

AHEM NEWS

Strengthening the grassroots presence of homeschoolers in Massachusetts

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CURRENT STATE ISSUES

by Milva McDonald

Homeschooling Policies

With the coming of a new school year, AHEM has been receiving reports of intimidating policies that make unreasonable demands on homeschoolers.

There is one fact that we want to stress about homeschooling policies: a homeschooling policy, whether communicated verbally or written in a formal manner, is simply a tool created by the school committee, superintendent, or principal to facilitate oversight of homeschooling. It is not a binding or legal document. When push comes to shove, the only guidelines that count here in Massachusetts are those in Charles and Brunelle (Ivan, also a Massachusetts court decision pertinent to homeschooling, only applies to families *refusing* to submit an educational plan).

We recommend that all Massachusetts homeschoolers familiarize themselves with Charles and Brunelle in order to be able to recognize when a school district is presenting a policy which requires more than the law allows. How common is this? Judging from our communication with homeschoolers, and from the policies we've accumulated so far, it's pretty common. Very often, knowledgeable homeschoolers simply ignore the parts of the policy that exceed the law, and

submit only what is required by Charles. Also quite often, these homeschoolers receive approval with no problems.

One choice homeschoolers have is to simply submit their plans in accordance with Charles. If the plan is rejected, remember that Charles urges schools and parents to work together to "expedite approval," and protects our rights by shifting the burden of proof to the school in any subsequent legal proceeding. Also remember that since Charles was decided in 1987, the only homeschooling-related case to have reached the Massachusetts Supreme Court level is Brunelle, which was decided in favor of homeschoolers, and very few disputes between homeschooling families and schools have been brought to court at all. AHEM is aware of individual families and groups of families who have worked with their school districts to create better homeschooling policies when existing policies were not in line with the law. Contact AHEM for help if you find yourself facing similar issues.

Help AHEM and other Massachusetts homeschoolers by filling out and submitting the questionnaire at the end of this newsletter, and also available at <http://www.ahem.info/Questionnaire01.pdf>.

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info@AHEM.info or write to the above
address.

A Word About Evaluation

AHEM has received numerous reports of superintendents suddenly requiring work samples in addition to progress reports when they never had before. While we are curious about the cause of this seeming trend, as of now we don't know why it is happening. Charles allows schools to require one method of evaluation, mentioning testing, dated work samples, "OR" progress reports. It also encourages schools and parents to work together to reach

an agreement on the method of evaluation. If your superintendent is asking for work samples in addition to progress reports, you can discuss with him or her your preferred means of evaluation. You can stress that you are working together to reach an agreement as Charles urges. If you feel comfortable submitting samples, remember that if you choose this method you do not need to write progress reports in addition.

Schedules, Schedules, Schedules

Some districts, we've been told, are asking for detailed schedules, sometimes in the form of grid type pages which break down subjects into the hours of the day during which they will be taught. Since many homeschoolers don't use this type of rigid schedule, this can present a problem. Can the school require it? Charles says, "The superintendent or school committee may properly consider the length of the proposed homeschool year and the hours of instruction in each subject." In the kinds of integrated programs used by many homeschoolers, breakdown of hours is not a black and white issue. Brunelle, while agreeing that schools may consider the length of the homeschool year and the hours of instruction in each subject, also recognizes the inherent flexibility a homeschool offers. It says, "While following a schedule may be an important consideration in a public school where pre-existing schedules need to be maintained and coordinated, the perception and use of time in a homeschool are different."

So, while Charles and Brunelle do allow for a request regarding number of hours per subject and length of the homeschool year, requiring a grid type schedule is

clearly unreasonable. It also contradicts Charles' clear point that the school cannot dictate the manner in which families homeschool. Therefore, if a family chooses to address the subject of science through cooking, nature walks, and field trips, these hours may be counted as hours of instruction. The manner in which you homeschool is completely up to you, and your hours of instruction are reflected in that choice.

Many homeschoolers address the hours issue by adding a line in their plan that explains that their homeschooling activities are day long and year round. You can also say that your homeschooling plan will meet or exceed the number of hours required by law (900/990). If you still face a request for a detailed breakdown of hours in each subject, you can ask your school for their schedule of hours and respond that your homeschooling will meet or exceed those, thereby satisfying the requirement that your plan "equals in thoroughness and efficiency,... that in the public schools in the same town." (Charles)

One Last Word About Home Visits

Need we even say it? Unbelievably, we have heard recent stories of superintendents requiring home visits for approval, despite the fact that in 1998 the Massachusetts Supreme Court ruled in Brunelle that home visits could NOT be required as a condition of approval. The response to this one is easy. JUST SAY NO. And throw your superintendent a copy of Brunelle. He or she needs it.

REPORT ON DOE MEETING

by Milva McDonald

On June 9, 2003, Advocates for Home Education in Massachusetts's Milva McDonald joined representatives from other homeschooling organizations to discuss the current DOE Draft Advisory on homeschooling. The advisory is the document the DOE submits to individuals seeking information about homeschooling in Massachusetts. Approval and oversight of home education is a local, rather than state, function in Massachusetts. Therefore, the Department of Education is not involved in setting policy, overseeing school district practices, or otherwise enforcing the Commonwealth's home education law. The document's intent, according to the DOE, is to provide a neutral analysis of homeschooling law, and to answer the most commonly asked questions about homeschooling. Many homeschooling groups, including AHM, have taken issue with various sections of the draft.

In attendance at the June 9 meeting were Liz Keliher, the DOE attorney in charge of revising the document, and Joe Ableidinger, the Harvard Law School student assisting her in this job over the summer. Homeschooling representatives included Bob Jacobsen from Massachusetts Home Organization of Parent Educators, Nicky Hardenbergh of Massachusetts Home Learning Association, Barbara Whitlock of Catholic Homeschoolers in Massachusetts East, Scott Somerville of the Home School Legal Defense Association, and Patrick Farenga of Holt Associates.

One of the themes homeschooling groups tried to

convey to Ms. Keliher was that of intimidation. We tried to explain that the tone of the advisory might intimidate superintendents and lead them to feel an obligation to come down hard on homeschoolers. Passages from the advisory regarding prior approval were cited. Ms. Keliher seemed to understand the issues we presented, though she said that in a public document she did not have leeway to interpret the law, only convey it. Nevertheless, she acknowledged our concerns and said she would take them under consideration.

Another major issue presented at the meeting was special education. Homeschooling groups have been concerned that the current document advises superintendents to treat families homeschooling a special education child differently from other families. The advice is based on special education laws, and specifically FAPE (Free and Appropriate Public Education). Homeschooling groups in attendance argued that FAPE should not apply to homeschooling families, while Ms. Keliher explained that since FAPE is the standard for special education students in public school, and the homeschooling plan has to "equal in thoroughness and efficiency that of the public school..." then homeschooling plans must address the child's special needs. She also conceded that she needed to consult special education experts to better understand the issue, and seemed to agree that this section of the advisory needed some changes.

The advisory is scheduled to be revised over the summer, with prospective finalization and release in fall of 2003. We will keep you informed of its progress. Friends

wishing to receive the full set of minutes for the meeting let us know and we will provide it. If you would like a copy of the draft advisory, please contact us at info@AHem.info or send a SASE to AHem, PO Box 1307, Arlington, MA 02474.

LEGISLATIVE WATCH

by Cheryl Pinto

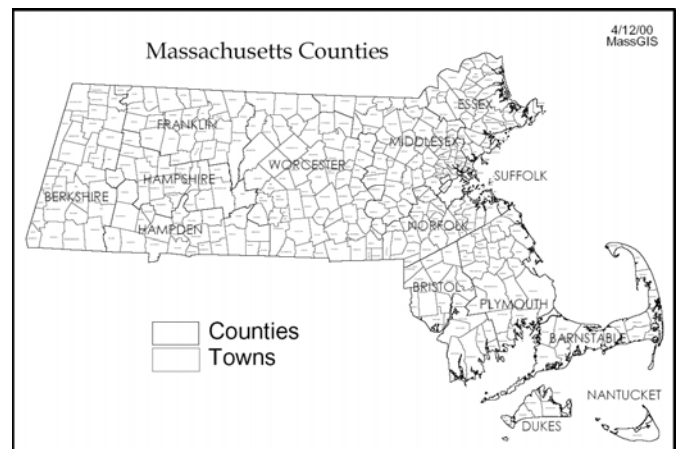
AHEM is keeping busy on the legislative front. The following is a summary of our recent legislative efforts.

In May, AHEM representatives researched House Bill 1825, "An Act to Improve Truancy Enforcement and Encourage School Attendance." The proposed bill deals with amending M.G.L. Chapter 76, sec. 1, known as the compulsory education statute. If passed, this bill will give police officers the authority to "apprehend and take to school, any truant or absentee found wandering in the streets or public places." The bill provides that "said truant must identify himself to police officer as truant, or police officer has reason to believe that said truant is truant," before the police officer can apprehend and return to school. After researching the proposed bill, AHEM decided to take no action at the present time. The proposed bill contains safeguards,

among them procedures that must be approved by local school officials and police officials, as well as a provision in the bill requiring school and police departments to communicate on a

daily basis "solely to determine who is truant on that particular day." Since police officers will be required to obtain a daily list of "truants" from the schools, and to apprehend those individuals appearing on the list, AHEM decided that this particular bill should not pose a problem for homeschoolers, since homeschoolers will not appear on the daily list of "truants."

In June, AHEM looked into Senate Bill 1321, "An Act Providing for the Denial of Driver Licenses to Truants." If passed, this bill would require that all applicants for driver's licenses, between the ages of 16 - 18 provide a letter from school officials certifying that the applicant is enrolled in school and is meeting all academic and attendance requirements, or has received a high school diploma or certificate, or GED,... or "is enrolled in a home education program that satisfies the requirements of all state laws governing such courses." M.G.L. Chapter 76, mandates that all children between the ages of 6 and 16 receive an education. Once homeschoolers reach the age of 16, reporting and receiving school department approval for home education plans is optional. However, this bill, if passed, may



require that homeschoolers between the ages of 16 -18 get approval of their home education plans before being granted driver's licenses. The proposed bill was referred to the Joint Committee on Public Safety. Because of the potential impact to homeschoolers, AHEM sent letters to all members of the Joint Committee on Public Safety, voicing our opposition to passage of this bill. We will keep you updated on the bill's progress.

AHEM is also tracking Senate Bill 278, a bill that would amend M.G.L. Chapter 76 by extending the mandatory education requirement to age 18. Because this bill was filed "by request," (the legislator filing the bill does not necessarily support the bill, but is filing the bill at the request of a constituent), and the bill is not expected to pass, AHEM has decided not to act at this time, but will continue to track the bill and will act, should it become necessary.

We will continue to keep you updated as these bills make their way through the legislative process. If anyone would like more detailed information about any of these bills, please contact us at info@AHem.info or AHEM, PO Box 1307, Arlington, MA 02474.

THE NATIONAL SCENE

by Milva McDonald

HSLDA Proposes HR 2732 / S 1562 aka Homeschool Non-Discrimination Act of 2003 (HoNDA)

The Home School Legal Defense Association (HSLDA), a national organization that provides legal services to homeschoolers for a fee, is behind a bill filed with the US House of Representatives and the Senate. House Resolution

2732 and Senate 1562 seek to amend portions of existing laws including the Higher Education Act of 1965, the Individuals with Disabilities Education Act, the Internal Revenue Code of 1986, and the General Education Provisions Act. Advocates of the bill claim that it will allow, among other things, opportunities for government aid, tax deductions for homeschooling expenses, and the freedom for older homeschoolers to work during school hours.

AHEM has heard many reasons to oppose the bill. National lists abound with arguments for why the changes to each specific law are cause for concern. Overall it would seem that the various concerns that the bill seeks to amend could have been handled without treating them as unique homeschooling issues.

AHEM's position is that it is wise to keep homeschooling out of federal law as much as possible to avoid further regulation and to keep the local, grassroots strength of homeschooling alive.

Another major concern is whether homeschoolers wish to let a national organization such as HSLDA speak for them. If Representatives and Senators do not hear from individual homeschoolers about this bill, they may interpret HSLDA's voice to be the national voice for homeschoolers. Therefore, we recommend that individuals research the bill and respond to their representatives as individual constituents.

To read the contents of the bill, and see sponsors in both the House and Senate, go to <http://thomas.loc.gov/home/c108query.html> and search for either H.R. 2732 or S. 1562.

To read commentary about the bill see *Home Education Magazine's* News &

Commentary at <http://home-ed-magazine.com/nc/303/8503.html>

For contact information for Senator Kennedy and Senator Kerry, go to <http://www.senate.gov/>

To find your Representative in the House, go to <http://www.house.gov/>

Charter Schools, E-Schools, and Homeschooling Freedoms

Homeschoolers nationally are talking about charter schools and e-schools, and whether they present a potential threat to homeschooling freedoms. The recent We Stand for Homeschooling (WSfH) Resolution has fueled this discussion considerably, though it was taking place long before the WSfH document was created.

We Stand for Homeschooling was created by an ad hoc group that is trying to raise awareness of the issue of publicly funded cyber and charter schools that threaten to bring homeschooling under the control of public schools. This concern is one of the reasons we were motivated to start AHEM, and we are happy that this statement is raising awareness of this issue and sparking debate among homeschoolers. Much of this debate takes place on national email discussion lists, and here is part of one of my posts to such a list:

"There are real risks involved in forgetting how homeschooling came about and what it offered back then. When I started twelve years ago, things looked pretty different. We had very few homeschooling-specific resources, such as the kind that are consistently marketed to homeschoolers today. As a result, the world was truly our classroom. We were enterprising, we were successful, and people started jumping on the

bandwagon because, as I heard Pat Farenga say recently in a speech, 'homeschooling works.' It's great that the movement has expanded and more resources are available now, but those resources have the potential to deny newer homeschooling families the profoundly life changing learning experiences I had, and that makes me sad. If that were my only concern, however, I wouldn't have been so happy to see the creation of the WSfH resolution. What I see is opportunists looking to co-opt the word homeschooling, and potentially squash the ability of future families to independently homeschool, perhaps in a more subtle and insidious way than many of us can imagine."

In many states, private companies such as K12 are receiving public monies for students using their curriculum. Since K12 and other such programs are online schools, the schooling often takes place in the home. This is also why these companies are marketing directly to homeschoolers. However, if the private company is receiving public money, and the student is using the curriculum at no cost to the family, the student is on the rolls as a public school student. Often this happens through the formation of a charter school.

AHEM agrees with the WSfH resolution which sees potential problems arising from the use of the term "homeschooler" to refer to home-based students enrolled in publicly funded programs. One concern is that the situation could lead to increased regulation of all homeschoolers. Students enrolled in publicly funded e-schools or charter schools are schooled under the authority of the state, NOT the family or parents. We do not want

to see this generalized to all students who happen to be schooled outside of brick and mortars. Nor do we want to see all homeschoolers required to use any curriculum or materials produced by private companies.

One of the ways companies like K12 entice homeschoolers is by distributing their glossy, attractive materials throughout a state. Some homeschoolers will buy it privately, and some won't. But the company has gotten the word out. The company then makes the program available through a publicly-funded program such as a charter school, and now the homeschooler thinks, "Great. I can get this for free." They also offer free computers and other perks to make the package more alluring. If the homeschooling family accepts the offer, however, their children are on the rolls as public school students. The situation is attractive to the private companies for obvious reasons. It's attractive to the schools because in states where schools previously received no per pupil funding for homeschoolers

(like Massachusetts), homeschoolers are now on the rolls and schools receive full per pupil funding for these former homeschoolers, while the actual cost to the school is much lower, since the child is at home and only needs minimal equipment, materials, and oversight by teachers.

Although we are not facing these specific issues yet in Massachusetts, homeschoolers here would do well to learn about them, since it's quite likely and perhaps even inevitable that we will see them here someday.

To acquaint yourself with these issues and decide where you stand on them, and whether you

think they pose a threat to homeschooling or offer a positive new way to broaden and expand the movement, see:

- We Stand for Homeschooling
<http://www.westandforhomeschooling.org/>
- The Future of Homeschooling
<http://home-ed-magazine.com/HEM/204/japubnote.html>
- Lines, Patricia. Support for Home-Based Education: Pioneering Partnerships Between Public Schools and Families Who Instruct Their Children at Home *A Guide for State Policymakers, Local Boards of Education, and School Administrators*. ERIC, 2003.

To get in on the national discussion, join the

- American Homeschool Association's Political Action list
<http://groups.yahoo.com/group/AHA-PoliticalAction/?yguid=141968124>
- or see the discussion boards at the National Home Education Network
www.nhen.org

Recent articles on cyber charter schools:

- "Charter cyberschools educate within the comforts of home"
http://www.slttrib.com/2003/Aug/08172003/nation_w/84689.asp
- "Home Schooling in Cyberspace"
<http://www.nytimes.com/2003/05/29/technology/circuits/29clas.html?ex=1061265600&en=7d85a446d9f643d2&ei=5070>
- "Davis district sponsored homeschool draws interest"
http://www.standard.net/standard/news/news_story.html?sid=00030816231006232491+cat=news+template=news1.html

REPORT ON MAY OPEN HOUSE

by Cheryl Pinto

Advocates for Home Education in Massachusetts's kick-off event was an open house on May 10th in Medford. Pat Farenga gave the keynote address and spoke about the challenges facing homeschoolers in Massachusetts. Sophia Sayigh, Milva McDonald, and Cheryl Pinto introduced AHEM and outlined some of AHEM's current projects which include monitoring legislation that has the potential to affect homeschoolers, creating a presence at the State House, connecting with

legislators, building a database of information on homeschooling policies and activities statewide, and assembling a core of informed AHEM representatives who are available to help homeschoolers assess their options in relationships with their school officials. A question and answer period followed. Pat Farenga then signed copies of his new book, *Teach Your Own: The John Holt Book of Homeschooling*, while people conversed and enjoyed refreshments. Thanks again to all who helped make the open house a success.

AHEM representatives are interested in speaking with homeschooling groups across the state about the organization. If you would like to host a gathering, or arrange for a presentation at a support group meeting, please contact us at info@AHEM.info.

FACES AT AHEM

The following are profiles of the founders of AHEM.

Milva McDonald lives in Medford with her husband, Glenn Dickson, and four children (4, 6, 16, 18). She has been involved in homeschooling in the state for twelve years. During that time, she has helped organize homeschooling information nights for newcomers, spent hours on the phone with prospective homeschoolers, been active in her local support group, helped create an unschooling conference in Watertown in 2002, and written articles for *Growing Without Schooling*. Her writing has also appeared in *The Boston Globe*, *Mothering*, *Natural Health*, and the *Beloit Fiction Journal*. In her spare time, she likes to read, write fiction and non-fiction, and sing in the Family Folk Chorale.

Cheryl Pinto has been homeschooling in Massachusetts for the last eight years. She lives in Peabody with her husband and two daughters, ages 13 and 9. She has volunteered for several years at the Peabody Institute Library, working with the Children's Drama Program there. She also volunteers in youth sports programs in her community. Prior to homeschooling, Cheryl worked for several years as a registered nurse and an attorney. As an attorney, she worked with the Essex County Family Court in cases involving children, parental rights, and D.S.S.

Sophia Sayigh lives in Arlington with her husband Rick and their two children, ages 14 and 11. She has homeschooled in Massachusetts for eight years, during which time she has been involved with the life and organization of her local support group, sharing phone helping skills learned as a La Leche League Leader with homeschoolers and prospective homeschoolers. She served on the board of the Massachusetts Home Learning Association for a year and a half, and is Massachusetts State Support Liaison for the National Home Education Network. She has helped organize several local homeschooling information nights, a local unschooling conference, and coordinated the 1999 *Growing Without Schooling* conference for Holt Associates. A former professional librarian, she enjoys fiddling with databases and organizing information. Home is filled with many pets, and lots of music, books, computers and conversation. The whole family sings with the Family Folk Chorale.

HELPING AHEM SPREAD THE WORD

by Sophia Sayigh

One of our organizational goals is to make ourselves known to Massachusetts homeschoolers, so they will feel comfortable coming to AHEM for help, and comfortable giving AHEM information to build the policy database. Word of mouth is the most effective form of publicity. As a Friend of AHEM, you can help by spreading the word. Here's how:

Minimal effort: Mention AHEM in conversation: "Hey, have you heard about the new state organization, Advocates for Home Education in Massachusetts? You can find out more about them at AHEM.info. Looks like they will be a great resource for Massachusetts homeschoolers! Sign up to get their updates--I did."

Medium effort: Print out attached flyer and hand to a friend. To receive flyers for distribution, send your name and address to info@AHEM.info or write to AHEM, PO Box 1307, Arlington, MA 02474 or call one of the numbers on the website www.AHEM.info and tell us how many you need. Bonus points for getting it published in your local support group's newsletter!

Maximum effort: We are willing to travel if you would like to invite us to a support group meeting or other gathering (we're good at gabbing at playgrounds too) about why we've started AHEM, what we aim to do with it, and how you can get involved. If you organize it, we will come.

If you have other ideas for spreading the word, let us know. Thanks for your help!

THE REAL WORLD

Aidin's Final Home Schooling Year

by Maureen Carey

Here is Aidin Carey and family's experiences about life decisions after home schooling.

We have spent the last academic year going through the unbelievably arduous process of college admission applications. Aidin decided that she wanted to go on to a traditional four year college experience, living in a dorm and being "normal" for the first time ever. Her dad, Michael, and I would not have made the same decision, as she has successfully completed the first two years at Harvard Extension School, where she has a Dean's Scholarship, which means her courses are completely free and she could have a Bachelor's degree at twenty years old while incurring no debt. However, as usual, we ignored our opinion and agreed to follow her lead.

We have been unschoolers since we committed ourselves to letting Aidin be in charge of her own education when she was two years old. We let her do what she wanted, and what she wanted was to play with her friends, her brother, and her toys. The funniest question I ever was asked about home schooling was, "Don't you want her to have any friends?" Her social life has been overly busy since she was five years old, and she seemed to learn all she needed from her chosen life style. We attended home schooling group activities. For many years, the only other thing we did that would have looked "educational" was I read to her constantly. I still do. At eleven she and her friends started a

literature class which I teach and has been taking place twice a week for seven years. She also did a writing class with Milva McDonald and Anna Watson, and many music, dance and theater classes. She did not learn to read until she was ten and a half, and has been an avid reader ever since.

At fifteen, Aidin began classes at Harvard University's Extension School, which is evening classes primarily for working adults, but welcoming willing students of all ages and treating kids with the same respect as everyone else. Started with one course and adding another each semester until she was a full-time student. She has done two years of college work in the last three years, and will receive an Associate's Degree in June. We expected that the transcript of her course grades would be adequate to demonstrate her academic ability to college admissions offices. The advice we got from them was to give them as much information about her alternative education as we could. Therefore, I got Harvard to give her an interview with a staff person, as well as the usual alumni interview. We sent five recommendations, including two from professors who had taught her at The Extension School. We compiled a list of every book she had read since she was thirteen, and sent her detailed resume of theatrical and musical appearances, and community groups she was involved in. What we found was that the more prestigious colleges were open to alternatively educated students. Michael thinks this is partly because they have large admission staffs who have time to consider individuals, and don't have to use simplistic formulae to handle large numbers

of applicants, like the requirement of a high school diploma. Places like Harvard and Barnard and MIT have never required a diploma. They also have financial resources to help families of limited means like most of us homeschoolers, who usually have lived on one income for many years of child raising.

The results of all this? Aidin applied to ten colleges. Boston University, Tufts and Oberlin did not admit her. Sarah Lawrence College wait-listed her. Arguably better schools - Barnard, Smith, Mt. Holyoke, and Hampshire - admitted her with full tuition scholarships. Harvard, her eventual choice, gave her a scholarship of full tuition and some money towards her living expenses. We were assured that this financial aid would continue for four years.

I asked the Harvard Dean of Admissions why they accepted Aidin, as they admit only 1650 out of 21,000 applicants. He said, "She wrote a good application," and that, "You and she had made great use of the opportunities available to you." The latter is the same criteria they use for students of whatever educational background. By the way, her official admission essay, which is usually treated as a big deal and worked on with blood, sweat and tears, was written in about 45 minutes in a totally irreverent tone about how she wanted to go to college, live in a dorm and be "normal" for once.

AHEM has Friends in 9 out of 14 Massachusetts counties! To become a Friend of AHEM, send your name and address to AHEM, PO Box 1307, Arlington, MA 02474 or email info@AHEM.info. It's free!

WELCOME TO AHEM!

With your help, homeschoolers in Massachusetts are empowering themselves to keep Massachusetts a homeschool friendly environment by sharing information and support in dealing with school officials.

You can become proactive right away by filling out this form and returning it to
AHEM, PO Box 1307, Arlington, MA 02474-0021 or email to **info@AHEM.info**.

PLEASE PRINT NEATLY

Your name: _____

Address: _____

Town: _____ Zip Code: _____

Phone: _____ Email: _____

Would you like to be added to the Friends of AHEM email list for periodic updates on the state of homeschooling in MA, including emergency info if warranted? (circle one) Yes No

AHEM respects your privacy and will not share your name or contact information with any other organization.

Check anything you'd like to find out more about:

- ☐ Hosting an AHEM Open House
- ☐ Helping with conferences or workshops
- ☐ Participating in information gathering for the town policy database
- ☐ Being part of a task force for DOE draft
- ☐ Visiting your state representative and/or the State House

Please provide the following information about policy and procedure to be added to our town-by-town database of homeschooling policies in Massachusetts. Use the back if you need to, and please attach any supporting documentation.

Date: _____ **Town:** _____ **County:** _____

Superintendent or entity in charge of local homeschool policy: _____

How much in advance of the school year do school officials ask that you submit homeschooling plans? What do you do? Please explain.

Do school officials ask to meet with homeschoolers? Do you comply? Please explain.

Do school officials ask to visit your home? Do you comply? Please explain.

Do school officials ask for a schedule or number of hours on each subject? Do you comply? Please explain.

Form of assessment: (circle whatever you provide)

Progress report Work samples/Portfolio Standardized testing Other (please specify)

How many times a year?

If a test, which one?

Do school officials provide you with a letter of approval?

Do school officials allow homeschoolers to participate in school activities? Please be specific.

Have homeschoolers in your town worked with school officials to create a homeschooling policy? Please elaborate.

On a scale of 1 to 5, with 1 being very easy to deal with and 5 being very difficult, how would you rate your town's treatment of homeschoolers?

Any other information you feel would be useful for other homeschoolers to know about how your town puts homeschooling policy into practice? Please use the back if necessary and **please attach any written policies you've received from your school district**.
Thanks for taking the time to help other Massachusetts homeschoolers!

Return questionnaire to **AHEM, PO Box 1307, Arlington, MA 02474-0021**

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