports for the remaining quarters.

Report	Due Date:
First Quarter Report <i>Suggested Date-Nov 15</i>	
Second Quarter Report <i>Suggested Date-Jan 31</i>	
Third Quarter Report <i>Suggested Date- April 15</i>	
Fourth Quarter Report <i>Suggested Date-June 30</i>	

Annual Assessment:

Each year, homeschool students must complete an annual assessment to demonstrate academic progress. To meet this requirement, your child's assessment must either score above the 33rd percentile on a standardized test or show at least one year of academic growth compared to the previous year's test.

Parents or guardians listed on the Individualized Home Instruction Plan (IHIP) may write the narrative evaluation, purchase, administer, and score a commercially published norm-referenced achievement exam. Your child's annual assessment is due on June 30th.

Annual Assessment Options by Grade Level

Grades 1–3: You may choose either a written narrative or a standardized test. A Written narrative is a brief report summarizing your child's progress, highlighting key achievements, and outlining plans for the next grade.

Grades 4–8: Standardized testing is required every other year. In alternate years, you may submit a written narrative instead. For example, if your child takes a standardized test in grade 4, you may submit a written narrative in grade 5.

For students in grades K-12 **whose IESP indicates an alternate assessment**, the annual assessment may be the written narrative evaluation or a portfolio of examples of the child's educational achievement of standards compared with his/her peers.

If known, please indicate if written narrative or state approved standardized assessment will be used for the required annual assessment or inform us of your choice with the third-quarter report.

Select one from the following list:

- ☐ Written narrative: For students in grades 4-8, this can be used no more than every other year.
- ☐ NYSED ELA/Mathematics Exams: These exams must be taken at a public or registered nonpublic school. If you want your child to take the Regents or the NYS ELA/Math exams, please contact a local school to register your child for the exam. Please note that this is at the discretion of the principal. Proof of immunization is required to participate in testing in a school building.
- ☐ Iowa Test of Basic Skills
- ☐ California Achievement Test
- ☐ Stanford Achievement Test
- ☐ Comprehensive Test of Basic Skills
- ☐ Metropolitan Achievement Test
- ☐ P.A.S.S. Test
- ☐ IESP Alternate Assessment

Hunter Dougherty — Individualized Home Instruction Plan (IHIP) Table

Subject	Plan of Instruction	Annual Output
Arithmetic	Daily practice with addition/subtraction within 20, place value, measurement, and geometry (aligned with Illustrative Math curriculum). Hands-on learning through play, cooking, and story problems.	9 math projects/notes (1 per month)
Reading	Daily reading (avg. 1 hr/day) with family read-alouds, library books, and leveled literacy practice.	~270 hrs reading + 9 monthly book logs
Spelling	Phonics/word study modeled on EL Skills Block; spelling lists from Muscota modules and museum themes.	9 spelling lists
Writing	Journals after library, museum, and park visits; module-based writing (tools, space, birds).	36 journal entries
English Language	Vocabulary and discussion based on EL Education modules and exhibits.	9 vocabulary lists
Geography	Mapping NYC parks, museums, and transit systems; family travel logs.	6 map projects
U.S. History	Responsibility & citizenship from EL Module 1, with visits to NYHS, Tenement Museum, and Ellis Island.	6 history reflections

Science	Seasonal nature study at NY Botanical Garden and bird study in Central Park & Inwood Hill Park, plus AMNH space/astronomy unit.	9 science logs (5 NYBG + 4 museum/park)
Health Education	Nutrition, safety, and family health routines (including participation in baby care as age-appropriate responsibility).	9 reflections
Music	Lincoln Center/Jazz concerts and rhythm/movement workshops.	6 music reflections
Visual Arts	Drawing guides, paint-by-numbers, Central Park sketching, and MoMA/Whitney visits.	36 art pieces
Physical Education	Weekly outdoor play: Monday mornings in Central Park; Friday afternoons in Inwood Hill Park forest.	36 PE logs
Bilingual education and/or English as a second language where the need is indicated.	Exposure through multilingual exhibits and bilingual library books.	6 exposure logs
Following subjects to be covered during K-12: patriotism and citizenship; health education regarding alcohol, drug and tobacco misuse; highway safety and traffic regulations, including bicycle safety; and fire and arson prevention and safety.	Constitution & citizenship lessons (NYHS), NYC Transit Museum, and outdoor safety in parks.	6 reflections

The following courses shall be taught at least once during the first eight grades: US History, NYS History, and the Constitutions of the US and NYS.

Exploration of steam trains through visits to railroad museums/heritage programs, tying into science and history.

A museum visit (e.g. New-York Historical Society, Ellis Island)

A read-aloud about the Founding Fathers or NY's role in history

A simple introduction to the Constitution (kids' book or activity)

3 steam train activity logs

3 corresponding reflections