# Bill as Introduced

# HB 368 – AS INTRODUCED

2009 SESSION

09-0495
04/09

HOUSE BILL ***368***

AN ACT relative to annual goals in a home education program.

SPONSORS: Rep. J. Day, Rock 13

COMMITTEE: Education

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ANALYSIS

This bill requires a parent who is providing a home education program to include, as part of the notification process, a written statement affirming that the home education program shall contain instruction in certain subjects as defined in law.

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Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

09-0495
04/09

STATE OF NEW HAMPSHIRE

*In the Year of Our Lord Two Thousand Nine*

AN ACT relative to annual goals in a home education program.

*Be it Enacted by the Senate and House of Representatives in General Court convened:*

1 Home Education; Notification and Other Procedural Requirements. Amend RSA 193-A:5, II to read as follows:

II.*(a)* Notification made by the parent pursuant to paragraph I shall include a list of the names, addresses, and birth dates of all children who are participating in the home education program, ***and a written statement by the parent providing home education affirming that the home education program shall comply with RSA 193-A:4, I.***

***(b) The resident district superintendent or nonpublic school principal shall provide a parent who gives notice of home education under this section with a copy of the state statutes pertaining to home education and any other resources which the superintendent or principal determines may benefit such parent in providing home education.***

2 Effective Date. This act shall take effect 60 days after its passage.

# Amendments

"NOT ADOPTED"

Rep. J. Day, Rock. 13
February 9, 2009
2009-0233h
04/05

Amendment to HB 368

Amend RSA 193-A:5, II(a) as inserted by section 1 of the bill by replacing it with the following:

*(a)* Notification made by the parent pursuant to paragraph I shall include a list of the names, addresses, and birth dates of all children who are participating in the home education program, ***and a written statement signed by the parent providing home education affirming that the home education program shall comply with RSA 193-A:4, I.***

Rep. Rous, Straf. 7
Rep. Yeaton, Merr. 8
Rep. Fleck, Carr. 5
November 18, 2009
2009-2537h
04/10

Amendment to HB 368

Amend the title of the bill by replacing it with the following:

AN ACT relative to notification procedures for home education.

Amend the bill by replacing all after the enacting clause with the following:

1 Home Education; Notification. Amend RSA 193-A:5 to read as follows:

193-A:5 Notification and Other Procedural Requirements. A parent may provide home education to a child or children at home, subject to the following requirements:

I.(a) Any parent commencing a home education program for a child, for a child who withdraws from a public school, or for a child who moves into a school district shall notify ***in writing*** the commissioner of the department of education, resident district superintendent, or principal of a nonpublic school of such within 5 business days of commencing the program.

(b) A parent planning to continue a home education program shall notify ***in writing*** the commissioner of education, resident district superintendent, or principal of a nonpublic school by the first school day according to the school calendar in the child's resident school district.

II. ***Written*** notification made by the parent pursuant to paragraph I shall include a list of the names, addresses, and birth dates of all children who are participating in the home education program.

III. Written notice of termination of a home education program shall be filed by the parent with the commissioner of education, and, in addition, the resident district superintendent or nonpublic school principal within 15 days of said termination.

IV. Subject to the provisions of RSA 193-A:7, the commissioner of education, resident district superintendent, or nonpublic school principal shall acknowledge receipt of notification within 14 days of such receipt.

2 Effective Date. This act shall take effect 60 days after its passage.

2009-2537h

AMENDED ANALYSIS

This bill requires a parent to provide written notification of the intent to commence home education.

Rep. Rous, Straf. 7
Rep. Yeaton, Merr. 8
Rep. Fleck, Carr. 5
November 18, 2009
2009-2537h
04/10

Amendment to HB 368

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(b) A parent planning to continue a home education program shall notify ***in writing*** the commissioner of education, resident district superintendent, or principal of a nonpublic school by the first school day according to the school calendar in the child's resident school district.

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2009-2537h

AMENDED ANALYSIS

This bill requires a parent to provide written notification of the intent to commence home education.

Rep. Rous, Straf. 7
Rep. Ladd, Graf. 5
Rep. Clarke, Merr. 6
Rep. P. Harvey, Hills. 1
Rep. Reever, Belk. 4
Rep. J. Day, Rock. 13
November 19, 2009
2009-2538h
04/09

Amendment to HB 368

Amend the title of the bill by replacing it with the following:

AN ACT relative to the definition of and evaluation procedures used in home education.

Amend the bill by replacing all after the enacting clause with the following:

1 Home Education; Definition. Amend RSA 193-A:4, I to read as follows:

I. Instruction shall be deemed home education if it consists of instruction in science, mathematics, language, [~~government, history,~~] ***social studies,*** health, reading, writing, spelling, the history of the constitutions of New Hampshire and the United States, and an exposure to and appreciation of art and music. Home education shall be provided by a parent for his ***or her*** own child, unless the provider is as otherwise agreed upon by the appropriate parties named in paragraph II.

2 Home Education; Records; Evaluation. Amend RSA 193-A:6, II-III to read as follows:

II. The parent shall provide for an annual educational evaluation in which is documented the child's demonstration of educational progress at a level commensurate with the child's age and ability. The child shall be deemed to have successfully completed his ***or her*** annual evaluation upon meeting the requirements of ***subparagraph (a) and*** any one of [~~the following~~] ***subparagraphs (b), (c), or (d), provided that the testing frequency need not exceed the schedule of state testing in the public schools***:

(a) A certified teacher or a teacher currently teaching in a nonpublic school who is selected by the parent, ***but who is not the parent,*** shall evaluate the child's educational progress upon review of the portfolio and discussion with the parent [~~or~~] ***and*** child. The teacher shall submit a written evaluation, ***which shall comply with the requirements for written evaluations established in rules adopted by the department of education pursuant to RSA 541-A,*** to the commissioner of education, resident district superintendent, or nonpublic school principal;

(b) The child shall take [~~any~~] ***a*** national student achievement test[~~, administered by a person who meets the qualifications established by the provider or publisher of the test~~] ***approved***

***by the commissioner of the department of education, resident district superintendent, or nonpublic school principal. A person who meets the qualifications established by the department of education and the test publisher shall administer the achievement test.*** Composite results at or above the fortieth percentile on such tests shall be deemed reasonable academic proficiency. Such test results shall be reported to the commissioner of education, resident district superintendent, or nonpublic school principal;

(c) The child shall take a state student assessment test ***which is offered for the child's current grade level, and which is*** used ***and administered to the child*** by the resident district. Composite results at or above the fortieth percentile on such state test shall be deemed reasonable academic proficiency. Such test results shall be reported to the commissioner of education, the resident district superintendent, or nonpublic school principal; or

(d) The child shall be evaluated using any other valid measurement tool mutually agreed upon by the parent and the commissioner of education, resident district superintendent, or nonpublic school principal. The results shall be reported by the parent or the testing agency to such appropriate official.

III. The commissioner of education, resident district superintendent, or nonpublic school principal shall review the results of the annual educational evaluation of the child in a home education program as provided in paragraph II. If the child does not demonstrate educational progress for age and ability at a level commensurate with his ***or her*** ability, the commissioner, superintendent, or principal shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one year from the date of receipt of the written notification to provide remedial instruction to the child. At the end of the one-year probationary period, the child shall be reevaluated in a manner as provided in this section. Continuation in a home education program shall be contingent upon the child demonstrating at the end of the probationary period educational progress commensurate with his ***or her*** age and ability ***based on the results of the portfolio evaluation or a test result required under subparagraphs II (b), (c), or (d).*** The parent of a child who fails to demonstrate such progress at the end of the probationary period shall be notified by the commissioner that the parent is entitled to a hearing as provided in RSA 193-A:7, I and II and that the program will be terminated absent a finding for continuation pursuant to such hearing. Upon a finding that the program should be terminated, the child shall be reported by the commissioner or nonpublic school principal to the appropriate resident district superintendent, who shall, if necessary, take appropriate action to ensure that compulsory attendance requirements are met.

3 Effective Date. This act shall take effect 60 days after its passage.

2009-2538h

AMENDED ANALYSIS

This bill changes the definition of home education and the evaluation procedure used to determine the student's educational progress.

Rep. Rous, Straf. 7
Rep. Ladd, Graf. 5
Rep. Clarke, Merr. 6
Rep. P. Harvey, Hills. 1
Rep. Reever, Belk. 4
Rep. J. Day, Rock. 13
November 19, 2009
2009-2538h
04/09

Amendment to HB 368

Amend the title of the bill by replacing it with the following:

AN ACT relative to the definition of and evaluation procedures used in home education.

Amend the bill by replacing all after the enacting clause with the following:

1 Home Education; Definition. Amend RSA 193-A:4, I to read as follows:

I. Instruction shall be deemed home education if it consists of instruction in science, mathematics, language, [~~government, history,~~] ***social studies,*** health, reading, writing, spelling, the history of the constitutions of New Hampshire and the United States, and an exposure to and appreciation of art and music. Home education shall be provided by a parent for his ***or her*** own child, unless the provider is as otherwise agreed upon by the appropriate parties named in paragraph II.

2 Home Education; Records; Evaluation. Amend RSA 193-A:6, II-III to read as follows:

II. The parent shall provide for an annual educational evaluation in which is documented the child's demonstration of educational progress at a level commensurate with the child's age and ability. The child shall be deemed to have successfully completed his ***or her*** annual evaluation upon meeting the requirements of ***subparagraph (a) and*** any one of [~~the following~~] ***subparagraphs (b), (c), or (d), provided that the testing frequency need not exceed the schedule of state testing in the public schools***:

(a) A certified teacher or a teacher currently teaching in a nonpublic school who is selected by the parent, ***but who is not the parent,*** shall evaluate the child's educational progress upon review of the portfolio and discussion with the parent [~~or~~] ***and*** child. The teacher shall submit a written evaluation, ***which shall comply with the requirements for written evaluations established in rules adopted by the department of education pursuant to RSA 541-A,*** to the commissioner of education, resident district superintendent, or nonpublic school principal;

(b) The child shall take [~~any~~] ***a*** national student achievement test[~~, administered by a person who meets the qualifications established by the provider or publisher of the test~~] ***approved***

*by the commissioner of the department of education, resident district superintendent, or nonpublic school principal. A person who meets the qualifications established by the department of education and the test publisher shall administer the achievement test.* Composite results at or above the fortieth percentile on such tests shall be deemed reasonable academic proficiency. Such test results shall be reported to the commissioner of education, resident district superintendent, or nonpublic school principal;

(c) The child shall take a state student assessment test *which is offered for the child's current grade level, and which is* used *and administered to the child* by the resident district. Composite results at or above the fortieth percentile on such state test shall be deemed reasonable academic proficiency. Such test results shall be reported to the commissioner of education, the resident district superintendent, or nonpublic school principal; or

(d) The child shall be evaluated using any other valid measurement tool mutually agreed upon by the parent and the commissioner of education, resident district superintendent, or nonpublic school principal. The results shall be reported by the parent or the testing agency to such appropriate official.

III. The commissioner of education, resident district superintendent, or nonpublic school principal shall review the results of the annual educational evaluation of the child in a home education program as provided in paragraph II. If the child does not demonstrate educational progress for age and ability at a level commensurate with his *or her* ability, the commissioner, superintendent, or principal shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one year from the date of receipt of the written notification to provide remedial instruction to the child. At the end of the one-year probationary period, the child shall be reevaluated in a manner as provided in this section. Continuation in a home education program shall be contingent upon the child demonstrating at the end of the probationary period educational progress commensurate with his *or her* age and ability *based on the results of the portfolio evaluation or a test result required under subparagraphs II (b), (c), or (d).* The parent of a child who fails to demonstrate such progress at the end of the probationary period shall be notified by the commissioner that the parent is entitled to a hearing as provided in RSA 193-A:7, I and II and that the program will be terminated absent a finding for continuation pursuant to such hearing. Upon a finding that the program should be terminated, the child shall be reported by the commissioner or nonpublic school principal to the appropriate resident district superintendent, who shall, if necessary, take appropriate action to ensure that compulsory attendance requirements are met.

3 Effective Date. This act shall take effect 60 days after its passage.

2009-2538h

AMENDED ANALYSIS

This bill changes the definition of home education and the evaluation procedure used to determine the student's educational progress.

Rep. J. Day, Rock. 13
Rep. Ladd, Graf. 5
December 1, 2009
2010-0018h
04/10

Amendment to HB 368

Amend the title of the bill by replacing it with the following:

AN ACT relative to the definition of and evaluation procedures used in home education.

Amend the bill by replacing all after the enacting clause with the following:

1 Home Education; Definition. Amend RSA 193-A:4, I to read as follows:

I. Instruction shall be deemed home education if it consists of ***systematic and thorough*** instruction in science, mathematics, language, [~~government, history,~~] ***social studies,*** health, reading, writing, spelling, the history of the constitutions of New Hampshire and the United States, and an exposure to and appreciation of art and music. Home education shall be provided by a parent for his ***or her*** own child, unless the provider is as otherwise agreed upon by the appropriate parties named in paragraph II.

2 Home Education; Notification and Other Procedural Requirements. Amend RSA 193-A:5, I-II to read as follows:

I.(a) Any parent commencing a home education program for a child, for a child who withdraws from a public school, or for a child who moves into a school district shall [~~notify~~] ***provide written notification to*** the commissioner of the department of education, resident district superintendent, or principal of a nonpublic school of such within 5 business days of commencing the program.

(b) A parent planning to continue a home education program shall [~~notify~~] ***provide written notification to*** the commissioner of ***the department of*** education, resident district superintendent, or principal of a nonpublic school by the first school day according to the school calendar in the child's resident school district.

II. ***Written*** notification made by the parent pursuant to paragraph I shall include a list of the names, addresses, and birth dates of all children who are participating in the home education program.

3 Home Education; Records; Evaluation. Amend RSA 193-A:6 to read as follows:

I. The parent shall maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or

developed by the child. Such portfolio shall be preserved by the parent for 2 years from the date of the ending of the instruction.

II. The parent shall provide for an annual educational evaluation in which is documented the child's demonstration of educational progress at a level commensurate with the child's age and ability. The child shall be deemed to have successfully completed his ***or her*** annual evaluation upon meeting the requirements of ***subparagraph (a) and*** any one of [~~the following~~] ***subparagraphs (b), (c), or (d), provided that the testing frequency need not exceed the schedule of state testing in the public schools***:

(a) A certified teacher or a teacher currently teaching in a nonpublic school who is selected by the parent, ***but who is not the parent,*** shall evaluate the child's educational progress upon review of the portfolio and discussion with the parent [~~or~~] ***and*** child. The teacher shall ***sign and*** submit a written evaluation ***which complies with department of education rules for portfolio evaluations, including qualifications for evaluators, requirements for portfolio contents including the type of work and sources used, criteria to determine evidence of the child's growth in the subjects required under RSA 193-A:4, and any other issues related to portfolio evaluation deemed appropriate*** to the commissioner of ***the department of*** education, resident district superintendent, or nonpublic school principal[~~;~~]. ***The department of education shall adopt rules, pursuant to RSA 541-A, relative to portfolio evaluations as required in this subparagraph.***

(b) The child shall take any national student achievement test, administered by a person who meets the qualifications established by the [~~provider or~~] publisher of the test. Composite results at or above the fortieth percentile on such tests shall be deemed reasonable academic proficiency. Such test results shall be reported to the commissioner of ***the department of*** education, resident district superintendent, or nonpublic school principal[~~;~~].

(c) The child shall take a state student assessment test ***which is offered for the child's current grade level, and which is*** used ***and administered to the child*** by the resident district. Composite results at or above the fortieth percentile on such state test shall be deemed reasonable academic proficiency. Such test results shall be reported to the commissioner of ***the department of*** education, the resident district superintendent, or nonpublic school principal[~~; or~~].

(d) The child shall be evaluated using any other valid measurement tool mutually agreed upon by the parent and the commissioner of ***the department of*** education, resident district superintendent, or nonpublic school principal. The results shall be reported by the parent or the testing agency to such appropriate official.

III. The commissioner of ***the department of*** education, resident district superintendent, or nonpublic school principal shall review the results of the annual educational evaluation of the child in a home education program as provided in paragraph II. If the child does not demonstrate educational progress for age and ability at a level commensurate with his ***or her*** ability, the

commissioner, superintendent, or principal shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one year from the date of receipt of the written notification to provide remedial instruction to the child. At the end of the one-year probationary period, the child shall be reevaluated in a manner as provided in this section. Continuation in a home education program shall be contingent upon the child demonstrating at the end of the probationary period educational progress commensurate with his ***or her*** age and ability ***based on the results of the portfolio evaluation or a test result required under subparagraphs II (b), (c), or (d)***. The parent of a child who fails to demonstrate such progress at the end of the probationary period shall be notified by the commissioner that the parent is entitled to a hearing as provided in RSA 193-A:7, I and II and that the program will be terminated absent a finding for continuation pursuant to such hearing. Upon a finding that the program should be terminated, the child shall be reported by the commissioner or nonpublic school principal to the appropriate resident district superintendent, who shall, if necessary, take appropriate action to ensure that compulsory attendance requirements are met.

***IV. Beginning July 1, 2012, and annually thereafter, each school district superintendent and nonpublic school principal shall furnish to the commissioner of the department of education the results of the educational evaluations performed under subparagraphs II(a)-(d) for every child engaged in a home education program pursuant to this chapter. The results provided shall not contain any personally identifiable information about a child, including but not limited to, a child's name, address, date of birth, gender, social security number, or county of residence.***

4 Effective Date. This act shall take effect July 1, 2011.

2010-0018h

AMENDED ANALYSIS

This bill changes the definition of home education and the evaluation procedure used to determine the child's educational progress.

# Committee Minutes

# HOUSE COMMITTEE ON EDUCATION

**BILL NUMBER:** **HB 368**

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** March 5, 2009

**THE COMMITTEE HAS VOTED TO RETAIN THIS BILL.**

Emma L. Rous

**Emma L. Rous, Chairman**

# Speakers

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368, ~~367~~ Date 2/11/09

Committee House Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Claire Driscoll | 38 Sagharbor Dr | 483-0160 | Citizens | | X |
| Sam Armstrong | 21 Hill ct Canaan | 523-4279 | leadership of NH | | X |
| Margaret Drye | PO Box B Plainfield NH | 675 9159 | | | X |
| Peyton Hinkle | 1 Pond view Dr. Merrimack, NH | 429-2299 | Hillsborough Dist. 19 | | X |
| NEIL SANDFORD | 42 MARSTALLER DR, DUBLIN | 563-8120 | citizen | | X |
| Jeff Baker | Gaffstown | | self | | X |
| Rep Jim Heath | Rock 3 | | | | X |
| Rep Shaun Doherty | 105 Bush Hill Rd Pelham NH | 800-2293 | | | X |
| Rep. Steve Vaillancourt | Hlb. 15 | | | | X |
| Vica Harman | 49 Bradley St. Concord NH | | | | X |
| Alane M Abbett | 29 Ledgeview Dr. Rochester NH | | | | X |
| Pam NeWhook | 183 Horse Corner Rd Chichester NH | | | | X |
| Linda Steadman | 8 Southfield Rd Amherst NH | | self | | X |
| LYDIA HARMAN | 49 Bradley St Concord NH | | | | X |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/2009

Committee EDUCATION

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| M J HANNA | 468 Seames | Manchester | 656 2295 | | X |
| Leane Gast | 5 Freman Hall Rd | Nottingham | 942-5627 | | X |
| Nathan Lucci | | | | | ✓ |
| Steven Hamilton | | | | | ✓ |
| Jane Walsh, 71 Hillcrest Dr., Laconia, NH 03246 | | | | | X |
| Mark Walsh, " | | | " | | X |
| Brendan Walsh " | | | " | | |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Tom Courtney | 9 Mountain Home Rd | 603 | Self | | X |
| Jody Courtney | Londonderry, NH 03053 | 434 3999 | Children | | X |
| [illegible] Gorve | 15 Nantucket Ct | Dover NH 03820 | 740 8401 | | X |
| Wayne A Chevalier | 504 Bradley Hill Rd | Benton | 787-6188 | | ✓ |
| Heidi J. Weber | 162 Winslow Rd | Weare, NH 538-3934 | | | ✓ |
| Robert Cooper | 16 Meadow Dr. | Hudson | 882 0924 | | ✓ |
| Angela Harman | 49 Bradley St. | Concord NH 03301 | | | X |
| Elizabeth Spalding | 15 Levesque Lane | Mont Vernon NH 03057 | self | | X |
| Celia Iucci | 9 Michell St. | Merrymack NH | | | X |
| Michael Faille | 124 OLD TPK RD | NORTHWOOD NH 03261 | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/2009

Committee EDUCATION

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Catherine Collins | 260 Stoneham Rd Brookfield | 522-3596 | | | X |
| Marybeth Wadlinger | P.O. Box 805, Wolfeboro | 569-6401 | | | X |
| Dave Kovac | 33 Maple St Westlebaron NH | 2982993 | self | | X |
| Theresa Mundy | 4 E. Thetford Rd, Lyme, NH 03768 | 795-2253 | Self | | X |
| Alfred G. Lapitino | P.O. Box 250 N. Sutton NH | 526-7671 | | | X |
| Juliana Lapitino | P.O Box 250 N. Sutton NH | 526-7671 | | | X |
| Kathleen Moller | 77 Holman Rd. Fitzwilliam | 585-7173 | | | X |
| Steven Knight | 13H Library St. Hudson NH | | Family | | X |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2-17-09

Committee

**** Please Print All Information ****

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| William Walden | 45 madison Cir | Hillsboro NH | 831 3793 | | X |
| Susan Campbell | 40 Col. Daniels Dr | Bedford | 472-4602 | | ✓ |
| Nicole Hoffman | 325 Pleasant St. | Concord, NH | 03301 229-4556 | | ✓ |
| Jim Forsyth | 51 Lakeshore | Strafford, NH | 03884 self | | ✓ |
| Andrea Reif | 249 Young St | Manchester | 03103 | | ✓ |
| Callie Patteson | 732 Province Rd | Strafford, NH | 664-6949 | | ✓ |
| Beau Patteson | 732 Province Rd | Strafford, NH | 664-6949 | | ✓ |
| Ikendall | [illegible] | 9 Pewods | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 367 & 368 Date

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Christiane Green | 249 Pinnacle Hill | 744-5944 | | | X |
| Brad Green | New Hampton | 744-5944 | | | X |
| Wendy Bisbee | 6 Peter Rd Merrimack NH | 889-8239 | | | X |
| Robert Bisbee | 6 Peter Rd Merrimack NH | 889-8239 | | | X |
| Deb Wolfe | 3 Wildcat Falls Rd Merrimack | 424-9850 | | | X |
| Steve Wolfe | 3 Wildcat Falls Rd Merrimack | 424-9850 | | | X |
| Phil Markert | 533 Blake Hill Rd. New Hampton | 238-6383 | | | X |
| Mary Markert | 533 Blake Hill Rd. New Hampton | 238-6383 | | | X |
| Jennifer Courser | 163 Connors Mill Rd. Warner | 456-2164 | | | X |
| Timothy Courser | 163 Connors Mill Rd Warner | 456 2164 | | | X |
| Cheryl Gibbons | 247 Couchtown Rd Warner | 456-3095 | | | X |
| Maria D. Leighton RN | 4 Blossom St., Keene, NH | (603) 352-8504 03431 | Both 3674 368 | | X |
| Selena Black | PO Box 77 (77 Gehrig Rd) Nottingham, 03291 | 603 942 7030 | Black Family | | X |
| Tanya L. Lambert | 108 Railroad Ave Epping NH | 679-9887 | Self | | X |
| Kyle Fenton | 100 Clark Rd Wolfeboro NH | | Self | | X |
| Theresa Fenton | 100 Clark Rd Wolfeboro NH | 603-569-8271 | Self | | X |
| Charlton Dawes | 35 Dawson St Milton NH 03851 | 603-652-4411 | | | X |
| ARIK AKERBERG | 8 SILVER ST MILTON 03851 | 603-652-4518 | | | X |
| Gordon Shaw | 197 South Main St. Rochester 02867 | 603-332-1281 | | | X |
| Sue Bell | 19 High Range Rd, Londonderry NH 03053 | 603-434-0983 | | | X |
| Jeannine Landry | 19 Lawson Farm Rd Londonderry NH | 437-5690 | | | X |
| Tom Courtney | 9 Mountain Home Rd | 603 434 | Self + | | X |
| Jody Courtney | Londonderry NH 03053 | 3999 | Children | | X |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Lisa Morris | 1520 Blackstone Dr. Nashua | 603-233-2851 | | | X |
| Carol Searles | 6 Monadnock Lane Merrimack | 423-8576 | | | X |
| Rachel Cucci | 465 Old Shaker Rd Loudon | 397-3467 | | | X |
| Diane DaCosta | 134 Quaker St Weare | 529-4755 | | | X |
| Jodie Lucci | 9 Mitchell St Merrimack NH | 424-4801 | Self | | X |
| Chapelle Haggarty | 92 Merrimack Rd Amherst NH | 673-3655 | Self | | X |
| Ben Johnson | 6 Beech St. Loudon NH | 225-4055 | Self | | X |
| Jordana Wagman | 375 Newington Rd. NH | 436-9693 | | | X |
| Janell [illegible] | 375 Newington Rd. Newington, NH 03801 | | | | X |
| Deborah Hyman | 375 Newington Rd, Newington, NH 603 436 9693 | | | | X |
| ERIN DAUPHINAIS | 137 Silver St, Dover NH 03820 | 603 742 0323 | | | X |
| CYNTHIA LEBSACK | 75 KENDALL POND Rd WINDHAM | 589 0854 | Self | | X |
| Beverly Mutascio | 15 Flat Rock Bridge Rd Rochester | 335 1618 | | | X |
| Keith Carlsen | Seabrook, NH | 997-1446 | Self | | X |
| Janet Prevatt | 79 Ridge Farm Rd Strafford NH | | | | X |
| James Gamache | 69 Hardy Rd Londonderry N.H. 03053 | | | | X |
| [illegible] | 282 BIBLE HILL RD FRANCESTOWN | | | | X |
| [illegible] Berman | 1 Old English Village Rd | 603 978 0771 | Self | | X |
| Marie Berman | 1 Old English Village Rd #308, Dover, NH 03820 | 603-781-2331 | | | X |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2-11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Karin Francoeur | 3 Maiden Ln Bedford | 472-9162 | | | ✓ |
| Alicia Lekas | Hudson | 881-8960 | Self | | ✓ |
| TAMARA JOHNSON | AMHERST | 672 4720 | self | | ✓ |
| Wendy Gavell | 32 Monica Rd. Lebanon | 448-4798 | Self | | ✓ |
| Barbara J Donovan | 261 Middle Rd Deerfield NH 03037 | | | | ✓ |
| Susan Clifton | 12 Royal Range Sandown | | | | ✓ |
| Marie Labene | 1 Perry Ave | 882-4702 | | | ✓ |
| Stephen Knott | | | | | ✓ |
| Michael Knott | | | | | ✓ |
| Eric Knott | | | | | ✓ |
| Michelle Knott | 3 Perry Ave. Nashua | 603 882-8988 | | | ✓ |
| Kevin Heikkila | 323 Old County Rd Deering NH | 603 464 4485 | | | ✓ |
| Erika Carr | 114 Dudley Hill Rd Pembroke | 566-2128 | | | ✓ |
| Lisa Wood | 14 Gould Hill Greenfield | | | | ✓ |
| Sydney Searles | 6 Monadnock Lane, Merrimack | 423-8576 | | | ✓ |
| David Morris | 1520 Blackstone Dr. Nashua | 03063 | | | ✓ |
| Samantha Searles | 6 Monadnock Ln. Merrimack NH | 03054 4238576 | | | ✓ |
| Charlene Hoell | 32 Ordway Road Dunbarton | 03046 774-8001 | | | ✓ |
| Honey Puterbaugh | 68 Beauty Hill Rd Barrington NH | 603-280-4708 | | | ✓ |
| Elizabeth Labbe | PO BOX 564 Bradford | 4562050 | | | ✓ |
| MARC D'ORAZIO | 13½ PARKER AVE MANCHESTER NH 03102 | | | | X |
| Rich Tomasso | Manchester | LPN N | | | X |
| George D'ORAZIO | 13½ PARKER AVE MANCHESTER NH | | | | X |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/09

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** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Patricia Sindorf | 323 Kings Hwy Middleton, NH | (603) 473-2130 | | | ✓ |
| Jonathan Sindorf | 323 Kings Hwy, Middleton | 473-2130 | | | ✓ |
| Sandra Laughery | 177 King St Boscawen | 796-2378 | | | ✓ |
| [illegible] | 177 King St Boscawen | 796-2378 | | | ✓ |
| Heather Mecha | 23 Elm Hwy Ave | 533-4763 MHT | | | ✓ |
| Elise Cloutier | 42 Lingard | 621-0252 Manch. | | | ✓ |
| Sarah Dudley | 295 Province RD Barnstead | 435-2487 | | | ✓ |
| Karyn Schwab | 2 Autumn Dr. Concord | 715-2867 | | | ✓ |
| Lasse Pitkaeniemi | Manchester | (603) 203-6602 | Self | | ✓ |
| Rochelle Pitkaniemi | Manchester | (603) 203-8195 | Self | | ✓ |
| Robin Dudley | 295 Province Rd. Barnstead N.H | (603) 435-2487 | | | ✓ |
| Natalie MacDonald | Dore St, Ctr Ossipee, NH | 603-387-9817 | | | ✓ |
| Valerie + Jim Somers | 55 Spring Cove Rd Nashua NH | 978-660-9777 03062 | | | ✓ |
| Dorothy Watson | 188 Crockett Rd, Laconia NH 03246 | 603-524-3736 | | | ✓ |
| Steven Matson | 950 Kings Hwy Stoddard NH | 446-7588 | | | ✓ |
| Diane Lachance | 264 Amesbury Rd Contoocook, NH | 03229 | | | ✓ |
| Deanna Clarkson | 217 Prospect Mtn Rd Alton | | | | ✓ |
| David Menard | 206 Eaton Road Pittsfield NH | | | | ✓ |
| Richard Amador Jr. | 3 Evelyn St. Hooksett, NH | | | | ✓ |
| Mrs Katherine B Bell | 60 McShane Ave Greenland NH | | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

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Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Jessicah Seaman | 14 Spofford Rd Apt 1 Auburn | 204-7711 | Self | | X |
| Rep. Calvin D. Pratt | Hillsborough-7 | | | | X |
| Shawna Harrington | 42 Seabee St Bedford NH 03110 | 60316410049 | self | | ✓ |
| Melissa Thebeige | 13 Johnson Dr Plaistow | 382-1464 | self | | X |
| Tracy Shepherd, Esq. | 21 Allwood Dr. Newbury | 938 5822 | | | ✓ |
| Sarah Shepherd | " | " | | | X |
| Camille Strieby | 77 Water Street Boscawen | 03303 | | | X |
| Melissa Duer | 167 Cottage Rd Manchester, NH 03103 | | | | X |
| Rev. Terrance Tutor | P.O. Box 2822 Concord NH | | | | X |
| Lois Bates | 12 Range Rd, Windham | | self | | X |
| Stephen Adams | 18 Fairwood dr. dublin | | Self | | ✓ |
| Elisabeth Pillsbury | 9 Woodmore Dr. Hanover NH 03755 | | | | ✓ |
| Marie Pillsbury | 9 Woodmore Dr. Hanover, NH | 643-2605 | | | ✓ |
| Janet Heikkila | 323 Old County Rd Deering NH 03244 | 831-0345 | | | X |
| Rebekah Heikkila | 323 Old County Rd. Deering, NH 03244 | | | | ✓ |
| Deb Baker | 33 Norwich St. Concord NH 03301 | | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Ingrid Nicholson | 158 Brentwood Rd. Exeter, | 603 778-9509 | | | X |
| Teresa Schumacher | 29 Noyes St. Concord, NH 03301 | | Homeschool Family | | X |
| Chris Kuo | 10 Wasserman Heights, Merrimack, NH 03054 | | | | X |
| Cynthia Trojan | 271 Toledo Rd. Dover, NH 03820 | | | | X |
| Michelle Cavanaugh | 890 Valley St. Manchester, NH | 03103 668-7664 | | | X |
| EDUARDO ARCHAMBAULT | 38 TIMBERLANE RD HAMPSTEAD | 329-8008 | | | X |
| Candice Archambault | 38 Timberlane Rd Hampstead, NH | 329-8008 | | | X |
| KATRIN Bergeron-Killough | 14 Cottage St Exeter, NH | 772-1499 | Homeschool family | | X |
| Molly Gould | 7 Holmgren Rd Strafford, NH | 03885 | | | X |
| Monica Burnett | 75 S State St Concord | 03301 | | | X |
| Jennifer Boynton | 282 Bible Hill Rd Francestown, NH | 03043 547-6201 | | | X |
| NEIL ALEXANDER | 641 Marmot Lane | 863-0582 | FAMILY | | ✓ |
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To Register Opinion If Not Speaking

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** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Sharon Doughty | 35 Hawthorne Dr B302 Bedford | 232-2398 | Family | | ✓ |
| Jim & Cheryl Sharrock | 178 Dublin Rd. Harrisville, NH | 827-3871 | | | ✓ |
| Timothy Chevalier | 169 Portsmouth St #132 Concord NH 03301 | 746-2587 | Family | | ✓ |
| Curtis & Rebecca Grimes | 516 Bodwell Rd. Manchester, N.H. | 644-7195 | family | | ✓ |
| L.P. Nichols | P.O. Box 342, Greenfield | 547-9497 | Conval Area Homeschool Network | | ✓ |
| Eric Jacobs | 9 Reservoir Rd Plymouth, NH | 536-4777 | Family | | ✓ |
| Sarah Kaveny | 9 Reservoir Rd Plymouth, NH | 536-4777 | Family | | ✓ |
| Lallar Banks | 80 Oak Ridge Rd. Wilton, NH | 529-4704 | Family | | ✓ |

# SIGN UP SHEET

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** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Maureen Metivier | 78 Martin St Manchester | 352 4197 | | | ✓ |
| Sean Daherty | 58 King Rd | 471-3510 | Self | | X |
| Adam LaBelle | 144 Whitney ave | 626-4813 | | | ✓ |
| Andrew Wyman | 5 Tennis Court | 429 8878 | | | X |
| Stephen Wyman | 5 Tennis Court | 429-8878 | | | ✓ |
| Andreas Reif | 249 Young St. Manchester | 6266761 | Self | | ✓ |
| Hannah Reif | 249 young St. manchester | 6266761 | | | ✓ |
| DAVID A. RICARD | 199 ROYSAN ST MANCHESTER | | SELF | | ✓ |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Linda Scott | 65 Horizon Dr. Bedford | 472-3235 | Self | | ✓ |
| Rebecca Nee | 66 Daugherty Lane N Boston | NH 487-2691 | self | | ✓ |
| THOMAS [illegible] | 88 Grenier Rd, Brentwood, NH | | SELF | | ✓ |
| JJ Freeman | 71 Old Town Rd Ext Epsom, NH | 736-4944 | self | | ✓ |
| Jerry Owens | 4 Acacia St Merrimack NH | 4290761 | Self | | ✓ |
| Aimee L. Owens | 4 Acacia Str. Merrimack NH | | Self | | ✓ |
| DOUGLAS GREGORY | 31 DAWSON ST MILTON NH | | FAMILY | | ✓ |
| Katie Webster | 23 Simpson Road Pelham, NH | | family | | ✓ |
| Ron + Rebekah Bryson | 166 collins Rd Warner NH | 456-3769 | | | ✓ |
| Kathy Parker | 76 Connors Mill Rd. Warner | | | | ✓ |
| Wendy Heath | 3 Buxton Pl, Boscawen, NH | 565-0773 | Family | | ✓ |
| Carmella Dow | 28 Shaw St Penacook, NH | 753-9162 | Family | | ✓ |
| Jeff + Sue Forcier | 620 Old Bedford Rd Bedford, NH 03110 | 622-0013 | | | ✓ |
| Marina-Anne B Dunbar | 975 Rt 129 Loudon 03307 | 435-9974 | family | | ✓ |
| Marie Mehegan | 145 Pembroke St | 369-3665 | family | | ✓ |
| Karen Olivier | 9 Hillside Dr. | 536 2530 | | | ✓ |
| Mike Barkley | 4 Martin, Derry | | self | | ✓ |
| Laura Edgington | 39 Central Square #313 Keene | 513-2228 | family | | ✓ |
| Mark Edgington | 1114 Rt 12 Westmoreland 03467 | 513-2228 | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

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Committee Education

**** Please Print All Information ****

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Esther Diamondstone | 4 Bethel Ct. #2 Manch | 232-0285 | | | ✓ |
| Diane Tavey | 468 SEAMES MANCHESTER | | | | ✓ |
| Jade Wiggin | 130 Cartland Rd Lee | 292-5622 | | | ✓ |
| Deane Fogg | 435 FW Hartford, Ports. | 433-0334 | | | ✓ |
| Mark R Thompson | 20 Summer St #1 | Penacook | | | ✓ |
| Tamara J. Rodeli | 12 Fellmore Rd, Portsmouth | | | | ✓ |
| Pamela Attemose | 47A Summer St | Rochester | | | ✓ |
| James H. Byrne III | 192 County Farm Rd | Dover | | | ✓ |
| Kathleen M. Hoiriis | 7 School St | Bennington NH | | | ✓ |
| Amy H Sawyer | 25 Highridge trail | Concord NH 03301 | | | ✓ |
| Peggie Greenough | 115 Grove St | Peterborough 924 7185 | | | ✓ |
| Josh Godbois | 20 Meadowview Drive | Hooksett 536-0011 | | | X |
| Josh Godbois | 20 Meadowview drive | Bedderwood 536-0011 | | | ✓ |
| Andrew Sylvestor | 74 Parsonage Rd. | Rd. Campton 536-4198 | | | X |
| Sheila MacGilvary | 90 Morgan Dr. | Auburn, NH | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2-11-2009

Committee Education

**** Please Print All Information ****

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| ERIN Gellerman | Lee | (Pop) 292-5622 | | | ✓ |
| Larissa Fogg | Portsmouth | 433-0334 | | | ✓ |
| Rep CARLA SKINDER | Sullivan 1 | | | | ✓ |
| David Williams | Milford | (603)345-6258 | District 14 | | ✓ |
| [illegible] | 49 Washington Seabrook | 474-6588 | | | ✓ |
| Margit Smith | Dover | 749-2891 | | | ✓ |
| Peter Smith | Dover | 749-2891 | | | ✓ |
| EDWARD RAMSHAW | CONCORD | 228-8851 | DISTRICT 12 | | ✓ |
| Elizabeth Adams | Pittsfield | 435-6197 | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2-11-09

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Heidi Deacon | DOB 7/23 New London, NH | 5267454 | | | ✓ |
| Carol Beauchemin | 32 Beacon St Concord | 226-0173 home | | | ✓ |
| Matthew N. Hunt | 459 Wilson St Manchester | 03103 | | | ✓ |
| Jodie Russell | 68 Brookwood Ln. Hopkinton, NH | | Self | | ✓ |
| Rich Paul | 459 Wilson St Manchester, NH | 03103 | | | ✓ |
| Hannah Platt | 154 Mtn Rd Salisbury NH | 03268 | 344-0664 | | ✓ |
| Michelle Montgomery | 23 Concord St. Peterborough | 03458 | 924-9201 | | ✓ |
| A. Winnie Lowne | 6 Alexander Ln. Bow, NH | 03304 | | | ✓ |
| Pamela Hagen | 116 Nashua Rd Bedford | 603-471-0362 | | | ✓ |
| Kimberly Lacerte | 545 Montgomery Manch | 6606 6603 | | | ✓ |
| Margaret V Pillsbury | 9 Woodmore Dr Hanover, NH | 643-2605 | | | ✓ |
| Kevin Pillsbury | 9 Woodmore Dr. Hanover, NH | 643-2605 | | | ✓ |
| Andrew D. Pillsbury | 9 Woodmore Dr, Hanover, NH | 6432605 | | | ✓ |
| Connor I. Lacerte | 545 montgomery Manch. | 666 6603 | | | ✓ |
| Camille Hagen | 116 Nashua Rd Bedford, NH | 03110 | | | ✓ |
| Patricia Armstrong | 21 Hill Canaan | 523-4279 | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Carol Somers | 30 Beechwood Dr, Strafford, NH | 664-8876 | family | | ✓ |
| Bill Somers | " | " | | | ✓ |
| Jacquie Allman | 305 Baptist Hill Rd Canterbury | 783-9648 | family | | ✓ |
| Samantha Allman | " | " | | | ✓ |
| Katie Allman | " | " | | | ✓ |
| Diep-Anh Tinguyen | 86 Winkley Farm Lane Rochester, NH | 332-8947 | family | | ✓ |
| Macilee P. Swindell | 74 General Miller Hwy. Temple | 878-3469 | family | | ✓ |
| Mariah Olivier | 9 Hill Top Dr. Plymouth, NH | 536-2530 | | | ✓ |
| Hanna Olivier | 9 hill top Dr, plymouth NH | 536-2530 | | | ✓ |
| Therese Wyman | 5 Tennis Ct. Merrimack NH | 429-8888 | | | X |
| Ariana Minsky | 465 Shaker Rd Northfield | 03276 286-7835 | | | X |
| ALEX AMANN | 343 STARK HWY. N - DUNBARTON-NH | 03046 | | | + |
| Lynn Reif | 249 Young St | 626-6761 | Manchester | | ✓ |
| Rebekah Reif | " " | " | | | ✓ |
| Wesley Reif | 249 Young St | 626-6761 | | | ✓ |
| Shoshanna Reif | " " | " | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Stephen Piesley | 52 Forest Lane Bosawen | 796-2999 | | | ✓ |
| Cynthia Andrews | 48 Wintergreen Rd Freedom | 539-3592 | self | | ✓ |
| Megan Piesley | 52 Forest Ln Bosawen | 796-2999 | | | ✓ |
| Sheila Gormley | Albany, N.H. | 603-662-5086 | | | ✓ |
| Ted Lindland | P.O. Box 181 (299 Alton Mt. Rd.) Alton Bay, NH | 603-8754063 | SELF | | ✓ |
| Tara Tuffin | 39 N Mast Rd Goffstown NH | | | | ✓ |
| Catherine Peschke | 239 Barton Rd. Congdon NH | 603-863-7615 | | | ✓ |
| Kiri-Lynn Knight | Hudson | | | | ✓ |
| Ivy Zephel | 16 Longview Rd. Sunapee NH | 603-7635388 | | | ✓ |
| JOHN EDDIE POWELL | 269 East Mountain Rd Newport - NH - 03773 | (603) 863-6701 | self | | ✓ |
| Lauri McCrillis | PO Box 945 Newport NH | | self | | ✓ |
| Bill Alleman | Weare | 529.4446 | self | | ✓ |
| Brian Leighton | 4 Blossom St Keene NH | 352-8504 | | | ✓ |
| Nancy Streeter | 24 Grey Rock Rd Bedford NH | 471-0650 | | | ✓ |
| Nancy Reichl | 12 Scabbard Mill Brk. R Brookline | 03033 | | | ✓ |
| Dr. David W. Borchers | 44 S Windy Rd Tilton NH | 286 8857 | self | | ✓ |
| Wendy Gavell | 32 Monica Rd. Lebanon | 448-4798 | self | | ✓ |
| Kelley Amador | 3 Evelyn St. Hooksett, NH 03106 | 623-0914 | self | | ✓ |
| Millie Tarbuck | 353 Salmon Falls Rd Rochester, NH 03868 | 330-9871 | self | | ✓ |
| Philip Salvail | Canaan NH | | self | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # [illegible] 368 Date 2/11/09

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Joelle Henry | 17 Robert Dr, Nashua | 603.595.4780 | | | ✓ |
| Courtney Henry | 17 Robert Dr, Nashua | 603.595.4780 | | | ✓ |
| Margaret Parison | 40 Old Rindge Rd New Ipswich | 878-5001 | | | ✓ |
| Nancy White | 3½ Brander Ct. Nashua, NH | 603-889-7639 | | | ✓ |
| Cameron Henry | 17 Robert Dr, Nashua | 595-4780 | | | ✓ |
| Ryan Henry | 17 Robert Dr. Nashua | 595 4780 | | | ✓ |
| Lou S. Eastman | 8 Union St Apt H, Peterborough NH | 03458 | | | ✓ |
| Elizabeth Eastman | 8 union st. Apt. H peterborough, NH | | | | ✓ |
| Renée Reeves | 45 Erik st Merrimack, NH | 03054 | 603 882 7686 | | ✓ |
| Emily Rentz | 25 Ashley dr Milford, NH | 03055 | | | ✓ |
| Kathy Rentz | 25 Ashley Dr Milford, NH | 03055 | 603-673-2274 | | ✓ |
| Anita Reeves | 45 ERIK STREET Merrimack, NH | 03054 | 882 7686 | | X |
| Erin Petrescu Boboc | 135 Sanborn Hill Ext Springfield NH | 667 0334 | | | X |
| Christina O'Connell | 55 North Pembroke Rd Epsom NH | 736-8231 | | | ✓ |
| Jennifer L. Strallen | 62 N Pembroke Rd Epsom NH | 736-5809 | | | ✓ |
| Megan Johnson | 6 Collins Rd Warner, NH | 03278 | | | ✓ |
| Jennifer Asthotz | 89 Old Mill Pond Rd. Henniker NH | 03242 | 428.3572 | | ✓ |
| LeRoy Duke | 6 ta Fricia Ann Dr Tilton NH | 03246 | | | ✓ |
| Seth Hipple | 50 Pinehurst St Concord, NH | 03303 | | | ✓ |
| Carol DeMore | 53 Grafton Dr. Bedford | 03110 | | | ✓ |
| Sherry Yeaton + Caitlin | 101 New Rye Rd, Epsom | 03234 | | | ✓ |
| Lisa Ley | 1166 Concord St. Antrim, NH | 03440 | | | ✓ |
| Jeanne Roussel Latulippe | 131 Hampstead Rd. Derry, NH | 03038 | | | ✓ |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2-11-2009

Committee Education

**** Please Print All Information ****

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Brad Green | 249 Pinnacle Hill Rd, New Hampt | 744-5944 | self | | X |
| Jennie Allard | 380 Victory Drive Franklin | 934-2042 | | | X |
| Mark Richardson | 135 Hitching Doss Lane, Bedford | 471-1240 | | | X |
| Donna Powell | 234 Crystal Lake Rd Grimanton IW, 03837 | 364-7472 | | | X |
| G. Beatrice Coffman | 26 Sawmill Lane, Hampstead | 329-5160 | | | X |
| Wayne Quimby | 39 Central Sq. #209 03431 | (603) 584-9178 | | | X |
| Robyn Holley | c/o 378-1 Pettingill Hill Road, Lyndeborough NH | | | | ✓ |
| Deborah Shuttle | c/o 378-1 Pettingill Hill Rd Lyndeboro | | | | X |
| Tanya Lambert | 108 Railroad Ave Epping | 679-9887 | | | X |
| Selena Black | PO BOX 77 West Nottingham NH | 942 7030 | | | X |
| Duane Brown | 1199 Mt. Moosilauke Hwy, Wentworth | 764-5902 | | | X |
| Susan Orlowski | 45 Merrimack Bristol, NH 03222 | | | | X |
| Maura Araldi | 1078 Gorham Pond Rd Dunbarton NH 03046 | 774-0484 | | | X |
| Kyle Fenton | 100 Clark Rd Wolfeboro NH | | | | X |
| Theresa Fenton | 100 Clark Wolfeboro NH 03894 | | | | X |
| Stephanie Zydenbos Heno | 18 Chester Dr Weare NH 03281 | | | | X |
| Aram Avedisian | 79 Dearborn Rd Auburn NH 03032 | | | | X |
| Kathleen Avedisian | 79 Dearborn Rd Auburn NH 0303 | | | | X |
| Cheryl Kuhn | 28 Tremont Concord | 2270733 | | | X |
| Erin Ramshaw | 23 Clinton St. Concord | 228-8851 | | | X |
| Susan Fokker-Martin | 334 Deer Meadow Rd Webster NH | 746-6366 | | | X |
| Chloe Martin | " | | " | | X |
| TOM LANGLAIS | 53 WHITETAIL DR. EPSOM | | SELF | | X |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Carolyn Zaré | 10 Hill Ave Salem NH 03079 | (603-870-9818 | | | ✓ |
| Ramona Player | Northfield, NH | 286-8962 | | | ✓ |
| Karen Trudeau | Raymond NH | 895 2696 | | | ✓ |
| Denise Sharlow | Franklin NH | 934-6650 | | | ✓ |
| Kathy Rago | Franklin NH | 934-8223 | | | X |
| [illegible] | Hebron NH | 744-6897 | | | ✓ |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 367 & 368 Date 2/11/09

Committee Education

**** Please Print All Information ****

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Dan Carey | [illegible] Hackett Hill Rd | 603-485-2525 | student | | ✓ |
| Carol Carey | 100 Hackett Hill | 485-2525 | Home School Evaluator | | ✓ |
| Sandra H Browne | 69 Forest St | 432-1952 | Home Education | | ✓ |
| Christine Samolyk | 25 Moulton Dr. 03053 | 434-3254 | Home School | | ✓ |
| Anne Browne | 69 Forest Street | (603)-432-1952 | Home School | | ✓ |
| Kim Merritt | PO Box 353 Danbury | 768-3491 | Homeschool | | ✓ |
| Kathy Lawrence | 100 Concord Hill Rd. Pittsfield | 435990 | Homeschool | | ✓ |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date _____

Committee _____

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Alice Bezucha | 110 Lakeshore Dr. | 267-1795 | 03237 | | ✓ |
| Heather Dubia | 211 Knowles Pond Rd | 286-3138 | 03276 | | ✓ |
| Haley Bezucha | 110 Lakeshore Dr. | 267-1795 | 03237 | | ✓ |
| Sharon Smith | 177 Meadow Pond Rd | 2677436 | 03237 | | ✓ |
| Penny Young | 1 Willow Terrace | Loudon NH | 03307 | | ✓ |
| Lisa Saddler | 13 DAVEY RD | FARMINGTON | NH 03835 | | ✓ |
| Patricia Saddler | 13 valley RD | Farmington | NH 03835 | | ✓ |
| Susan Beam | 254 Powder Mill Rd | Alton, NH | 03809 755-0022 | | ✓ |
| Kierstyn Beam | 254 Powder Mill Rd | Alton NH | 03809 755-0022 | | ✓ |
| Katelyn Beam | 254 Powder Mill Rd | Alton NH | 03809 755-0022 | | ✓ |
| Taryn Davey | 236 Beach Pond Rd., | Wolfeboro, NH | 03894 | | ✓ |
| Bryan Davey | 236 Beach Pond Rd., | Wolfeboro, NH | 03894 | | ✓ |
| Julee Katzman | 121 Stratham Hgts Rd | Stratham, NH | 580-5950 | | ✓ |
| Laurie A. Couture | 2J Salmon St. #J19 | Newmarket NH | 659-3889 | | ✓ |
| Brycen R.R. Couture | 2J Salmon St. #J19 | Newmarket NH | 659-3889 | | ✓ |
| Dorothy Hickox | 51 Haynes Rd | Deerfield | NH 03037 | | ✓ |
| Bruce Hickox | 51 Haynes RD | Deerfield | NH 03037 | | ✓ |
| Carolyn Hart | 94 Mallard Dr. | Alton | NH 03809 | 875-1710 | | ✓ |
| Lenny LaPlante | 192 Powder Mill Rd | Alton, NH | 03809 | 875-3515 | | ✓ |
| Lori Sweet | 1103 Porter Mt. Rd. | Strafford | NH | 664-6911 | | ✓ |
| REP MOE VILLENEUVE | | | DIST #18 BEDFORD | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 367 + 368 Date 2-11-04

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| William J Marx Ryan | 246 Quaker St Hunter | 529-1073 | Self | | ✓ |
| Kenlo Aki | 17 Grandview Dr., Weare | 529-7540 | Self | | ✓ |
| Chantal McGuire | 34 Beech Hill Rd, WEARE | 529-0758 | McGuire family | | ✓ |
| Linda Abel | | | | | ✓ |
| Rebecca Abel | 6 Lesley Circle | | | | ✓ |
| Scott Abel | Derry, NH 03038 | | | | ✓ |
| Chris Abel | 425-6485 | | | | ✓ |
| Samuel Benzing | 8 Lamson Dr. | 880-1659 | Benzing family | | ✓ |
| Garrett Benzing | 8 Lamson Dr. | 880-1659 | Benzing family | | ✓ |
| Theresa Benzing | 8 Lamson Dr. | 880-1659 | " | | ✓ |
| Erykah Benzing | 8 Lamson Dr | 880/659 | | | ✓ |
| Charlotte Landry | 192 Bypass 28 #77 | 434-3058 | | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368 Date

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Kerri Harrington | 2719 Mt Moosilauke Hwy Pike, NH | | 9893396 | | ✓ |
| Hope Gardner | 119 Kingsbury Rd Walpole NH | | | | ✓ |
| Faith Gardner | 119 Kingsbury Rd Walpole NH | | | | ✓ |
| Alison Wade | 272 Peaked Hill Rd Bristol NH | | | | ✓ |
| Jeff Halldorson | 154 Ricky Nelson Rd Stafford NH | | | | ✓ |
| Kelly Halldorson | " | | | | ✓ |
| Kathy St. Pierre | 18 SNOWRD GOFFSTOWN, NH 03045 | | | | X |
| Mary Stipe | Merrimack 424-9329 | | | | X |
| Ann Concelson | Amherst 672-6747 | | | | ✓ |
| Jeff Steyr | PO Box 779 Alton NH 03809 | | Bl K5 | | X |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368 Date 2/11/09

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| ~~Daphne Kenyon~~ | ~~11 Faith Rd~~ | ~~886-7207~~ | ~~self~~ | ~~X~~ | |
| ~~Chris~~ Kim Brennon | Wolfeboro, NH | 569-1363 | Self | | X |
| Susan Patton | Stratham NH | 775-7517 | Self | | X |
| Stephanie C. Patton | Stratham NH | 775-7517 | Self | | X |
| Daniel A Swank | Washington NH | 495-0955 | Self | | X |
| Janelle C Swank | Washington NH | 495-0955 | self | | X |
| Stephen W. Watson | Laconia NH | 524-8736 | Self | | X |
| Shawne M. Randlett | Laconia, NH | 524-3760 | self | | ✓ |
| Carlton C Powers | 37 Arch St. Dover NH | 749-0956 | Self | | ✓ |
| David Recupero | Deering NH | 361-4614 | self | | ✓ |
| Michelle Snyder | Sagamore Hills, OH | 216-246-7422 | | | ✓ |
| Elizabeth Gilmour | 11106 SW 238th St Vashon, WA | (206)-463-7537 | Self | | ✓ |
| Ben Sinnaeffer | 51 Lester Drive, Central Village, CT | 860-230-0095 | Self | | ✓ |
| Mary Spalding | 8027 Shady Hollow ln, San Antonio TX | 210-957-4866 | self | | ✓ |
| PAUL DURUVETT | 84 POND VIEW, MANCHESTER, NH. | 935-7553 | SELF | | ✓ |
| Carol McShane | 449 Calaiant Hill Charlestown NH | | self | | ✓ |
| Ian McShane | " " " | | self | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368 + HB367 Date Feb 11, 2009

Committee Education

**** Please Print All Information ****

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Victoria Shaw | Rochester, NH | 332, 1281 | self | | ✓ |
| Sherri Townsend | Dover, NH | 742 9338 | self | | ✓ |
| Nikolas Townsend | Dover, NH | 742 9338 | self | | ✓ |
| ANNE KRAEMER | GRANTHAM NH | 863-5453 | SELF | | ✓ |
| BRIAN KRAEMER | GRANTHAM NH | 863-5453 | SELF | | ✓ |
| Michelle Sanborn | Alexandria NH | 524-2468 | Self | | ✓ |
| Michael Sanborn | Alexandria NH | 524-2468 | Self | | ✓ |
| Morgan Sanborn | Alexandria NH | 524-2468 | Self | | ✓ |
| Gina Smorullo | Hill NH | 934-5722 | Self | | ✓ |
| Lorne Smorullo | Hill NH | 934-5722 | Self | | ✓ |
| Felicia Sweeney | New Boston, NH | 487-5363 | Self | | ✓ |
| Tracy Monard | 2016 Eaton Rd Pittsfield, NH | 435-6529 | self | | ✓ |
| | Farmington, NH | 662-5987 | self | | ✓ |
| | Ossipee, NH | 539-6506 | Self | | ✓ |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368 & HB367 Date 2/11/2009

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| JOHN LANDRY | 228 ROUTE 9 BARRINGTON | 664-5252 | | | X |
| Elizabeth Swain Landry | " | " | " | | X |
| Lisa M. Burke | 5 Maplewood Barrington | 868-5016 | | | X |
| Nicholas Landry | 228 Rt. 9 Barrington | 664-5252 | | | X |
| Margaret Landry (16) | " | " | " | | X |
| Kristen Laaman (15) | 19 Cherry Ln Madbury | 740-4554 | | | X |
| Rachel Burke (14) | 5 Maplewood Dr Barrington | 868-5016 | | | X |
| Hannah Burke (12) | " | " | " | | X |
| REP Gene Andersen | ALBANON DISTRICT | 448-4804 | | | X |
| Marta Burke | 6 Patricia Ann Dr Tilton | 286-2203 self | | | X |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date February 11, 2009

Committee House Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Rachel Towne | Milton Mills | 473-2070 | Self - homeeducator | | ✓ |
| Michael Bender | 47 Parsons Goffstown | 497-4684 | self | | ✓ |
| Kelly Bender | 47 parsons Dr. Goffstown | 497.4684 | Home Schoolers | | ✓ |
| Sherri Larson | 104 Parker Station Goffst | 497.5751 | Homes- | | ✓ |
| Laurie A. Couture | 2J Salmon St #J19 Newmarket | 659-3889 | Self | | ✓ |
| Brycen R.R. Couture | 2J Salmon St #J19 Newmarket | 659-3889 | Self | | ✓ |
| [illegible] | Milton Mills | 473-2010 | Myself | | ✓ |
| Chenanne Bergeron | 99 Young Hill Rd Sunapee, NH 03782 | 863-9029 | self | | ✓ |
| Kristin Shaw | 197 S. Main St Rochester, NH 03867 | (603) 332-1281 | self | | ✓ |
| | | | | | |
| Sharon Young | 1555 Bodwell Rd #13, Manchester | 627-2007 | self | | ✓ |
| Chris Dustin | Spruce Pond Dr Strafford | 617-0016 | Self | | ✓ |
| Lauren Catano | 64 Spruce Pond Drive Strafford | 664-9245 | self | | X |
| Patricia Catano | 64 Spruce Pond Drive Strafford NH | 664-9245 | | | X |
| Diane Rider | 175 Range Rd. Pittsfield, N.H | 231-2074 | self | | X |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB368 Date 2/11/09

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Kathleen Beliveau | 1029 Shirley Ave. Goffstown | 497-3737 | | | ✓ |
| PETER SCHEFFER | 189 S. HEDGEHOG HILL RD NEWPORT | 863 6348 | | | X |
| Lisa Scheffer | 189 S Hedgehog hill Rd Newport | | | | ✓ |
| Pamela Numme | 94 Roberts Hill Rd | | | | ✓ |
| REP GENE ANDERSEN | Lebanon District 11 | 603-448-4804 | | | ✓ |
| Judy Andersen | 4 Allen St. Lebanon, NH | 603-448-4804 | | | ✓ |
| PATRICIA DWYER | 27 Hartwood DR. | 603-429-2810 | | | ✓ |
| Robyn Hannett | 99 Old Coach Fitzwilliam NH | 585-2205 | | | ✓ |
| Kimberly Moushegian | 12 Quinton Dr. Nashua, N.H. | 889-6335 | | | ✓ |
| Elizabeth Duffy | 19 Thoreau Dr Nashua NH 03062 | 888-8462 | | | ✓ |
| Pam Sheckler | 20 Decatur Dr., Nashua NH 03062 | 888-4967 | | | ✓ |
| Christine Miles | 28 Decatur Drive Nashua NH 03062 | 864-8087 | | | ✓ |
| Phung Lam | 226 Long Ridge Rd. Wakefield NH 03872 | | | | ✓ |
| Steven Mercier | 226 Long Ridge Rd | | self | | X |
| Michele Hawkins | 84 Hall Rd. Barrington | 664-7771 | | | X |
| ZAchary Clark | 32 province LN. Barrington | 664-8902 | | | ✓ |
| Julia Hawkins | 84 Hall Rd. Barrington, NH 03825 | 664-7771 | | | X |
| Jenna Hawkins | 84 Hall Rd. Barrington, NH 03825 | 664-7771 | | | X |
| Jake Clark | 32 Province LN. Barrington NH 03825 | 664-8902 | | | ✓ |
| Wendy Shipman | 192A Ridge Rd Top New Durham ~~NH~~ | 859-0128 Homeschool | | | ✓ |
| Samuel Shipman | " " " " " " " | | | | ✓ |
| Kreg Bobtridge | 3 Apple Orchard Rochester | 332-1201 | | | ✓ |
| Dan Somers | 30 Beechwood Dr. Strafford | 664-8876 | | | ✓ |
| Kristine Bobtridge | 3 apple Orchard Rochester | 332-1201 | | | ✓ |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 & 367 Date 2·10·09

Committee House Education

**** Please Print All Information ****

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Abbey Lawrence | POB 97 Tuftonboro | 539-7233 | | | ✓ |
| Lee A Bu Han | 214 New Orchard Rd Epsom | 736-9621 | | | ✓ |
| Mike Compidello | 72 Birkdale Rd Bedford | 472-3423 | | | ✓ |
| Mike [illegible] | 42 Lowell WV | 5404542780 | HSLDA | | ✓ |
| [illegible] | 123 Normand Rd Goffstown NH | | | | ✓ |
| John A. Towne | 80 WILLEY RD, MILTON MILLS, NH | 603-473-2070 | | | X |
| Brian towne | 80 willey rd, milton mills, NH | 603-473-2020 | | | X |
| Leigh OBrien | 82 Waukeena lake Rd Danbury NH | 768-5537 03230 | | | X |
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# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # 368 Date 2- -09

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Rachel Catano | 64 Spruce Pond Drive Strafford | 664-9245 | | | X |
| Jennifer Dustin | 55 Spruce Pond Dr Strafford | 664-5890 | | | X |
| Helen Wyman | 53 Vilas Rd Alstead, NH. | 835-6321 | | | X |
| Jennifer Astholz | 89 Old Mill Pond Rd. Henniker | 428-3572 | | | X |
| Megan Johnson | 6 Collins Rd Warner | 456-2500 | | | X |
| Carol DeMore | 53 Grafton Dr. Bedford | 488-1300 | | | X |
| Sherry Yeaton + Caitlin | 101 New Rye Rd Epsom | 736-8882 | | | X |
| Kathleen Moller, Abby, David, Olivia | 77 Holman Rd. Fitzwilliam | 585-7173 | | | X |
| Rep Adel Smith | Hooksett | 4852174 | | | X |
| Rebekah Woodman | 3 Dwyer St. Merrimack | 429-1998 | | | X |
| Heidi + Mike Benik | 1543 County Rd, Walpole | 7563108 | Representative HEAC + CHENA | | X |
| Patricia V. Kosnu | 109 Colby Rd. Weare NH | 929-6164 | HB367 + 368 | | X |
| Felicia Saucier | 80 Thornton Rd New Boston, NH | 487-5363 | Self | | X |
| Mark D'Amico | 14 Essex Road, Bedford | 553-6017 | Self | | X |
| William D. Allen, Jr | 11 Targhee Drive, Pittsfield, NH | 435-5048 | | | ✓ |
| Kathleen ES Allen | 11 Targhee Drive Pittsfield NH 03263 | 435-5048 | self | | X |
| Philip Mitchell | 179 King St Boscawen NH | 796-2590 | | | ✓ |
| Cheryl Mitchell | 179 King St Boscawen | 796-2590 | Self | | ✓ |
| Laura Milliken | 20 Dustin Road, Warner | 746-5698 | self | | ✓ |
| Kara Westfall | 21 Punch Brook Way #317 Rochester NH | 332-2078 | | | ✓ |
| Linda Goddard | 60 Stavell Rd New Ipswich, NH | 878-2068 | | | ✓ |
| Cathryn Somero | 21 Poor Farm Rd New Ipswich NH | 878-2025 | | | ✓ |
| Elaine West | 64 School St. Rindge, NH 03461 | 899-2005 | | | ✓ |
| Kathleen Seppala | 102 Hampshire Rd Rindge NH 03461 | 899-5583 | | | ✓ |

| Name | address | Phone | Representing | Pro | Con |
|---|---|---|---|---|---|
| Brad Rohde | 86 Jefferson Dr. Hillsboro, NH 03244 | | | | X |
| Tani Vincent | P.O. Box 906 Wolfeboro, NH 03894 | 569-3135 | | | X |
| Rebekah Allen | 35 Spruce St. Concord NH 03301 | #715-1710 | | | X |
| Scott Herod | 225 Jefferson Dr. Hillsboro, NH 03244 | 464-4026 | family | | X |
| MATT BARDSLEY | 21 HAIG ST CONCORD NH 03301 | 715-2482 | | | X |
| Marissa Houle | 64 Dow Rd Hollis NH 03049 | 465-2918 | | | X |
| Jennifer Schutzius | 65 Hallwood Dr Surry NH 03431 | 209-2513 | | | X |
| Tom Schutzius | 65 Hallwood Dr Surry NH 03431 | 209-3513 | | | X |
| Paula Wild | 119 Fairview Lane Alexandria, NH 03222 | 744-9670 | | | X |
| Rachel Kirby | 90 Upper Birch Bristol, NH 03222 | 744-25[illegible] | | | X |
| Gretchen Post | 23 Fairwood Dr. Dublin NH 03444 | 563-9971 | | | ✓ |
| Shawn Post | 23 Fairwood Dr Dublin, NH 03444 | 563-9971 | | | ✓ |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368 Date 2/11/2009

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| DAVID MINCIN | BARRINGTON | 767-8935 | SRD | | ✓ |
| Fenton Groen | Rochester | 337-1315 | | | X |
| Shirley Groen | " | " | | | X |
| Jamie Hupfer | Deering | 529 8196 | | | X |
| Brett Hupfer | Deering | 529 8196 | | | X |
| Kristen Lehmann | Weare | 529-8419 | | | X |
| Joshua Lehmann | Weare | " | | | X |
| Katrina Lindlad | Alton | 875-4063 | | | X |
| Greg Lindlad | Alton | 875-4063 | | | X |
| Nicole Lindland | Alton | 875-4063 | | | X |
| Rebecca Gronski | Wolfeboro | 569-7862 | | | X |
| Angela Lavera-Hart | Tuftonboro | 539-7233 | | | X |
| Marion Claus | Alton | 875-4744 | | | X |
| ~~Larisa Molloy~~ | | | | | |
| Tricia Noel | Canterbury | 565-2011 | | | X |
| B. Barnsky | Peterborough | 924-0130 | | | X |
| Dawn Platte | Salisbury | 340-1955 | | | X |
| Sue Balcom | 34 Sparhawk Dr | Londonderry | 437-7136 | | X |
| Robin Robichean | PO Box 1, Lebanon | [illegible] | 359-5255 | | X |
| Naomi Fitzgibbons | PO Box 67, Meriden, NH | 4693170 | | | X |
| Kelley Swanson | 203 Schoodac Rd. | Warner, NH 03278 | | | X |
| Tracy Richardson | Wolfeboro NH | 5696498 | | | X |
| John R Othof | 11 Rustic Ln New Boston | 487-2465 | | | X |

Please TURN OVER →

House Bill 368

| | PRO | CON |
|---|---|---|
| Alison Christensen 4 Hardwood RD., Windham, NH | | ✓ |
| Kim Burke 13 Buttonwood Dr. Derry, NH | | ✓ |
| Warren Goddard & Wilson As Boats. | | ✓ |
| Edward Kunelius 75 Swain Rd Barrington | | ✓ |
| Dianne Kunelius 75 Swain Rd Barrington | | ✓ |
| Jackie Malley 243 Pleasant St Concord | | |
| Sarah Malley " " | | ✓ |
| Susan Patteson 732 Province Rd. Strafford, NH 03884 664-6949 | | ✓ |
| Karen & Joe Deghan 62 Moultonville Rd Center Ossipee NH 03814 | | ✓ |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368 Date 2-11-09

Committee

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Beverly A Ferrante | 68 Chester R Derry NH | | Dist 5 | | ✓ |
| Laurie Boyce | 278 Main St. | | Belknap S | | ✓ |
| JACK Hendrixson | 418 colBurn temple | 654-6648 | | | ✓ |
| Allyn Hendrixson | 418 colBurn temple | 654 6648 | | | ✓ |
| Rep Beverly T. Rodeschin | | | Sullivan 2 | | ✓ |
| Jennifer Totaro | 3 Baker Ave Greenville | 291-0234 | self | | ✓ |
| Jane Orzechowski | 334 Chandler's Mill Rd Newport | 603 542-8978 | | | ✓ |
| Russell Orzechowski | " " " " | | | | ✓ |
| Amelia Orzechowski | " " " " | | | | ✓ |
| Katherine Averill | 102 Maple Ave Atkinson | 367 6358 | self | | ✓ |
| Michael Haines | 53 Alice Dr | 753-2511 | | | ✓ |
| Sarah Haines | " " " " | | | | ✓ |
| Daleen K Clark | 136 Aldworth Rd Harrisville | 03450 | | | X |
| Rebecca Soule | 26 Modena Dr. Penacook NH | 753-9649 | | | X |
| Kim Gardner | 119 Kingsbury Rd Walpole NH | | | | X |
| Carol DuPont | 10 Pond Rd Deering NH | 384-3941 | | | X |
| Leo McQuillan | Antrim, NH | | | | ✓ |
| Kathy Forbes | 1 Gayle Dr. Derry NH | 03038 | | | X |
| Richard J. Gardner | 119 Kingsbury Rd Walpole NH | 03608 | | | X |
| Elisa Gardner | " " | | | | ✓ |
| Tracy Hedberg | 5 Broman Way Lyndeborough | 03082 | | | X |
| Jen Dumont | 5 Broman Way Lyndeborough | 03082 | | | X |
| Jennie Steinhauser | " #Horse shoe pond lane Concord | 226-0739 | | | X |

HB 368 2/11/09

| | Pro | Con |
|---|---|---|
| Krista Akerberg 8 Silver St Milton 6524518 Dist 3 | | ✓ |
| Shelby Sohmer 30 Watson Hill Rd Raymond 895-3223 | | ✓ |
| Trudy McCarthy 414 Fremont Rd. #2 Chester, NH 03036 887-4568 | | ✓ |
| Catherine Potenal 139 Trotting Track Rd. Wolfeboro | | X |
| Mary Bell 60 McShane Ave. Greenland N.H. | | ✓ |
| Lisa Malvey 270 Scruton Pond Rd | | X |
| Peter Malvey " Barrington NH 03825 | | X |
| Anna Malvey " " " | | X |
| Christine Barnhart 21 Haig Concord NH 03301 | | ✓ |
| PAUL COMEAU CANADA SELF | | X |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB368 Date 2-11-09

Committee EDUCATION

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| REP. BOB L'HEUREUX | HILLS #19 | | | | X |
| Rep DENNIS H. FIELDS | BELKNAP #2 | | | | X |
| Faith Cook | Concord | | LPNH | | X |
| Todd Puterbaugh | 68 Beauty Hill Rd | | Barrington | | X |
| SUZANNA HUDSON | ROCHESTER | | | | X |
| David Noel | 8 Canterbury | 565-2011 | Self | | X |
| Larisa Molloy | Strafford | 978-7298 | self | | X |
| Kelly Clough | Somersworth | 692-5151 | self | | X |
| Deidra Winslett | Farmington | 335 1434 | self | | X |
| ~~Marion Claus~~ | ~~Alton~~ | ~~82~~ | | | |
| Rhonda Labbe | 1 Woodbine Ave, Concord | | | | X |
| Michelle Jones | 280 Shaker Rd Concord | | | | X |
| Amy PERKINS | 49 WASHINGTON Sgabrook | | District 14 | | X |
| Michelle Levell | 21 Canterbury Rd | | Windham self | | X |
| Maureen Linehan | 11 Rustic Ln New Boston | 487-2465 | | | X |
| Jean Sousa | 30 Rustic Ln New Boston | | | | X |
| Rissa Evans | 204 Amesbury Rd Contoocook | 746-3749 | Self | | X |
| Rich Nikas | 22 Wasson Rd, Hudson | 880-4625 | Friend | | ✓ |
| Rep Edith "Oee" Hogan | Hudson | | Dist 25 | | X |
| Brenda Vaydatch | 141 Camp Waldron Rd Meredith NH 03253 | | | | ✓ |
| John Anthony Simmons | 54 Walnut Ave, Nutz Hampton | | | | ✓ |
| Teresa Downey | 21 Healy Pasture Rd Chichest | 435-9981 | Self | | ✓ |
| Pawn Ruiter | 55 Eastman Lane Middleton | 473-2474 | | | ✓ |

HB 368

| Name | Address | Phone | Representing | Pro | Con |
|---|---|---|---|---|---|
| Tracey Riehl | 106 Dougherty Ln Hebo Boston | 487-3854 | | | ✓ |
| Althea Barton | 73 Weir Rd, Concord | 753-9809 | self | . | X |
| CLARK Todd | 73 Weir Rd, Concord | 753-9809 | self | | X |
| Kelly Bellemare | 101 Avon St. | Manchester, NH | self | | X |

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB 368 Date 11 Feb 2008

Committee Education

** Please Print All Information **

| Name | Address | Phone | Representing | (check one) Pro | Con |
|---|---|---|---|---|---|
| Ann Marie Banfield | | 488-5099 | CPR | | ✓ |
| Diane Gravski Wolf | | 569-7962 | | | ✓ |
| Debi Meyers | | 369-8111 | | | ✓ |
| William Meyers | | | | | ✓ |
| Bill Meyers | | | | | ✓ |
| Calvin Pratt | Rep - Hillsborough - 7 | | | | ✓ |
| Marcia A. Klingler | 8 Birch Terrace W. Leb | | self | | ✓ |
| Paula S. DeBow | 113 Wentworth Rd Brookfield | 522-6358 | self | | ✓ |
| Ronald D. DeBow | 113 Wentworth Rd Brookfield | 522-6558 | self | | ✓ |
| Daniel S. Klingler | W. Lebanon NH | | self | | ✓ |
| Susan Burke | 325 Laurel St Manchester | 627-1405 | | | ✓ |
| Gregory Arce | Dunbarton | 774-1284 | self | | ✓ |
| Wendy-Lee Gonzalez | 144 Walker Rd, Alexandria, NH 03222 | | | | ✓ |
| Linda McKay | 31 Monica Dr Nashua / Newport, NH | 888-6485 | self | | ✓ |
| Ana Cristina Powell | 269 East Mountain Rd. 03773 | (603) 863-6701 | self | | ✓ |
| Paul Depontbriand | 10 Pond Rd Deering NH | 384-3941 | | | ✓ |
| Rep. Jennifer Coffey | Merrimack 6 | | | | ✓ |
| Maria Garcia | 23 School St. Salem 03079 | | | | ✓ |
| Peter Colombi | 45 Merrimack St. Bristol, NH 03222 | | | | ✓ |
| Lori Molica | 10 Highland St. Hudson, NH 03051 | | | | ✓ |
| Charissa Lyons | 158 Range Rd. Windham, NH 03087 | | | | ✓ |
| Bianca Garcia | 23 School St. Salem 03079 | | | | ✓ |
| Karen Whitcomb | New Durham | 740-9479 | | | ✓ |

HB 368 2/11/09

| | | | | RRO | Con |
|---|---|---|---|---|---|
| Jonathan Paiva | 2308 Washburn Rd Alexandria NH 03222 | | | | ✓ |
| Alfreda Paiva | 2308 Washburn Rd Alexandria NH 03222 | | Family | | ✓ |
| Duane Darling | 151 Toule Rd. Chester NH 03036 | | family | | ✓ |
| DEBORAH FATCHERIC | 100 Ridgeview Rd. Weare NH 03281 | | family | | ✓ |
| Noelle Rohde | 86 Jefferson Dr. Hillsboro NH 03244 | | Family | | ✓ |
| Kevin Schofield | 7 Penn Lane Exeter, NH 03833 | | family | | ✓ |
| Bethanee Syverson | 27 North Woods Rd Dunbarton NH 03046 | | | | ✓ |
| Jim Peschke | 239 Baker Rd, Croydon NH | | Self | | ✓ |
| Cathy Peschke | " | | Self | | ✓ |
| Jim Matthieu | 1 Garrison Road | Salem N.H | 03079 | | ✓ |
| Cheryl Tarbox | 139 Athol Rd | Richmond NH | 03470 | | ✓ |
| Carie Kowalski | 59 Castle Hill Rd. | Windham NH | 03087 | | ✓ |
| Kris Matthieu | 1 Garrison RL | Salem NH | 03079 | | ✓ |
| Michelle Alford | 1 Dunnmoore Dr. | Bow | 03304 | | X |
| BRIANNA SEAVORY | 161 Buck ST | PEMBROKE | 03275 | | ✓ |
| Deborah L. Brown | 146 Village RD Wilmot | 526-4816 | self | | ✓ |
| Kim Donovan | 247 South WestRa Canterbury | 03224 | | | ✓ |
| Keith Donovan | 247 southwest Rd canterbury | | self | | ✓ |
| Allison M. Jacobs | 448 Hare Rd Milton NH 03851 | | self | | ✓ |
| Stacey Spevack | 44 Reservoir Rd, Farmington NH 03835 | | | | ✓ |
| Mary Winslow | 423 N. Barnstead Rd Ctr. Barnstead, NH 03225 | | | | ✓ |
| Julie Hipke | 341 Belmont St | Manchester NH 03103 | | | ✓ |
| Jennifer Perron | 76 Essex St. | Manchester NH 03102 | | | ✓ |
| Denise Rainey | 101 Beaver Rd. Strafford NH 03884 | | | | ✓ |
| Christ Adams | 103 Center St, Goffstown, NH 03045 | | | | ✓ |

# Hearing Minutes

## HOUSE COMMITTEE ON EDUCATION

## PUBLIC HEARING ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** February 11, 2009

**LOB ROOM:** Reps Hall **Time Public Hearing Called to Order:** 1:15 PM

**Time Adjourned:** 3:30 PM

(please circle if present)

**Committee Members:** Reps. Rous, Reeves, Yeaton, Clarke, B. Shaw, S. Merrick, K. Shaw, J. Day, O'Neil, Burke, P. Harvey, P. Price, Ingbretson, Stiles, K. Hutchinson, Boehm, Laurent, B. Ward, Fleck and Ladd

**Bill Sponsors:** Rep. J. Day, Rock 13

### TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

***Representative Rich Bates.** See written testimony.

**Representative Nancy Elliot – opposes.** The children do excel.

***Representative Will Smith – opposed.** See written testimony. Increase regulations for home-school parents.

**Representative Dan Itse – opposed.** He is opposed on the basis of the constitutional right to educate one's children.

**Representative Peter Bolster – opposed.** You should bring all persons involved to the table before drawing up a law or mandate.

**Deputy Commissioner Mary Heath – supports.** It brings together for all children the minimum standards expected. Home-school families would work with the local district to bring curriculum into compliance.

**Warren Goddard, Catholics United for Home Education.** The state does no own the children, the parents do. It is a harassment of parents.

**Phil McCormack, Superintendent of Schools SAU 2.** He respects and recognizes the parental right to home-school. Recognizes quality programs for all children including home schools. There are instances where home schooling has been used improperly. We need the bill to keep children from falling through the cracks in home schooling just as those who are identified in public schools.

**Chris Hamilton.** There is no reason to assume the parent has not read the law. If there is an error in reporting a parent is notified to comply.

**Roberta Tenny, DOE.**

- Most home schoolers receive a vigorous vibrant education.
- Any child neglected in education is the state's problem.
- Concerned about a 10% problem.
- This bill will help support the accountability and availability of home school programs to comply with minimum standards.

***Sally Malley.** See written testimony.

**Keith Pheiffer, Sanborn, NH.**

- What we are concerned with is 5-8% of families.
- What happens when students are not receiving a reportable education from parents.
- Need to assess if a child is making programs.
- Need immediate response through rules to reach those parents.

**Ken Hemingway, Rochester, NH.** What happens to students who are not serviced. Eight out of 96 home school families have a good relation with the superintendent. HB 367 paragraph 3C should be considered in any decisions.

**Tom Cincius.** He is a trooper and home school parent. There are some kids who fall through the cracks but imposing more regulations is not the answer.

**Senator Sharon Carson.**

- Legislators were put on a home school advisory council.
- Did the sponsor of this bill speak to that council?
- Is there going to be a fiscal impact?
- Listen to the home school parents.

**Daphne Kenyon, State Board of Education.**

- Accountability is lacing somewhat for home school students.
- The cost to comply is minimal.

**Barbara Donovan.** There are the cost of living issues.

**Tamara Johnson.**

- It is about parent's choice.
- Standardized tests do not always show true performance of kids.

**Representative Baldasaro.**

- Leave home schoolers alone.
- Straighten out the public schools.

- He hopes the committee does the right thing.

**Shawn Donahue.**

- Home school is done out of necessity.
- This bill takes away my right to work with my choice of contact at DOE.
- Superintendents may be subjective.

***Ann Marie Banfield** . See written testimony.

**Ms. Tataro.** She supports parents opposed to the bill. It is an added financial burden on towns.

***Jane Grady.** See written testimony.

- This bill asks home schoolers to comply when they are complying.
- It will not insure compliance.
- It will raise the costs of school districts.
- It will put a greater burden on the districts.
- Increased recordkeeping on the school district.

Respectfully submitted,

Rep Barbara Shaw

Representative Barbara Shaw, Clerk

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** 2/11/2009

**LOB ROOM:** 207 Reps Hall **Time Public Hearing Called to Order:** 1:15 PM

**Time Adjourned:** 3:20 PM

(please circle if present)

**Committee Members:** Reps. Rous, Reever, Yeaton, Clarke, B. Shaw, S. Merrick, K. Shaw, J. Day, O'Neil, Burke, P. Harvey, P. Price, Ingbretson, Stiles, K. Hutchinson, Boehm, Laurent, B. Ward, Fleck and Ladd.

**Bill Sponsors:** Rep. J. Day, Rock 13

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

# HB 368

Judy Day's sponsor
HB 368 - written statement by the parent providing home education affirming that the home education program shall comply with RSA 193-A:4, I.

(1) Rep Rich Bates:
* written testimony

(2) Rep Nancy Elliot
opposed to bill
children do excel.

(3) Rep Will Smith
opposed to bill
increase regulations for home-school parents
* written testimony - (book)

(4) Rep Dan Itse:
~~opposed~~ opposed to bill on basis of constitutional right to educate one's children

(5) Rep ~~Pet~~ Peter Bolster:
- should bring all person's involved to the table before drawing up a law or mandate
- opposed to bill

(6) Dept Comm Mary Heath:
- supports
- brings together for all children the minimum ~~basic~~ standards expected
- homeschool family would work with the local district to bring curriculum into compliance

(7) Warren Goddard - Catholics United for Home Education

~~Oct. 68 bill of rights~~
~~says~~
~~anti-catholic and~~

- state does not own the children, parents do.
- is a harassment of parents

(8) Phil McCormack - Supt of Schools SAU 2 (?)

- respect & recognize parental right to home-school
- recognize "quality programs for all children including ~~Home~~ homeschools
- are instances where homeschooling has been used improperly
- need bill to keep children from falling through the cracks in home schooling just as those who are identified in public schools.

(9) Chris Hamilton:

- no reason to assume parent has not read the law
- ~~what~~ if there is an error in reporting parent is notified to comply

(10) Roberta Tenny - DOE

- most homeschoolers receive a rigorous vibrant education
- any child neglected in education is state's prob.
- concerned about a 10% problem
- this bill will help support the accountability and availability of homeschool programs to comply with minimum standards

(11) Sarah Malley
* written testimony

(12) Keith Pfeffer Sanborn
- what we are concerned with are 5-8% of families
- what happens when students are not receiving a reportable education from parents
- need is to assess if child is making progress.
- need immediate response through rules to reach those parents

(13) Ken Hemingway (Rochester)
what happens to students who are not serviced
80 out of 96 homeschool families, good relations with superintendent
NHB 3c? Para. 3c should be considered in any decisions

(14) Tom Cinciuss - Trooper & Homeschool parent
are some kids who fall through the cracks
imposing more regulations is not answer

(15) Sen. Sharon Carson:
- legislators were put on homeschool advisory council.
- did sponsor of this bill speak to that council?

- is there going to be a fiscal impact?
- listen to the homeschool parents.

(16) Daphne Kenyon: State Bd of Ed
- accountability is lacking somewhat for homeschool students
- cost is minimal to comply with

(17) Barbara Donavan
- cost of living issues

(18) Tamarra Johnson
- about parents choice
- standardized tests do not always show true performance of kids.

(19) Rep. Baldasaro
- ~~issues~~ leave homeschoolers alone.
- ~~straighten~~ out public schools
- hope committee does the right thing

(20) Shawn Donahue
- homeschool out of necessity
- bill 368 takes away my right to work with my choice of contact at DOE, Angie LaBelle (?sp)
- superintendents may be subjective

(21) Ann Marie Banfield
* written testimony

(22) Ms Tataro
* supports parents opposed to bill
- added financial burden on towns

(23) Jane Grady

368 asks Homeschoolers to comply when they are complying

- will not insure compliance
- will raise costs of school districts
- will put greater burden on districts
- increased recordkeeping on school district

* written testimony

# Sub-Committee Actions

## HOUSE COMMITTEE ON EDUCATION

## SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 13, 2009

**Subcommittee Members:** Reps. Yeaton, Rous, Fleck, Boeham, and Clarke

**Comments and Recommendations:** Amendment to require that notification for home schooling be in writing.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** (OTP) OTP/A, ITL, Retained (Please circle one.)

Moved by Rep. Fleck

Seconded by Rep. Rous

Vote: 3-0

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Charles B. Yeaton
Subcommittee Chairman/Clerk

## HOUSE COMMITTEE ON EDUCATION

## SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 13, 2009

**Subcommittee Members:** Reps Yeaton, Rous, Fleck, Boehm, Clarke ~~Reps. O'Neil, K. Shaw, Rous, Stiles, and Ward~~

Present Reps. Yeaton, Rous, Fleck

**Comments and Recommendations:**

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** (OTP) OTP/A, ITL, Retained (Please circle one.) Amendment to require that notification for home schooling be in writing

Moved by Rep. Fleck

Seconded by Rep. Rous

Vote: 3-0

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

Charles B Yeaton, Chairman

# Sub-Committee Minutes

4/21/09 File

HB368; Home School Retained bill subcommittees 4/20/09

Definitions: RSA 193-A:1-4

Rachel Burke, Judy Day, Paul Ingbretson

Notification: RSA 193-A:5

Charlie Yeaton, Claire Clarke, Emma Rous, Joe Fleck, Ralph Boehm

Evaluation and Records: RSA 193-A:6, I-II, a-d

Phil Harvey, Barbara Shaw, Jim O'Neil, Pam Price, Karen Hutchinson

Probation/Appeals: RSA 193-A:6, III; A:7-8 (9-10)

Judie Reever, Scott Merrick, Kim Shaw, Rick Ladd, John Laurent

Survey to Superintendents

Jim O'Neil, Kim Shaw, Emma Rous, Nancy Stiles, Brian Ward

## HOUSE COMMITTEE ON EDUCATION

## SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** June 2, 2009

**Subcommittee Members:** Reps. O'Neil, K. Shaw, Rous, Stiles, and Ward

**Comments and Recommendations:** Next meeting June 23rd.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Jim O'Neil
Subcommittee Chairman/Clerk

HOUSE COMMITTEE ON EDUCATION

SUBCOMMITTEE WORK SESSION ON HB 368

BILL TITLE: relative to annual goals in a home education program.

DATE: ~~4/21/2009~~ ~~5/6/2009~~ 6/2/09

Subcommittee Members: Reps. O'Neil, K. Shaw, Rowe, Stiles Ward

Survey To Superintendents

Comments and Recommendations:

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Motions: OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

HOUSE COMMITTEE ON EDUCATION

SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** September 29, 2009

**Subcommittee Members:** Reps. O'Neil, K. Shaw, Rous, Stiles and Ward

**Comments and Recommendations:** Committee heard input on the Home Schooling issue from several superintendents.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Jim O'Neil
Subcommittee Chairman/Clerk

**HOUSE COMMITTEE ON EDUCATION**

**SUBCOMMITTEE WORK SESSION ON HB 368**

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** ~~June 23, 2009~~ September 29, 2009

**Subcommittee Members:** Reps. O'Neil, K. Shaw, Rous, Stiles, and Ward

**Comments and Recommendations:** Committee heard input on the Home Schooling issue from several superintendents.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. James M. O'Neil
Subcommittee Chairman/Clerk

## HOUSE COMMITTEE ON EDUCATION

## SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 20, 2009

**Subcommittee Members:** Reps. P. Harvey, B. Shaw, J. O'Neil, P. Price, K. Hutchinson

**Comments and Recommendations:** Discussion of the issues in 193-A-6 I-9 II – Rep. Harvey distributed a projected revision of these sections and there was long discussion.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Philip R. Harvey
Subcommittee Chairman/Clerk

**HOUSE COMMITTEE ON EDUCATION**

**SUBCOMMITTEE WORK SESSION ON HB 368**

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 20, 2009 – 9:00

**Subcommittee Members:** Reps. P. Harvey, B. Shaw, J. O'Neil, P. Price, K. Hutchinson

**Comments and Recommendations:**

Discussion of the issues in 193-A-6 I-a II – Rep Harvey distributed a proposed version of these sections and there was brief discussion. No action was taken

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Philip R. Harvey

Respectfully submitted,

Rep.
Subcommittee Chairman/~~Clerk~~

Philip R. Harvey

HOUSE COMMITTEE ON EDUCATION

SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 20, 2009

**Subcommittee Members:** Reps. J. O'Neil, K. Shaw, E. Rous, N. Stiles, B. Ward

**Comments and Recommendations:** Please see attached.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep. Rous

Seconded by Rep. Shaw

Vote: 4-0

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. James M. O'Neil
Subcommittee Chairman/Clerk

HOUSE COMMITTEE ON EDUCATION

SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 20, 2009 – 10:00

**Subcommittee Members:** Reps. J. O'Neil, K. Shaw, E. Rous, N. Stiles, B. Ward

Present O'Neil, Rous, Stiles and Shaw

**Comments and Recommendations:**

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** ~~OTP, OTP/A, ITL, Retained (Please circle one.)~~

Moved by Rep. Rous

Seconded by Rep. Shaw

Vote: 4-0

Recommendation

1. That the State Department of Education collect the following:
   a) Number of students on portfolio
   b) Results of the portfolio tone (+ what is the negative.
2. That Home Education Advisory Council be asked to oversee and attempt to resolve home schooling issues that come to the Department of Education or any local school district and the parent.

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. James M. O'Neil
Subcommittee Chairman/Clerk

## HOUSE COMMITTEE ON EDUCATION

## SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 28, 2009

**Subcommittee Members:** Reps. Burke, Day, and Ingbretson

**Comments and Recommendations:** Please see attached minutes.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Rachel Burke
Subcommittee Chairman/Clerk

Definitions

**HOUSE COMMITTEE ON EDUCATION**

**SUBCOMMITTEE WORK SESSION ON HB 368**

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 28, 2009

**Subcommittee Members:** Reps. Burke, Day, + Ingbretson

**Comments and Recommendations:** see minutes

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep. none

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep. none

Vote:

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

Rachel Burke

**Ebbs, Heather**

---

**From:** Judie Reever [reeverj@metrocast.net]
**Sent:** Friday, October 30, 2009 12:29 PM
**To:** Ebbs, Heather
**Subject:** Minutes from Sub-Committee on Appeals RSA 193-A:8

Sub-Committee meeting for Appeal Committee for Home Schooling
Oct. 28, 2009,
1:35 PM

Present: Rep. Judie Reever, Rep. Kim Shaw, Rep. John Laurent, Rep. Rick Ladd
Absent: Rep. Scott Merrick

On a motion by Rep. Shaw, seconded by Rep. Laurent, to make no change to the existing language as stated in RSA 193-A:8, Order Appeals. The vote was unanimous.

Signed
Rep. Rick Ladd

## Ebbs, Heather

**From:** Judith Day [jed1226@earthlink.net]
**Sent:** Thursday, November 05, 2009 8:03 AM
**To:** Ebbs, Heather
**Subject:** Notes on home ed subcommittee meeting on the 28th/ Chair Rep Burke

The Home Education subcommittee on definitions discussed the reason for the list of definitions that are now in the law. It was thought that they were reflective of the State Standards that were in the law in 1990. There was a suggestion from Representative Day to add Computer Literacy to the list and also to consider whether there should be a statement of the amount of time that the subjects listed should be taught--ie yearly? Rep Burke indicated that she thought there should possibly be subjects added to the list such as geography and hygiene. Home School parents who were present seemed to indicate that they were not opposed to adding computer literacy as long as that addition did not go beyond what is required for the public school students. There was some discussion about the words defined such as parent. There was a suggestion to add to that definition. The meeting was ended as there was another Home School subcommittee meeting that had been convened and some parents in attendance wished to go to that meeting. Representatives indicated that there should be a follow-up meeting of this subcommittee which was to be scheduled by Chair Rep Burke.

Submitted by Rep Judy Day

HOUSE COMMITTEE ON EDUCATION

SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 28, 2009

**Subcommittee Members:** Reps. Reever, Merrick, K. Shaw, Ladd, and Laurent

**Comments and Recommendations:**

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

Probation/Appeals

**HOUSE COMMITTEE ON EDUCATION**

**SUBCOMMITTEE WORK SESSION ON HB 368**

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 28, 2009

**Subcommittee Members:** Reps. Reeves, Merrick, K. Shaw, Ladd, + Laurent

**Comments and Recommendations:**

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

## HOUSE COMMITTEE ON EDUCATION

## SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 28, 2009

**Subcommittee Members:** Reps. Harvey, B. Shaw, O'Neil, Price, and Hutchinson

**Comments and Recommendations:** Please see attached.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Philip Harvey
Subcommittee Chairman/Clerk

Evaluation + Records

**HOUSE COMMITTEE ON EDUCATION**

**SUBCOMMITTEE WORK SESSION ON HB 368**

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** October 28, 2009

**Subcommittee Members:** Reps. Harvey, B. Shaw, O'Neil, Price, Hutchinson

**Comments and Recommendations:**

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep. Philip R. Harvey

Seconded by Rep. Jim O'Neil

Vote: 1 Yes 3 No

ITL 1-3

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep. Jim O'Neil

Seconded by Rep. B. Shaw

Vote: 4-0

3-1

3-1 pass

Philip R. Harvey

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

3-1

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.) Proposed Resolve H 193 A-6-ITL

Moved by Rep. Philip R. Harvey

Seconded by Rep. Jim O'Neil

Vote: 1-3 Proposed Resolve H 193 A-6-ITL

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep. Jim O'Neil

Seconded by Rep. J.B. Shaw

Vote: 3-0

Philip R. Harvey

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

## HOUSE COMMITTEE ON EDUCATION

## SUBCOMMITTEE WORK SESSION ON HB 368

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** November 10, 2009

**Subcommittee Members:** Reps. Burke, Day, and Ingbretson

**Comments and Recommendations:** Please see attached notes.

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Judith Day
Subcommittee Chairman/Clerk

HOUSE COMMITTEE ON EDUCATION

SUBCOMMITTEE WORK SESSION ON HB 368

1:00 Start Adj 1:33

**BILL TITLE:** relative to annual goals in a home education program.

**DATE:** November 10, 2009

**Subcommittee Members:** Reps. Burke, Day, and Ingbretson

**Comments and Recommendations:**

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** (OTP) OTP/A, ITL, Retained (Please circle one.) (2)

(1) Moved by Rep. DAY Yes

Seconded by Rep. Burke Yes

Vote: 2 for 1 against Rep ING NO

Rep Day Yes
Rep Burke Yes
Rep Ing. NO

(3) Rep Day Yes Rep Burke Yes Rep ~~IBQ~~ Ingbretson NO

**Motions:** OTP, OTP/A, ITL, Retained (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Judy Day

Subcommittee Chairman/Clerk

Suggested Change to Law 11/10/09

## Section 193-A:4

**193-A:4 Home Education; Defined. –**

I. Instruction shall be deemed home education if it consists of ***yearly*** instruction in science, mathematics, language, government, history, health, reading, writing, spelling, ***computer literacy, [*** the history of the constitutions of New Hampshire and the United States,*]* and an exposure to and appreciation of art and music. ***The history of the constitutions of New Hampshire and the United States shall be studied in one grade between grades 6 and 12.*** Home education shall be provided by a parent for his own child, unless the provider is as otherwise agreed upon by the appropriate parties named in paragraph II.

II. The department of education, resident district superintendent, or a nonpublic school shall work with parents upon request in meeting the requirements of this section.

Source. 1990, 279:3. 2006, 13:1, eff. May 12, 2006.

Notes

11/10/09

3 motions

(1) ~~[illegible]~~ to add yearly in front yearly instruc in science etc

(2) to add Computer literacy to the list of subjects to be taught yearly

both the

(3) history of Constitution of NH + of the US to be taught once between ~~the gr~~ grades 6 + 12

# Testimony

196 High Range Rd.
Londonderry, NH 03053
March 12, 2009

Representative Emma Rous
New Hampshire House of Representatives
107 North Main Street
Concord, NH 03301

Dear Honorable Rous,

Thank you for allowing extra time for the education committee to discuss HB 367 & 368 on March 5, 2009. Obviously the members have strong opinions about the subject, strangely enough, along party lines. I appreciate your allowing time for some of the repetitive comments, even though your impatience was evident while opposing opinions were presented.

I am glad that you want to open dialogue with home schoolers. As you can see from from the attendance at the hearing and the executive session, home schoolers are ready and willing to dialogue with you and others of the committee. And of course your position on the Home Education Advisory Council will facilitate this. Our group of home schoolers in Londonderry would be glad to meet with you, as would many others in the state.

Although we would like to have seen HB 368 also voted "ITL", retaining it for further study will allow you and fellow members to collect extensive data about home schoolers in the state. I have been so surprised to hear both you and Rep. Day comment that there is little data documenting status of home schoolers. All of us turn in annual reports on each child and I would think that information is readily available to you.

We will be eager to hear when the sub committee is appointed and will be especially interested in learning the reports of your findings. I would also be interested to hear of your " abundant anecdotal evidence of problems". I assume those specific problems will be addressed in your report.

Again thank you for your concern for the education of our youth and future citizens.

Sincerely,

Lisa Bell

February 22, 2008

To the Legislators serving New Hampshire on the Education Committee,

First, I would like to thank you for your service to the state of New Hampshire and your careful consideration of this written testimony which I, a voting resident of Milton, am submitting to you today.

I would like to strongly urge you to vote inexpedient to legislate on HB 367 and HB 368, which completely ignore the study commission that recommended not to make changes to our current law, for the following reasons:

First of all, HB 368, which would require a copy of NH's home schooling law to be given to each home schooling family as well as requiring each homeschooler to sign a statement that they will comply, is unnecessary legislation. It has not been demonstrated that NH has a problem with home schooling families not educating their children. On the contrary, home schooling parents have shown themselves to be dedicated individuals, passionate about their children's education, urging them to greater academic success than is typically demonstrated by their peers in other educational institutions, whether public or private.

Our current law was the result of careful consideration of NH legislators and homeschoolers working together, and has functioned well for nearly twenty years with minimal adjustment, and those were to lessen requirements on homeschoolers, not increase them. NH is part of the minority in the United States which requires any assessment at all, and the proposed bills would make us the most restrictive state in the union, with no justification.

HB 367 and HB 368 place a needless cost burden on homeschoolers. I estimate that the cost per student could be approximately $150. For my family of three children, my end of year cost could be approximately $450. For illustrative purposes, I would like to point out that my yearly expenditure for books and materials is between $500 and $600. Those with more children would receive an even higher financial burden in these times of economic distress.

Our current law recognizes that parents have a fundamental right under the United States Constitution to make decisions regarding the upbringing and education of their children, while by nature HB 367 and HB 368 deny this right and the fact that parents act in the best interest of their children. They shift this authority away from parents and give it to superintendents and others.

Currently, our law provides multiple choices for parents to comply with end of year evaluation, thereby recognizing that children have a variety of learning styles and abilities, and one evaluation method will not be adequate for every student. The proposed legislation applies a 'one size fits all' mind set to evaluation, and by nature would be problematic.

Our current law is specific, detailed, and balanced, whereas HB 367 is vague. Currently we have a well defined standard of acceptable performance (although it is much higher than other states.) Such a decision would become arbitrary under HB 367. And what constitutes a "credentialed educator"? Vagueness results in confusion and unnecessary litigation, and this is a benefit to nobody.

While I could continue with many more objections to HB 367 & HB 368, I do not wish to place an unnecessary burden on the valuable resource of your time. Thank you for your careful consideration, and again I strongly urge you to vote inexpedient to legislate on HB 367 & 368.

Sincerely,

Allison M. Jacobs

Allison M. Jacobs
Homeschooling Mother, and active voter of Milton, New Hampshire

*David J. Jacobs*

*448 Hare Road*
*Milton NH*
*03851*
*(603)-755-3469 Home Phone*

February 22, 2009

Dear Education Committee,

Your time and efforts are appreciated by your fellow New Hampshire residents. I am writing regarding HB 367 and HB 368, and I am asking that you vote inexpedient to legislate on both of these bills. I feel it is placing unprovoked scrutiny upon those families that are currently, or are considering, home schooling their children. With the current economic troubles why pass a bill that would undoubtedly increase the cost for year end evaluations, and add lots of paper work for both superintendents and home schooling families? The current system was decided to be quite sufficient by the study commission. So again I ask that you please vote inexpedient to legislate on HB 367 and HB 368. Thank you for your time and attention in this matter.

Sincerely,

David J. Jacobs,
Active Voter in the Town of Milton NH

Jennifer Foley
17 Wallace Road
Goffstown, NH 03045
foleyscharm@comcast.net
497-3252

February 2, 2009

Ms. Emma Rous
Chair, House Education Committee
64 Adams Point Rd
Durham, NH 03824-3406

**RE: House Bills 367 and 368 relating to Home-schooling**

Dear Representative Rous,

I am writing to express my voice along with the many who are concerned about the implications and consequences of House Bills 367 and 368.

First, I am genuinely grateful for the time and energy that you volunteer to do the people's work at the State House of Representatives. You perform a true public service for the citizens of New Hampshire and meaningfully contribute to democracy. Thank you.

Second, I believe the issue of education, unlike other political issues, provides a foundation for unity among us as citizens, no matter our position or status in life, whether homeschoolers, other parents, educators, or representatives. All of us come to the discussion with a common purpose in mind: the well being of the children across our State. We all strive to enable each child to reach his or her full potential and attain a level of self-sufficiency as an adult. Further, we come to the discussion with the common understanding that the awesome responsibility of accomplishing this purpose rests first, foremost and inherently with individual parents.

Third, I have numerous specific concerns about the current home-schooling legislation that is being offered for your consideration. I will isolate several here.

**1. Infringes upon Parents' Responsibility and Authority to Provide an Education for their Children.**

* the *current law* respects individual parents' freedom to choose the appropriate testing method for his or her child: portfolio, national standardized test, state student assessment test, or another valid measurement tool mutually agreed upon.
* HB 367 requires a single, two-part method of evaluation, infringing upon the respect for parents' responsibility and authority to select the most appropriate evaluation tool.
* while HB 367 permits a waiver to the testing requirement under "unusual circumstances," the burden is placed upon the parents to seek this alternate method and no standard is identified deciding whether to grant a parent's request.

**2. Interjects Subjective Measures Leading to Arbitrary Results**

* HB 367 grants authority to the superintendent or principal to determine the "educational progress" of a home-schooled child without providing any objective parameters. This system elevates the subjective viewpoint of a superintendent or principal over the parents' responsibility and authority to decide the best method and measure of their child's education.

**3. Doubles the Evaluation Cost per Child**

* the current law allows for a single evaluation method to be selected and paid for by the parents
*the required evaluation method HB 367 requires home-schooling parents to bear additional the costs, including 1. the certified teacher evaluating the portfolio; 2. the purchase of the standardized test; 3. hiring a certified person to administer the standardized test.
*This change to the law would effectively double the evaluation cost per child per year.

**4. Places Burdens on Home-Schooling Parents that are More Stringent than other Educational Environments.**

* HB 367 mandates that each child take a standardized test that is not administered or monitored by a parent, with the assumption that the parent is less capable and/or less trustworthy than teachers administering or monitoring tests to their own publics in public or private institutions.

**5. Fails to Achieve a Meaningful Change in Education Information Provided to the State.**

*the evaluation methodology under the *current law* provides the State with sufficient information to see the level of education afforded to each child.
*HB 367 mandates an evaluation methodology which imposes unjustifiable increase in cost and burden to home-schooling parents because it would not effectuate a meaningful change to the education information already provided to the State under the current law.
*HBs 367 and 368 also impose greater burdens on the school system and school administrative units without effectuating any meaningful change to education information already provided to the State under the current law.

I appreciate your time in and attention to reviewing my concerns.

Sincerely,

Jennifer Foley

Dear Kind Sirs and Madams,

Measuring one's intelligence per means of a single test is tricky, at best.

Measuring our homeschooled children's progress, success, intelligence, literacy and competency in the world by a single test is ridiculous. As I'm sure others have brought up by now, even Albert Einstein – labeled by his schoolteachers as lazy, insubordinate and sloppy – failed the entrance exams to the Swiss Polytechnic Institute when he first applied in 1895. (He was later accepted into the institute.)

As homeschoolers, we revel in the freedom to have the entire world (and yes, I mean the whole world) as our classroom. My two homeschooled children, ages 3 and 6, are bilingual, well traveled, and enthusiastic about the whole of the world around them. I gladly invite you to watch what we do in a day, where we go, what we learn; to see the subjects we cover: airplanes, World War I and II, geography, piano/guitar, music and movement, nutrition, the solar system, mazes, reading, writing, stories, Hebrew, money management and marketing, farming, carpentry, German, aquatic life, gardening, physics, government in action, Spanish, the human body.... The list goes on and on.

As we have journeyed into homeschooling, I have kept an open mind and explored different educational options for my children. As part of that, about a year ago, my oldest child did the kindergarten-age placement exam at our public school. He was befuddled by the whole experience, had no idea why a stranger was asking him irrelevant questions about trees and balls, and didn't want to speak out of shyness. When the person administering the test asked him a question that required a verbal answer of "12," my son instead drew 12 lines on a piece of paper. I'm not sure if that registered as a correct answer or not, but he certainly comprehended the question, and knew the answer.

All in all, he tested low. Like Einstein in the linear public school system of his native Germany, the irrelevancy of it all bored him. A stranger asking my 6-year-old which letter the word "tree" starts with will likely elicit an answer of, "Huh?" Yet if I show you a card he wrote, all by himself, with the words "Thank You" on it, his capabilities are clear.

I know HB 367 seeks only the best of intentions: To make sure children are learning. But a test-only approach is a recipe for frustration and failure. Many homeschooled kids are simply not raised in a test-taking environment. Are there tests in real life? Yes, of course, but those tests are taken willingly, by adults or young adults, who have a certain goal in mind and motivation to get there. They are not imposed by society with the fear that if you fail, you will be forced to go to public schools. Most tests are the opposite: If you pass, you can attend the school you choose; drive a car; get a job; etc.

As a homeschooling mother, I want to create a warm, working relationship with the public school system; I would prefer that the principal and I see each other as valuable resources. A single test score does not allow for that. A portfolio, as is the current law, is a much better way to understand what a child has achieved in a year and how he or she is progressing in the big scheme of things.

Please vote ITL on HB367 and HB368, with the understanding that our children's education is far more than a single, annual test score.

Ariana Ziminsky
Northfield, NH

**Franklyn G. Bass, Ph.D.**
*Superintendent*

**Roxanne S. Wilson, CAGS**
*Assistant Superintendent*

**Frances H. DeCinto, SPHR**
*Human Resources Director*

(1)

**School Administrative Unit 28**

19 Haverhill Road • PO Box 510
Windham, NH 03087

(603) 425-1976 • FAX (603) 425-1719

**Kathleen Sargent**
*SAU/ Pelham Business Administrator*

**Donna Clairmont**
*Windham Business Administrator*

**Tina H. McCoy**
*Director of Special Services*

**Pelham School District** **Windham School District**

Honorable David Bates
State Representative
Election Law Committee
Room 308
Legislative Office Building
Concord, NH 03301

February 10, 2009

RE: Pending Legislation – SB161, HB367, HB368

Dear Representative Bates:

Please be advised that SAU 28 would not be in favor of the above bills being passed. It is our belief that the current legislation in home schooling is adequate and appropriate. This proposed new legislation would add an undue burden in terms of time, money, and resources for the SAU. If I could be of further assistance, please let me know.

Sincerely,

Dr. Frank Bass
Superintendent of Schools
SAU #28

(3)

**TESTIMONY ON ~~HB 367 AND~~ 368 ON February 11, 2009**

I am Representative Will Smith, of Rockingham District 18, Rye and New Castle. I am speaking in opposition to HB ~~367 and~~ 368. My opposition is based on studies that show that home-schooled students perform significantly better than public school students, and therefore intervention is not required. The Home School Legal Defense Association reported on some of these studies on October 22, 2004. I will provide a truncated summary of this report to the committee.

The Association describes a 1997 study entitled "Strengths of Their Own: Home Schoolers Across America" by Dr. Brian Ray, which shows that home-schoolers out-perform their counterparts in the public schools by 30-37 percentile points in all subjects. 8th graders home-schooled for one year or less performed in the 59 percentile, and those home-schooled for two or more years performed in the 86-92 percentile range, compared with 50 percentile for the average public school students.

The study also shows that the race of the home-schooled students does not make any difference in their performance, unlike public school students, who show significant differences in performance based on race. Dr. Ray also shows that the cost per home-schooled student is much less than half of those in public schools. These results are collaborated by a 2007 study by the Fraser Institute, a summary of which I will also provide the committee.

Finally, and of particular importance to the bills being considered today, Dr. Ray showed that state regulation (such as curriculum approval, teacher qualification, testing or home visits) does not improve home-schooled student performance.

HB 367 and 368 introduce unnecessary regulation. Additionally, HB 367 requires use of the CA Achievement, IOWA or Stanford tests, which I understand are no longer in universal use in NH, having been replaced by NECAP or NWEA, which can be administered free of charge.

I do understand that one concern that this bill is intended to address is the case in which a parent withdraws his/her child from a public school, and then fails to provide proper education. The vast majority of home-schooling parents who are doing an excellent job of educating their children should not be burdened in order to address these unusual cases. The overall performance of home-schooled students has earned their parents the right to determine curriculum and methods best designed to teach their children, and not necessarily to conform to the methods of public school administrators. I believe the energies of the public school administration would be better applied to improving the results of the students in their direct care, and finding cost effective ways of accomplishing this improvement.

In the rare case that a home-schooled child is entered back into the public school system, the public school administration has the right and duty to assess the child so as to place him/her into the appropriate stratum in the public education system. However, adding regulation into the home-schooling education process, that has been demonstrated to work so well, is unjustified. Home-schooling parents should be encouraged in their efforts, not burdened. I urge the committee to ITL these bills.

J. Michael Smith, President — Michael P. Farris, Chairman

October 22, 2004

# Academic Statistics on Homeschooling

Many studies over the last few years have established the academic excellence of homeschooled children.

## I. Independent Evaluations of Homeschooling

1. In 1997, a study of 5,402 homeschool students from 1,657 families was released. It was entitled, "Strengths of Their Own: Home Schoolers Across America." The study demonstrated that homeschoolers, on the average, out-performed their counterparts in the public schools by 30 to 37 percentile points in all subjects. A significant finding when analyzing the data for 8th graders was the evidence that homeschoolers who are homeschooled two or more years score substantially higher than students who have been homeschooled one year or less. The new homeschoolers were scoring on the average in the 59th percentile compared to students homeschooled the last two or more years who scored between 86th and 92nd percentile. i

This was confirmed in another study by Dr. Lawrence Rudner of 20,760 homeschooled students which found the homeschoolers who have homeschooled all their school aged years had the highest academic achievement. This was especially apparent in the higher grades. ii This is a good encouragement to families catch the long-range vision and homeschool through high school.

Another important finding of Strengths of Their Own was that the race of the student does not make any difference. There was no significant difference between minority and white homeschooled students. For example, in grades K-12, both white and minority students scored, on the average, in the 87th percentile. In math, whites scored in the 82nd percentile while minorities scored in the

77th percentile. In the public schools, however, there is a sharp contrast. White public school eighth grade students, nationally scored the 58th percentile in math and the 57th percentile in reading. Black eighth grade students, on the other hand, scored on the average at the 24th percentile in math and the 28th percentile in reading. Hispanics scored at the 29th percentile in math and the 28th percentile in reading. iii

These findings show that when parents, regardless of race, commit themselves to make the necessary sacrifices and tutor their children at home, almost all obstacles present in other school systems disappear.

Another obstacle that seems to be overcome in homeschooling is the need to spend a great deal of money in order to have a good education. In Strengths of Their Own, Dr. Ray found the average cost per homeschool student is $546 while the average cost per public school student is $5,325. Yet the homeschool children in this study averaged in 85th percentile while the public school students averaged in the 50th percentile on nationally standardized achievement tests.iv

Similarly, the 1998 study by Dr. Rudner of 20,760 students, found that eighth grade students whose parents spend $199 or less on their home education score, on the average, in the 80th percentile. Eighth grade students whose parents spend $400 to $599 on their home education also score on the average, in the 80th percentile! Once the parents spend over $600, the students do slightly better, scoring in the 83rd percentile.v

The message is loud and clear. More money does not mean a better education. There is no positive correlation between money spent on education and student performance. Public school advocates could refocus their emphasis if they learned this lesson. Loving and caring parents are what matters. Money can never replace simple, hard work.

The last significant statistic from the Strengths of Their Own study regards the affect of government regulation on homeschooling. Dr. Brian Ray compared the impact of government regulation on the academic performance of homeschool students and he found no positive correlation. In other words, whether a state had a high

degree of regulation (i.e., curriculum approval, teacher qualifications, testing, home visits) or a state had no regulation of homeschoolers, the homeschooled students in both categories of states performed the same. The students all scored on the average in the 86th percentile regardless of state regulation.vi

Homeschool freedom works. Homeschoolers have earned the right to be left alone.

2. In a study released by the National Center for Home Education on November 10, 1994. According to these standardized test results provided by the Riverside Publishing Company of 16,311 homeschoolers from all 50 states K-12, the nationwide average for homeschool students is at the 77th percentile of the basic battery of the Iowa Test of Basic Skills. In reading, the homeschoolers' nationwide grand mean is the 79th percentile. This means, of course, that the homeschool students perform better in reading than 79 percent of the same population on whom the test is normed. In the area of language arts and math, the typical homeschooler scored in the 73rd percentile.

These 16,311 homeschool students' scores were not self-selected by parents or anyone else. They represent all the homeschoolers whose tests were scored through the Riverside Publishing Company. It is important to note that this summary of homeschool achievement test scores demonstrates that 54.7% of the students in grades K-12 are achieving individual scores in the top quarter of the population of students in the United States. This figure is more than double the number of conventional school students who score in the top quarter.vii

3. In 1991, a survey of standardized test scores was performed by the Home School Legal Defense Association in cooperation with the Psychological Corporation, which publishes the Stanford Achievement Test. The study involved the administering of the Stanford Achievement Test (8th Edition, Form J) to 5,124 homeschooled students. These students represented all 50 states and their grades ranged from K-12. This testing was administered in Spring 1991 under controlled test conditions in accordance with the test publisher's standards. All test administers were screened, trained, and approved pursuant to the publisher's requirements. All tests were machine-scored by the Psychological Corporation.

These 5,124 homeschoolers' composite scores on the basic battery of tests in reading, math, and language arts ranked 18 to 28 percentile points above public school averages. For instance, 692 homeschooled 4th graders averaged in the 77th percentile in reading, the 63rd percentile in math, and the 70th percentile in language arts. Sixth-grade homeschoolers, of 505 tested, scored in the 76th percentile in reading, the 65th percentile in math, and the 72nd percentile in language arts.

The homeschooled high schoolers did even better, which goes against the trend in public schools where studies show the longer a child is in the public schools, the lower he scores on standardized tests. One hundred and eighteen tenth-grade homeschool students, as a group, made an average score of the 82nd percentile in reading, the 70th percentile in math, and the 81st percentile in language arts.

4. The Bob Jones University Testing Service of South Carolina provided test results of Montana homeschoolers. Also a survey of homeschoolers in Montana was conducted by the National Home Education Research Institute. Dr. Brian Ray evaluated the survey and test results and found:

On average, the home education students in this study scored above the national norm in all subject areas on standardized achievement tests. These students scored, on average, at the 72nd percentile in terms of a combination of their reading, language, and math performance. This is well above the national average. viii

5. In North Dakota, Dr. Brian Ray conducted a survey of 205 homeschoolers throughout the state. The middle reading score was the 84th percentile, language was the 81st percentile, science was the 87th percentile, social studies was the 86th percentile, and math was the 81st percentile.

Further, Dr. Ray found no significant statistical differences in academic achievement between those students taught by parents with less formal education and those students taught by parents with higher formal education.

6. In South Carolina, the National Center for Home Education did a survey of 65 homeschool students and found that the average scores on the Comprehensive Test of Basic Skills were 30 percentile points higher than national public school averages. In math, 92 percent of the homeschool students scored above grade level, and 93 percent of the homeschool students were at or above grade level in reading. These scores are "being achieved in a state where public school SAT scores are next-to-last in national rankings." ix

7. In 1990, the National Home Education Research Institute issued a report entitled "A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement." This was a study of over 2,163 homeschooling families.

The study found that the average scores of the homeschool students were at or above the 80th percentile in all categories. The homeschoolers' national percentile mean was 84th for reading, 80th for language, 81st for math, 84th for science and 83rd for social studies.

The research revealed that there was no positive correlation between state regulation of homeschools and the home-schooled students' performance. The study compared homeschoolers in three groups of states representing various levels of regulation. Group 1 represented the most restrictive states such as Michigan; Group 2 represented slightly less restrictive states including North Dakota; and Group 3 represented unregulated states such as Texas and California. The Institute concluded:

...no difference was found in the achievement scores of students between the three groups which represent various degrees of state regulation of home education.... It was found that students in all three regulation groups scored on the average at or above the 76th percentile in the three areas examined: total reading, total math, and total language. These findings in conjunction with others described in this section, do not support the idea that state regulation and compliance on the part of home education families assures successful student achievement. x

Furthermore, this same study demonstrated that only 13.9 percent of the mothers (who are the primary teachers) had ever been certified teachers. The study found that there was no difference in

the students' total reading, total math and total language scores based on the teacher certification status of their parents:

The findings of this study do not support the idea that parents need to be trained and certified teachers to assure successful academic achievement of their children. xi

8. In Pennsylvania, 171 homeschooled students took the CTBS standardized achievement test. The tests were all administered in group settings by Pennsylvania certified teachers. The middle reading score was the 89th percentile and the middle math score was the 72nd percentile. The middle science score was the 87th percentile and the middle social studies score was the 81st percentile. A survey conducted of all these homeschool families who participated in this testing found that the average student spent only 16 hours per week in formal schooling (i.e., structured lessons that were preplanned by either the parent or a provider of educational materials). xii

9. In West Virginia, over 400 hundred homeschool students, grades K-12, were tested with the Stanford Achievement test at the end of the 1989-90 school year. The Psychological Corporation scored the children together as one school. The results found that the typical homeschooled students in eight of these grade levels scored in the "somewhat above average" range (61st to 73rd average percentile), compared to the performance of students in the same grade from across the country. Two grade levels scored in the "above average" range (80th to 85th average percentile) and three grade levels scored in the "about average range" (54th to 59th average percentile). xiii

10. In Washington state, a survey of the standardized test results of 2,018 homeschooled students over a period of three years found that the median cell each year varied from the 65th percentile to the 68th percentile on national norms. The Washington Home School Research Project concluded that "as a group, these homeschoolers are doing well." xiv

11. Dr. Brian Ray, president of the Home Education Research Institute, reviewed over 65 studies concerning home education. He found that homeschoolers were performing at average or above average on test levels. xv

12. In 1986, researcher Lauri Scogin surveyed 591 homeschooled children and discovered that 72.61% of the homeschooled children scored one year or more above their grade level in reading. 49.79% scored one year or more above their grade level in math. xvi

1. In 1982, Dr. Raymond Moore studied several thousand homeschooled children throughout the United States. His research found that these children have been performing, on the average, in the 75th to the 95th percentile on Stanford and Iowa Achievement Tests. Additionally, Dr. Moore did a study of homeschooled children whose parents were being criminally charged for exercising their right to teach their own children. He found that the children scored on the average in the 80th percentile. xvii

13. Statistics also demonstrate that homeschoolers tend to score above the national average on both their SAT and ACT scores.

For example, the 2,219 students reporting their homeschool status on the SAT in 1999 scored an average of 1083 (verbal 548, math 535), 67 points above the national average of 1016. In 2004 the 7,858 homeschool students taking the ACT scored an average of 22.6, compared to the national average of 20.9.

According to the 1998 ACT High School Profile Report, 2,610 graduating homeschoolers took the ACT and scored an average of 22.8 out of a possible 36 points. This score is slightly higher that the 1997 report released on the results of 1,926 homeschool graduates and founding homeschoolers maintained the average of 22.5. This is higher than the national average, which was 21.0 in both 1997 and 1998. xviii

II. State Department of Education Statistics on Homeschoolers

Several state departments of education or local school districts have also gathered statistics on the academic progress of homeschooled children.

Tennessee
In the spring of 1987, the Tennessee Department of Education found that homeschooled children in 2nd grade, on the average, scored in the 93rd percentile while their public school counterparts,

on the average, scored in the 62nd percentile on the Stanford Achievement Test. Homeschool children in third grade scored, on the average, in the 90th percentile in reading on another standardized test, and the public school students scored in the 78 percentile. In math, the third grade homeschooled children scored, on the average, in the 87th percentile, while their public school counterparts scored in the 80th percentile. In eighth grade, the homeschooled students scored, on the average, in the 87th percentile in reading and in 71st percentile in math while their public school counterparts scored in the 75th percentile in reading and the 69th percentile in math. xix

Alaska and Oregon

Similarly, in 1986, the State Department of Education in Alaska which had surveyed homeschooled children's test results every other year since 1981, found homeschooled children to be scoring approximately 16 percentage points higher, on the average, than the children of the same grades in conventional schools. In Oregon, the State Department of Education compiled test score statistics for 1,658 homeschooled children in 1988 and found that 51 percent of the children scored above the 71st percentile and 73 percent scored above the 51st percentile.

North Carolina

In North Carolina, the Division of Non-Public Education compiled test results of 2,144 homeschool students in grades K-12. Of the 1,061 homeschool students taking the California Achievement Test, they scored, on the average, at the 73rd percentile on the total battery of tests: 80th percentile in reading, 72nd percentile in language, and the 71st percentile in math.

The 755 homeschool students who took the Iowa Test of Basic Skills scored at the 80th percentile in the total battery of tests: 81st percentile in reading, 77th percentile in language, and 77th percentile in math. The remaining students who took the Stanford scored, on the average, in the 73rd percentile in the whole battery. xx

Arkansas

In Arkansas, for the 1987-88 school term, homeschool children, on the average, scored in 75% on the Metropolitan Achievement Test 6. They out-scored public school children in every subject (Reading,

Math, Language, Science, and Social Studies) and at every grade level. For example, at the 10th grade level public school children scored an average of 53rd percentile in social studies, while homeschool children scored at the 73rd percentile. In science, an area in which homeschoolers are often criticized for lack of facilities, the homeschoolers scored, on the average, 85th percentile in fourth grade, 73rd percentile in seventh grade, and 65th percentile in tenth grade. The public school students, on the other hand, scored much lower in science: 66th percentile in fourth grade, 62nd percentile in seventh, and 53rd percentile in tenth. xxi

Arizona
According to the Arizona State Department of Education, 1,123 homeschooled children in grades 1-9, on the average, scored above grade level in reading, language arts, and math on standardized tests for the 1988-89 school year. Four grades tested were a full grade level ahead. xxii

Nebraska
In Nebraska, out of 259 homeschooled children who returned to public or non-public schools, 134 of them were automatically placed in their grade level according to their age without testing. Of the remaining who were given entrance tests, 33 were above grade level, 43 were at grade level, and 29 were below grade level. Approximately 88 percent of the returning students were at or above grade level after being homeschooled for a period of time. This survey was the result of the responses of 429 accredited schools. xxiii

III. Local School District Statistics on Homeschooling

1. In 1988, 30 homeschooled children in Albuquerque, New Mexico, participated in the state-mandated testing program (Comprehensive Test of Basic Skills) and scored on the average in the 83rd percentile for 3rd grade, the 85th percentile for 5th grade, and the 89th percentile for 8th grade. This group of homeschoolers scored 20 to 25 percentile points higher than the local public school students taking the CTBS in 1987. xxiv

2. In a 1980 study in Los Angeles, homeschooled students scored higher on standardized tests than children in the Los Angeles public schools. xxv

3. In South Carolina, the Greenville County School District stated, "Kids taught at home last year outscored those in public schools on basic skills tests." In that county, 57 out of 61 homeschooled students "met or exceeded the state's minimum performance standard on the reading test" of the Comprehensive Test of Basic Skills. The homeschool students' passing rate was 93.4 while the public school counterparts passing rate was 83.9 percent. Furthermore, in math, the homeschooled students passing rate was 87.9 percent compared to the public school students' passing rate of 82.1 percent. xxvi

4. In Nevada, according to Washoe County School District's data, homeschooled students scored higher than their public school counterparts in first through seventh grade. All children were tested with the Stanford Achievement Test, and homeschoolers consistently scored higher in reading, vocabulary, reading comprehension, math concepts, math comprehension, math and math concepts and application.

The most extreme gap between the public school children and the homeschooled children was in the area of vocabulary. For example, fourth graders in public school scored in the 49th percentile while the homeschooled fourth graders scored in the 80th percentile.

Conclusion

These statistics point to one conclusion: homeschooling works. Even many of the State Departments of Education, which are generally biased toward the public school system, cannot argue with these facts. Not only does homeschooling work, but it works without the myriad of state controls and accreditation standards imposed on the public schools.

This memorandum is an excerpt from Appendix 1 of Home Schooling in the United States: A Legal Analysis, by Christopher J. Klicka, Esq., a volume covering the laws for homeschooling in all U.S. states and territories.

These and many other statistics on homeschooling are also covered in Home Schooling: The Right Choice, also by Christopher Klicka.

This book is a comprehensive home schooling handbook. It covers the biblical basis for home schooling and the constitutional right to home school, as well as home schooling's history and benefits, academic success through college, how-to tips, teaching children with special needs, handling social workers, rights in the military, and much, much more!

Both of these books can be ordered by contacting Home School Legal Defense Association - http://www.hslda.org, 540-338-5600, info@hslda.org.

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TORONTO, ONTARIO - (Marketwire - Oct. 4, 2007) - Home schooling appears to improve the academic performance of children from families with low levels of education, according to a report on home schooling released today by independent research organization The Fraser Institute.

"The evidence is particularly interesting for students who traditionally fall through the cracks in the public system," said Claudia Hepburn, co-author of Home Schooling: From the Extreme to the Mainstream, 2nd edition and Director of Education Policy with The Fraser Institute.

"Poorly educated parents who choose to teach their children at home produce better academic results for their children than public schools do. One study we reviewed found that students taught at home by mothers who never finished high school scored a full 55 percentage points higher than public school students from families with comparable education levels."

The peer-reviewed report, co-written with Patrick Basham and John Merrifield, builds on a 2001 study with new research and data. It examines the educational phenomenon of home schooling in Canada and the United States, its regulation, history, growth, and the characteristics of practitioners, before reviewing the findings on the academic and social effects of home schooling. The full report is available at www.fraserinstitute.org.

Hepburn said evidence clearly demonstrates that home education may help reduce the negative effects of some background factors that many educators believe affects a child's ability to learn, such as low family income, low parental educational attainment, parents not having formal training as teachers, race or ethnicity of the student, gender of the student, not having a computer in the home, and infrequent usage of public libraries.

"The research shows that the level of education of a child's parents, gender of the child, and income of family has less to do with a child's academic achievement than it does in public schools."

The study also reports that students educated at home outperform their peers on most academic tests and are involved in a broad mix of social activities outside the home.

Research shows that almost 25 per cent of home schooled students in the United States perform one or more grades above their age-level peers in public and private schools. Grades 1 to 4 home school students perform one grade level higher than their public- and private-school peers. By Grade 8,

the average home schooled student performs four grade levels above the national average.

Hepburn said a growing body of new research also calls into question the belief that home schooled children are not adequately socialized.

"The average Canadian home schooled student is regularly involved in eight social activities outside the home. Canadian home schooled children watch less television than other children, and they show significantly fewer problems than public school children when observed in free play," she said.

The report concludes that home schooling is not only a viable educational choice for parents, but can also be provided at a much lower cost than public schooling. The report notes that in the U.S., home schooling families spend less than $4,000 per year on home schooling while public schooling in the U.S. costs about $9,600 per child.

"Canadian and American policymakers should recognize the ability of parents to meet the educational needs of their children at home, without government involvement," Hepburn said.

"While home schooling may be impractical for many families, it has proven to be a successful and relatively inexpensive educational alternative. It merits the respect of policy makers, the attention of researchers, and the consideration of parents."

The complete report, Home Schooling: From the Extreme to the Mainstream 2nd edition is available in PDF format at www.fraserinstitute.org.

The Fraser Institute is an independent research and educational organization based in Canada. Its mission is to measure, study, and communicate the impact of competitive markets and government intervention on the welfare of individuals. To protect the Institute's independence, it does not accept grants from governments or contracts for research. Visit www.fraserinstitute.org.

(11)

Dear Honorable Representatives;

Please vote NO on H.B. 367 and H.B. 368. It's unfair to punish the parents of home schoolers, who work hard enough as it is without adding up the extra paperwork and money that the new law would require if passed. Some parents are home schooling more than one child and the costs would add up fast. Others like my mom are single parents trying to do what is best for their children.

Unlike many home schoolers, I've attended public school for nine years. Throughout those years I've had many teachers. Some were good, some were bad, and some couldn't be bothered. Like many people I'm good at some subjects (art and reading), but bad at others ( math and science). Though I tried my best throughout those years, I wasn't doing as well as I should have been. The teachers were too busy looking after the other students and didn't have enough time to help me understand what I was doing.

It got so bad in ninth grade that I was starting to come home every day in tears. No matter how many times I asked for help, I just couldn't remember the formulas in my algebra class. Finally, my mom did the only thing she could do and pulled me out of school. Now it's been almost three years since I began home schooling.

I still don't like math or science, but I'm doing a lot better because my mom can take the time to explain how to do the problems, no matter how long it takes. I'm a lot happier now and I talk a lot more to people though, I'm still pretty shy. I still like drawing and reading books, but my favorite thing to do is spend time with my best friend, Katie. Now she wants to be home schooled too.

There's nothing wrong with current home schooling laws, so why try to fix something that isn't broken. What you should be concentrating on is how public schools are being run because too many kids are slipping through the cracks. I was one of them. So please vote NO on H.B. 367 and H.B. 368 because kids like me are worth the effort, and because public schools shouldn't be at home too.

Sincerely,

Sarah Malley

Sarah Malley

CPR ACTION

a Legislative Action Arm of Cornerstone Policy Research

February 11, 2009

Good Afternoon. My name is Ann Marie Banfield and I am here today to represent Cornerstone Policy Research Action. Cornerstone Policy Research Action does not recommend passage of House Bill 367.

We will hear/heard testimony from many in the home-school community today. Many have testified to the effectiveness of home-schooling on their children. At Cornerstone, we look at this legislation in an even broader perspective. Our concern is how any legislation, on education, effects all areas of education, public and private sectors included.

We find no credible evidence that there is a significant problem in the home-school community that warrants further govt. involvement. In fact, we find just the opposite to be true. There is significant data that suggests this community of educators as a whole, is doing an outstanding job of educating part of the student population. In addition to this, analysts have estimated that homeschooled students save American taxpayers and public schools between $4.4 billion and $9.9 billion annually.{1} Other estimates are as high as $16 billion. {2}

With resources scarce and public schools finding ways to cut expenses, this does not seem like a good time to impose unnecessary regulations that comes at a cost to taxpayers and further burdens public school administrators.

With this bill, home-schooled students would be required to take one of three standardized tests that are not required of the public school students. This requires a different set of standards for the public schooled students vs. the home-schooled students. While we recognize that the three standardized tests are considered a good measurement tool, we question why this same high standard is not expected of the public school students.

New Hampshire State academic standards have been criticized by individuals who've earned doctorate degrees in their field of expertise. Our public school students are being held to standards that many experts find inadequate. This is an area we'd like to see the State focus on.

Other states are in the process of improving their academic standards. Citizens of New Jersey have formed a coalition for world class math standards. {3} Following the lead of CA, Mass., and IN, citizens of New Jersey are organizing an effort to improve their math standards.

With New Hampshire standards in need of improvement, many parents are opting out of the public school community and home-schooling their children. What we would like to see is, an effort in the public schools to improve the academic quality so parents are not put in the position of having to home-school their children in order to get a high quality education. We would like to see parents choose home-schooling, not to simply avoid public schools but for the love of teaching their own children.

Sincerely,

Ann Marie Banfield, Education Liaison for Cornerstone Policy Research

1. Lips and Feinberg, "Homeschooling." 2. Ray, "Research Facts on Homeschooling." 3. http://njworldclassmath.webs.com/

136 N. Main Street • Suite 2 • Concord, New Hampshire 03101 • (603) 228-4794
Email: CPR-Action@cpraction.org • www.cpraction.org

#23

*Jane Grady*
*Hemlock Hill Homeschool*
*30 Hemlock Street*
*Londonderry, NH 03053-3730*
*603.437.3547*
*jmg227@cornell.edu*

# New Hampshire General Court

## Representatives Hall

## February 11, 2009, 1:00 p.m.

***HB 368***: Relative to annual goals in a home education program.

*Jane E. Grady*
*30 Hemlock Street*
*Londonderry, NH 03053-3730*

*Hemlock Hill Homeschool*
*603.437.3547*
*jmg227@cornell.edu*

February 11, 2009

Madame Chair and Committee Members,

Thank you for your kind attention. My name is Jane Grady. Although I currently serve on the Board of the New Hampshire Homeschooling Coalition, I am not speaking in behalf of the Coalition or other homeschoolers. I am here as a private citizen, voter, and taxpayer. I am also a homeschooling parent. I have been homeschooling my three children for 14 years.

I urge you to reject House Bill 368. It does not help New Hampshire students or families. It will, however, increase administrative burdens and costs for local public school districts hard pressed to meet existing obligations. With all due respect to the sponsor of this bill, House Bill 368 is a non-solution to a non-problem.

- ***House Bill 368 does not help New Hampshire families or students.***

The affirmation requirement in House Bill 368 is redundant. Annual homeschooling notifications ***are*** compliance with the law, and homeschoolers should not be required to promise compliance when acting in compliance. This law requires that homeschoolers promise to comply with the law, while in the act of complying.

There is ample evidence that New Hampshire homeschoolers comply with the requirements of RSA 193-A, but there is no evidence that homeschoolers are out of compliance with state laws governing homeschoolng. According to New Hampshire Department of Education figures, approximately 4,600 homeschoolers comply annually with state homeschooling requirements. A copy of the DOE report showing the number of homeschoolers reporting in each school district is attached for your review and reference. The requirement to affirm compliance is a presumption of either ignorance or guilt. In either case, this requirement is superfluous and an insult to New Hampshire homeschoolers.

Representative Day and State Department of Education officials believe this bill will draw in homeschoolers whom they suspect may not comply with current law. However, they have failed to offer objective evidence supporting their suppositions. Asserting the possibility of some homeschoolers out of compliance with existing law is flimsy grounds for legislation. The hope of snaring hypothetical offenders by placing additional restrictions on citizens who conscientiously cooperate is not good governance. Please reject House Bill 368 and protect the presumption of innocence for homeschoolers just as you would for any other group of New Hampshire citizens.

- ***House Bill 368 increases administrative burdens and costs for local public school districts hard pressed to meet existing obligations.***

House Bill 368 requires resident district superintendents or nonpublic school principals (*participating agencies*) to furnish a copy of state law and unsolicited resources to the homeschoooling programs that report to them. This requirement adds another administrative and financial burden on participating agencies.

*Jane E. Grady*
*30 Hemlock Street*
*Londonderry, NH 03053-3730*

*Hemlock Hill Homeschool*
*603.437.3547*
*jmg227@cornell.edu*

It is important to point out that a statutory requirement upon participating agencies is no guarantee that homeschooled students' needs will be well served. In part, this is because participating agencies, through no fault of their own, are not a consistently reliable source of accurate homeschooling information. A new homeschooling acquaintance living in Manchester contacted me three weeks ago. The eighty-page homeschooling packet she received from her resident superintendent's office erroneously required information that has not been part of New Hampshire homeschooling law for almost three years.

This misinformation is not due to a lack of commitment or concern on the part of the superintendent's office. Misinformation of this type results from a persistent strain on the public education budget and cavalier disregard for the administrative burdens school administrators face. It is inappropriate to saddle administrators, teachers, or staff with additional bureaucratic requirements. Misinformation provided by a participating agency to any homeschooler is problematic. Misinformation provided by a participating agency to 4% of New Hampshire homeschoolers, as is the case for Manchester, is unacceptable.

Absent a financial note in House Bill 368, public school districts will not have resources to provide accurate homeschooling information to homeschoolers who report to them. The costs for postage, photocopying, supplies, and staff salaries to assemble and send homeschooling information will further strain local public school districts budgets and will be a disservice to all students they serve. As a taxpayer, I object to any legislation that will saddle local school districts with yet another cost that will undermine their ability to serve students.

I have reported my homeschooling program to the resident superintendent's office for 14 years. If I have questions for my superintendent office, I contact them. The staff are ready and willing to help. I know of no homeschooler in my school district who hesitates to contact the superintendent's office with questions that arise from time to time. I have learned many things in my years of homeschooling. One of them is this: If homeschoolers have questions they are adept at finding answers from the appropriate source.

Please reject House Bill 368. It will not increase homeschooler compliance, but it will increase costs and administrative burdens for participating agencies.

Thank you for your attention and consideration. Please let me know if you have any questions.

Sincerely,

Jane A. Grady

April 10, 2008

New Hampshire Department of Education
Division of Program Support
Bureau of Data Management
101 Pleasant Street, Concord NH 03301-3852
Telephone: (603) 271-2778 Fax: (603) 271-3875

**Home Schooled Count by District 2007-2008**
**(Where the District is the Participating Agent)**

| District | Enrollment | District | Enrollment |
|---|---|---|---|
| Albany | 1 | Exeter Region Cooperative | 13 |
| Allenstown | 8 | Exeter | 6 |
| Alton | 45 | Fall Mountain Regional | 68 |
| Amherst | 22 | Farmington | 35 |
| Andover | 5 | Franklin | 47 |
| Ashland | 0 | Freedom | 3 |
| Auburn | 11 | Fremont | 12 |
| Barnstead | 37 | Gilford | 9 |
| Barrington | 35 | Gilmanton | 22 |
| Bartlett | 8 | Goffstown | 59 |
| Bath | 15 | Gorham Randolph Shelburne Cooperative | 3 |
| Bedford | 49 | Goshen-Lempster Cooperative | 12 |
| Benton | 3 | Governor Wentworth Regional | 112 |
| Berlin | 25 | Grantham | 7 |
| Bethlehem | 1 | Greenland | 1 |
| Bow | 24 | Hales Location | 0 |
| Brentwood | 4 | Hampstead | 18 |
| Brookline | 19 | Hampton | 19 |
| Campton | 16 | Hampton Falls | 3 |
| Candia | 21 | Hanover | 14 |
| Chatham | 0 | Harrisville | 8 |
| Chester | 35 | Hart's Location | 1 |
| Chesterfield | 8 | Haverhill Cooperative | 25 |
| Chichester | 13 | Henniker | 20 |
| Claremont | 42 | Hill | 12 |
| Clarksville | 0 | Hillsboro-Deering Cooperative | 65 |
| Colebrook | 6 | Hinsdale | 8 |
| Columbia | 5 | Holderness | 4 |
| Concord | 92 | Hollis | 18 |
| Contoocook Valley | 118 | Hollis-Brookline Cooperative | 20 |
| Conway | 21 | Hooksett | 42 |
| Cornish | 17 | Hopkinton | 25 |
| Croydon | 1 | Hudson | 63 |
| Deerfield | 35 | Inter-Lakes Cooperative | 21 |
| Derry Cooperative | 65 | Jackson | 0 |
| Dover | 47 | Jaffrey-Rindge Cooperative | 71 |
| Dresden | 7 | John Stark Regional | 6 |
| Dummer | 4 | Kearsarge Regional | 96 |
| Dunbarton | 29 | Keene | 18 |
| East Kingston | 1 | Kensington | 3 |
| Eaton | 0 | Laconia | 39 |
| Ellsworth | 0 | Lafayette Regional | 0 |
| Epping | 20 | Landaff | 1 |
| Epsom | 16 | Lebanon | 36 |
| Errol | 0 | Lincoln-Woodstock Cooperative | 13 |

| District | Enrollment |
|---|---|
| Lisbon Regional | 10 |
| Litchfield | 23 |
| Littleton | 14 |
| Londonderry | 72 |
| Lyme | 5 |
| Lyndeborough | 18 |
| Madison | 10 |
| Manchester | 154 |
| Marlborough | 7 |
| Marlow | 7 |
| Mascenic Regional | 82 |
| Mascoma Valley Regional | 29 |
| Merrimack | 54 |
| Merrimack Valley | 93 |
| Middleton | 11 |
| Milan | 2 |
| Milford | 34 |
| Milton | 26 |
| Monadnock Regional | 102 |
| Monroe | 5 |
| Mont Vernon | 15 |
| Moultonborough | 16 |
| Nashua | 104 |
| Nelson | 9 |
| New Boston | 19 |
| New Castle | 0 |
| Newfields | 0 |
| Newfound Area | 52 |
| Newington | 0 |
| Newmarket | 21 |
| Newport | 40 |
| North Hampton | 7 |
| Northumberland | 5 |
| Northwood | 10 |
| Nottingham | 24 |
| Orford | 0 |
| Oyster River Coop | 44 |
| Pelham | 32 |
| Pembroke | 28 |
| Pemi-Baker Regional | 15 |
| Piermont | 6 |
| Pittsburg | 2 |
| Pittsfield | 25 |
| Plainfield | 11 |
| Plymouth | 10 |
| Portsmouth | 14 |
| Profile | 5 |
| Raymond | 76 |
| Rochester | 96 |
| Rollinsford | 1 |
| Rumney | 15 |
| Rye | 3 |
| Salem | 28 |
| Sanborn Regional | 22 |
| Seabrook | 4 |
| Shaker Regional | 27 |
| Somersworth | 24 |
| Souhegan Cooperative | 10 |
| South Hampton | 0 |
| Stark | 1 |
| Stewartstown | 6 |
| Stoddard | 7 |
| Strafford | 33 |
| Stratford | 1 |
| Stratham | 8 |
| Sunapee | 12 |
| Tamworth | 19 |
| Thornton | 14 |
| Timberlane Regional | 57 |
| Unity | 2 |
| Wakefield | 19 |
| Warren | 4 |
| Washington | 2 |
| Waterville Valley | 1 |
| Weare | 54 |
| Wentworth | 8 |
| Westmoreland | 5 |
| White Mountains Regional | 55 |
| Wilton | 20 |
| Wilton-Lyndeborough Cooperative | 12 |
| Winchester | 16 |
| Windham | 40 |
| Windsor | 1 |
| Winnacunnet Cooperative | 6 |
| Winnisquam Regional | 49 |
| **Public Academies and Joint Maintenance Agreement** | |
| Coe-Brown Northwood Academy | 0 |
| Pinkerton Academy | 0 |
| Prospect Mountain JMA | 0 |
| **Public Charter Schools** | |
| No Charter Schools are acting as participating agents for home schooled students this year. | 0 |
| **Total** | **4,039** |
| **Dept. of Ed is the Participating Agent** | **3** |
| **A Private School is the Participating Agent** | **597** |
| **State Total** | **4,639** |

Equal Opportunity Employer - Equal Educational Opportunities

http://www.ed.state.nh.us/education/data/ReportsandStatistics/Enrollment/Home%20Schooled/Home%20Schooled%202007-2008/Home%20Schooled%202007-2008.xls

To whom it may concern:

Representative Judith Day has recently introduced bills (HB 367 and HB.368) which are unnecessary. We are writing to ask you to oppose the bills for the following reasons.

If HB367 and HB368 are approved and implemented, they will have the ability to be overwhelmingly devastating, emotionally damaging, defeating, and stressful to our young homeschooled children and families throughout New Hampshire.

If passed, this bill would make changes that would require the parents of Homeschooled students to provide for an annual educational evaluation using standardized testing protocol. The parents would not be permitted to take any part in the administering or monitoring of the test. (Even though the parents are also their teachers) These tests WOULD NOT be administered to the homeschooled children at the same time of the year as public school children because the RESULTS OF THE TESTS are not used for the same purposes for homeschooled children as public school children. This is not FAIR to homeschooled children. The standardized tests for public school children are given at the BEGINNING of each year for "overall school population" assessment and a way for the state to determine the quality of the SCHOOL'S PERFORMANCE and determine if they need to improve.

Whereas, the standardized tests for homeschooled children according to this bill, would be administered at the END of each year so that results could be used for DIFFERENT purposes. The results of the standardized test given to each homeschooled child would be INDIVIDUALLY assessed by a superintendent for the purpose of evaluating progress for that INDIVIDUAL child and used to determine PLACEMENT, AND AS A STUDENT PROGRESS EVALUATION TOOL for that child's evaluation.

As you can see, the CONSEQUENCES FOR OUR HOMESCHOOLED CHILDREN IF THEY SHOULD FAIL a standardized test, has an immense educational impact on the "individual" homeschooled student, whereas it DOES NOT have the same educational impact on each individual public school student across the state. This is not FAIR for homeschooled students.

The test results will be reviewed by the district superintendent or nonpublic school principal to determine if the child has demonstrated satisfactory academic growth over the course of the school year. For the principals and superintendents to make such important, major, and critical educational decisions that would determine continuance in the child's home school program, and progress made, based on one test result and a portfolio is not a fair or accurate assessment.
How could a superintendent or principal possibly pick up ONE test result and determine how much the child has learned and progress made for a whole year's work? The test might not even cover material that the homeschooled student has spent hours studying all year, or include areas to show skills he has advanced in and mastered. They do not show how the student thinks or learns. They do not measure the ability to write, to use math, to make meaning from text when reading, to understand scientific methods or reasoning, or

to grasp social science concepts. Nor do these tests adequately measure thinking skills. Evaluating and assessing the "whole child" should include information and suggestions from the parents who teach him and would know his learning style and abilities. Overall student educational gains and school performance cannot be determined with use of the results of this one end of the year standardized test, and really is an unfair and unjust way to even be presented to the homeschooled child for the purposes proposed in this bill.

This bill would request parents to provide a portfolio and the portfolio will be "REVIEWED", but just how much impact would the portfolio have on the final decisions made by the superintendent's assessment of the child's progress if he actually should fail the standardized test? The proposed bill is placing more importance on the test results themselves, rather than the portfolio contents, which would include the exact material the child has studied and material mastered.

Standardized tests are tests on which all students answer the same questions. They assume all students have studied the same material at the same time and this is unfair. An accurate assessment of student's gains should be a test composed of material he has actually studied all year.

A public school student always has the teacher attend any meetings or reviews of the student's evaluations for her input on the child's overall educational abilities that do not reflect in ONE test.
This bill would prevent the homeschoolers parent (teacher) from being involved and having this same privilege.. Why would the law consider that fair?

This bill would make this one test at the end of the year the decisive tool for placement, need for probation, and termination of a school program the student is in.
The public school student who fails any standardized testing is NOT put on probation nor asked to terminate his school program and leave the public school program.
A homeschooler's parent works with the child on a daily basis and knows his leaning style, his eagerness to work hard, his desire to learn and how hard he works to obtain his education. To approve a bill that would allow one person and one test result to have the power to determine progress or academic abilities and or placement by reviewing one standardized test is baffling.
Would the superintendents and principals have adequate time to evaluate so many homeschooled children as well as deal with appeals that would surely follow by any parent aggrieved by a decision?
I do not have the figures before me of the total homeschooled students in NH, but the numbers are amazing.

It is unfair to administer a test to a homeschooled student for the purpose of determining academic growth for that year if HE CANNOT STUDY FOR THE TEST. We would have to tell him.....YOU CANNOT STUDY FOR THIS TEST, but it will be the most important test of the year. It will have MORE IMPACT on his educational records and assessments THAN ALL THE TESTS and RESULTS OF TESTS THAT HE HAS STUDIED for during the complete YEAR of all his subject studies.

Why would the law make different guidelines for evaluating progress in home schooled students and public school students?

The consequences on the proposed bill for a homeschooled students who fail the end of the year evaluation test are over burdensome to a young learner, subject him to extreme pressure, stressful, and I believe BIAS towards Homeschooled students because Public school students are not presented with the same consequences if they fail a standardized test.

If homeschooled students fail two years in a row, this bill proposes a child could return to public school if the homeschooled program gets terminated.
Are the public schools prepared for this to happen? Is there a plan implemented or bills ready for the legislature to assure these students would get help the superintendent might promise?
Are these students going to get tutors, resource room assistance, or some special classes? The schools are already overcrowded, cutting programs, and burdened with trying to provide so many services to so many children when the school budget only goes so far.
A student in the regular mainstream of the school does not receive any special services unless he has an IEP. (Individual Educational Plan)
What provisions are made for these homeschooled children that would assure them of receiving special needed services or extra help without an IEP, once their home school program becomes terminated?
Is the district prepared for a flood of parents requesting testing to determine if their child failed because of a learning disability that needs to be addressed in public school?
Will there be a bill that would request schools to provide council and emotional support for the distressed student who now feels like a failure and his self confidence has been shattered? The counseling would most assuredly be needed by any of those children who would be removed from their homeschool program, in order to rid the overwhelming guilt they would suffer for failing and ruining his own educational plans, and the plans for their parents to home school them.

H.B.367 and 368 were obviously introduced out of distrust for homeschoolers, as it would exclude the parent's homeschooling their children from participating in the evaluation and educational placement process for their child. Parents, according to the proposed bills, are definitely not considered as part of the "team" for this educational decision making process of such great educational importance to their homeschooled child's education. This can only mean that the bill would consider the homeschooling parents as the child's adversary. Parents who have chosen to home school their child, derive at that decision to do so, with their child's best interest at heart to assure the quality of education for their child as they have a fundamental right under the United States constitution to direct the upbringing and education of their children.

I hope that I have helped to influence you today on opposing these bills HB367 and HB368. Thank you for taking the time to read our letter.
Sincerely,
Carol Labbe and Tammy Ackerson

clabbe@comcast.net

Mr. and Mrs. Bryan Dustin
55 Spruce Pond Dr.
Strafford, NH 03884

February 5, 2009

Dear Representative Rous,

We are writing to you concerning two bills that will be in hearing on February 11 by the Education Committee. These bills will negatively impact homeschooling in New Hampshire.

These two bills are HB #s 367 and 368 and both should be voted ITL.

We will address one of our concerns with HB 367; the requirement of portfolio review and testing by a credentialed educator. The cost monetarily would be exorbitant for homeschooling families already hard hit in these difficult financial times. Homeschoolers already comply with the law by filing an "intent to homeschool" notice to the superintendent or a private school. They keep portfolios, and test at the end of the school year. The choice to evaluate is left up to the parent(s) who bases their decision on the best interest of their child. This law has been working for the past 20 years. Has the state proven that there have been problems to warrant a change in the law? If there are problems, such as abuse or neglect, are there not laws already in place to deal with them? These laws apply to all citizens and should be upheld.

After researching on the NH Department of Education's website we found the fees that the evaluators, or "credentialed educators", charge for their services. Portfolio reviews cost anywhere from $35-$75 per portfolio, or may be charged by the hour. Testing can cost $50 per test and even $50 an hour per test. The tests must also be purchased by the parents costing $35-$50 for the test alone. Adding all this up, homeschoolers can be expected to spend a minimum of $175 per child above purchasing their curriculum for the year. This is outrageous, considering the majority of homeschoolers have more than one child that they are teaching between the ages of 6 – 18. Just a side note, it used to be age 16 was the last required year of evaluation but that was increased two years ago also creating more financial burden on families.

If this bill passes, NH will be the only state in America that requires both Portfolio review and testing of homeschoolers by a credentialed educator every year. The fact that homeschooling parents are being singled out as not being trustworthy enough to test and submit their tests to their filing agent is insulting and degrading. This bill should be voted ITL.

Regarding HB 368; this bill should be voted ITL for the simple sake of it being ridiculous. Who else in the state of NH, the "Live Free or Die" state, has to write a statement to indicate that they will comply with a law? We have been NH licensed drivers for 25 years and have never had to write a statement every year declaring that we will comply with all the laws of the NH DMV.

These bills as law, would place unnecessary hardships on people who are doing what is best for their families and children. Who have been abiding to the current law which is working . We would like to be considered innocent until proof has been given otherwise.

Thank you for your consideration on this matter

Sincerely,

Bryan and Jennifer Dustin

Homeschooling parents of 3.

Alison Christensen
4 Hardwood Rd.
Windham, NH 03087
603-437-3245
January 23, 2009

Representative Emma Rous
House Education Committee
64 Adams Point Rd.
Durham, NH 03824-3406

Dear Representative Rous,

I have grave concerns about House Bills 367 and 368 and respectfully submit the following.

Summary: I do not know what problem HB 367 is supposed to solve. I do know that it creates a number of problems for both homeschoolers and already over worked superintendents/principals. I also know that this bill will make New Hampshire one of the most restrictive homeschool states in the nation if it passes. This is an unnecessary burden for everyone involved and plain bad legislation. The following is a point by point argument against HB 367 and 368.

HB 367: section I. ***A credentialed educator shall review the portfolio at the end of the school year and shall submit a report of this review to the resident district superintendent or nonpublic school principal who shall retain such reports on file.*** The current law reads "a certified teacher or a teacher currently teaching in a nonpublic school".

1. What is a "credentialed educator"?

2. If a certified teacher or a teacher currently teaching in a nonpublic school has worked well for 19 years what evidence is there that we need to change?

3. Last year's homeschool study commission voted NOT to change homeschooling laws.

Section II. Requires standardized testing every year.

1. This is purely data mining and the burden is on the parents to provide the data. This is unfair.

2. If you want data look to the growing body of national research.

3. Not all kids test well especially learning disabled kids. Standardized testing does not reflect accurately what these kids really know.

4. If someone has to do standardized testing, then they had better teach the test. Much time and energy is spent in the public school NOT in making sure that the children master the material but in making sure the children can pass the test. One of the beauties of

homeschooling is that parents can cover all the subjects when children are interested in them, not when some test says they should learn it. Homeschooling affords parents and students the flexibility to seize teachable moments and seasons. For example, earth science, botany, and pond life are generally more engaging and relevant to students when there is opportunity for first-hand observation, experimentation, and contextual learning thereby helping children gain mastery of the subject. Unfortunately, testing requirements threaten such opportunities and learning potential.

5. Many learning disabled homeschooled kids have never been formally diagnosed with anything, yet the parents know how their children learn best and when they are successfully learning. In order to receive accommodations on these standardized tests the, children have to be formally diagnosed. This means either fighting with your local public school to have the testing done or paying for it yourself. Either way someone has to pay.

7. This costs money!! Hiring a "credentialed educator" to review the portfolio for each child AND having to pay for a "credentialed educator" to administer a test for each child is costly.

8. There is not evidence showing a positive relationship between more regulations and better academic performance. There is evidence showing a positive relation between parental involvement in a child's education and better academic performance. Homeschooling parents cannot possibly be more involved in their children's educations.

9. Last year's homeschool study commission voted NOT to change homeschooling laws.

***An alternative test which complies with the requirements of this paragraph may be used with the permission of the resident district superintendent or nonpublic school principal*** .I do not see any guidelines here. Does this mean the superintendent can do what ever he or she wants?

***The parent shall forward a copy of the evaluation results to resident district superintendent or nonpublic school principal. The superintendent or principal shall retain the test results on file.*** The whole purpose of the testing is data mining. These test results will eventually have to be forwarded to someone for the purpose of compiling and interpreting the data. This brings up the issue of privacy.

***Under unusual circumstances, the superintendent or principal may grant a waiver to the testing requirement under this paragraph.*** Again, there are no guidelines here. Will my learning disabled children be granted a waiver, or will the superintendent make my life difficult and force me to appeal to the state board of education? A lot of time, stress, money and plain aggravation would go into such an appeal. This would take time away from teaching for all involved.

III.(a) ***In this section "educational progress" shall mean a child who, in the superintendent's or principal's judgment after reviewing the child's portfolio and test scores on each area of the annual evaluation, has demonstrated satisfactory academic growth over the course of the school year.***

1. The term "Satisfactory growth" is arbitrary and subjective. What may be satisfactory for a learning disabled child may not be satisfactory for a gifted child. While one superintendent may consider a child having showed "satisfactory growth", another superintendent reviewing the same material may consider the "growth" UNsatisfactory. How is a superintendant or principal of a nonpublic school who does not know my child, and may not even understand a particular learning disability, going to accurately judge "satisfactory growth"?

2. Don't the superintendants and the principals have enough to do already? Why are you trying to add an unnecessary burden when last year's homeschool study commission voted NOT to change homeschooling laws?

(b) ***If the child is not demonstrating educational progress, the resident district superintendent or nonpublic school principal shall, no later than 30 days from the date of the annual educational evaluation, schedule a meeting with such child's parent. The superintendent or principal and the parent shall review the results of the evaluation and determine a plan for remediation, including plans for addressing the child's specific weaknesses. The remediation plan shall be completed no later than 60 days from the date of the meeting, and shall be reviewed by the superintendent or principal who shall attach a written response and comments to the plan. The superintendent or principal shall retain the plan and the attached response and comments on file.*** My concern here is learning disabled kids. Homeschooling parents have put much time and energy into learning about their child's disability and learning how to teach that child. Superintendents and principals cannot be expected to understand the best way to teach all learning disabled kids. According to the National Institutes of Health, Dyslexia affects 20% of Americans. Also according to the National Institutes of health, 80% of children with a learning disability in reality have dyslexia. I have spoken with several NH licensed teachers and even a special education teacher who recently worked in a NH public school as a reading specialist who did not understand how to identify and correctly remediate children with something as common as dyslexia. If reading specialists do not understand how to correctly identify and remediate dyslexia, how can I have confidence in superintendants and principals to direct remediation?

HB 368 section II. (a) ***and a written statement by the parent providing home education affirming that the home education program shall comply with RSA 193-A:4, I.***
When a homeschool family files a letter of intent they are submitting their intent to comply with the law. When they choose to either do testing or have a portfolio review, the participating agency has the opportunity to decide whether or not the homeschool is in compliance. There is already a law to handle a homeschool not in compliance. This is redundant and therefore unnecessary legislation.

Sincerely,

Alison Christensen

Alison Christensen

PS. Thank you for serving in the House and for taking the time to read and consider my arguments

Mr. and Mrs. Michael J. Bender
47 Parsons Drive
Goffstown, NH 03045
603.497.4684

January 27, 2009

To Whom It May Concern:

We are writing to express our concern for the recent bills sponsored by Judith Day. As home educators in this beautiful State of New Hampshire, we would implore you to vote **NO** on **HB 367/368.** If these bills pass, our freedom to home educate our children in peace will come to an end. One of the many beauties of educating our children at home is that each child learns in a way that works best for them. Our children are tested each year by the CAT exam, and we always follow the State law to inform the superintendent of our plans. This system works quite well the way it is, there is no reason to change it. If these bills do pass, you will see many of your constituents leave this beloved State.

These proposed bills would make it a very costly endeavor for families to educate children at home. The tests given by an administrator would cost more than they do now, and the evaluation would be an added expense. So, for our family that would cost us somewhere in the ball park of $450.00 a year! We would also be forced to begin "teaching to the test" instead of letting our children learn and grow with enthusiasm and joy. I am sure you will agree, that this would be a travesty.

The State of New Hampshire has always been friendly towards home educators, and we have enjoyed a pleasant common interest in educating and nurturing the children of this State. The children of home educated families are growing up to be honest, productive members of our society. Please do not make it more difficult for us to practice our constitutional right to educate our children at home in the manner that works best for us!

Thank you so much for your time and attention to this matter. We truly appreciate any consideration given to this letter.

Sincerely,

Michael and Kelly Bender
home educating parents of 7 children

564 Second Crown Point Rd.
Strafford, NH 03884
February 3, 2009

Representative Emma Rous
64 Adams Point Road
Durham, NH 03824-3406

Dear Representative Rous,

I am writing to ask that you vote **H.B. 367 and H.B. 368 Inexpedient to Legislate**. As a member of the House Education Committee I am sure you are aware of the controversy surrounding these bills but I wanted to let you know of my concerns as I study their similarities to the state of Pennsylvania, which is one of the most restrictive states in the nation in regards to home education.

I would like to remind the committee of the statement of purpose, added in 1991 of RSA 193-A *"that it is the primary right and obligation of a parent to choose the appropriate educational alternative for a child...The general court further recognizes that home education is more individualized instruction than instruction normally provided in the classroom setting."*

RSA 193-A needs to remain unchanged for the following reasons.

1. The entire law, *particularly the evaluation process* was the thoughtful collaboration between New Hampshire legislators, the Department of Education, the Superintendent's Association, and Home Educators. H.B. 367 is the product of one legislator against the recommendation of the S.B.337 commission or the long established Home Education Advisory Council.

2. It contains objective standards for review of a student's progress.

3. It respects differences in learning styles and abilities.

4. It provides clear guidance to participating agencies.

5. The current law is balanced, specific, detailed and objective whereas H.B. 367 is subjective, will create confusion, and will lead to arbitrary and capricious enforcement problems.

Pennsylvania's homeschool law is less restrictive than the H.B. 367 proposals, yet because of its inherent vagueness in regard to portfolio evaluations, the law is being challenged in court. Several school districts are currently involved in litigation because of arbitrary application of the law. This bill will increase costs to both home educators and participating agencies. The entire budget of our state is in a crisis. As a Strafford County resident I was present at the budget proposal hearing last month. Many worthwhile programs are being eliminated. Can we really afford to pass a bill that will result in a recurring legal burden?

As stated in a recent e-mail to the committee, I have personally home educated my children under the current law, peacefully and successfully, since 1992. Unlike parents in restrictive states such as Pennsylvania, I have had been able to focus my efforts on providing my children with a tailored education best suited to their individual needs and abilities. With two daughters recently finishing their Bachelor's degrees I can attest that homeschooling is producing students with exceptional academic performance. *Interestingly enough, their periodic standardized tests taken in younger years were not a clear indicator of their potential.* I hope that as testimony is given at Wednesday's hearings and research is studied on the benefits of homeschooling as an educational alternative, that you will vote ITL on these bills. I welcome your comments.

Sincerely,

Maria L. Chamberlain
Strafford NH
brimar6@metrocast.net

P.S. I've seen how many bills are on the docket and I truly appreciate the public service that you provide.

17 Grandview Drive
Weare, NH 03281-4501

January 19, 2009

The Honorable Emma Rous
64 Adams Point Road
Durham, NH 03824-3406

Dear Ms. Rous,
Rep. Judith Day has recently introduced a bill (HB 367) which I feel is unnecessary and especially burdensome to families who choose to homeschool their children. I'm writing to ask you to oppose the bill for the following reasons:

1. **The current NH Home Education law (RSA 193-A and Ed 315), which has been in place for 18 years, does not need fixing.** I have not seen any compelling evidence that a problem exists with homeschooling in our state. In fact, the state just reviewed the home schooling procedures last year, and the commission established by SB337 voted to recommend that no changes be made to the current home education law.

2. **HB 367 does not specify any objective criteria by which superintendents would evaluate the additional data they would receive from homeschoolers.** The important phrase present in our current law, "progress commensurate with age and ability" is missing from HB367. Lacking any guidelines, a superintendent would have the power to suspend a homeschooling program based on his or her subjective opinion. In the past, the unfair application of home education rules from one district to another caused many unnecessary problems and heartache for families. Our current law, which has been time-tested and is a carefully crafted compromise between state and parental interests, avoids these disputes. Those who wish to change the law appear to be ignorant of the long history of discussion and research that stands behind it.

3. **The new legislation would significantly increase the financial burden to homeschooling families.** Our existing laws require all homeschoolers to submit yearly to either standardized testing (which can be administered in the home and then returned to the test provider for scoring) or a portfolio evaluation (by a certified teacher). The cost for standardized testing ranges from $30 to $60 per child. The cost for a portfolio evaluation also ranges from $30 to $60. The new legislation would require all homeschoolers to submit to annual testing AND an annual portfolio evaluation; in addition, both the testing and the portfolio evaluation would have to be conducted by a certified teacher. Thus, every family would have to pay not only for the testing but also for the time it takes someone else to administer the test (typically, several days). Add to this the cost of a portfolio evaluation and the time and transportation costs involved in getting to and from an evaluator, and the fees really add up. Given that most homeschooling families have more than one child, often three or more, the increase in cost would be substantial. For families that are already sacrificing an income to have a parent at home, this is a particularly unreasonable burden.

Personally, I am baffled by all the time and attention suddenly being devoted to increasing the regulation of NH homeschoolers. I have been homeschooling since 1997. During this time, I have worked with local and statewide homeschooling support organizations to respond to questions and

assist those who are new to homeschooling. I have not met any homeschooling parents who were not fully dedicated to providing the best possible education for their children. Of course, homeschoolers aren't perfect and some parents do a better job than others. However, given the number of children who are homeschooled (<5,000 in NH) and the number of children in the schools (>221,000), I believe it would be a better use of our legislature's time and energy to work on improving the schools instead of burdening the homeschoolers who are already adequately regulated.

I hope you will oppose HB 367. If you have questions or would like more information about homeschooling, please feel free to contact me at 529-7540 or kemaki45@gmail.com. You might also be interested in the website for our statewide homeschooling organization, the New Hampshire Homeschooling Coalition (http://www.nhhomeschooling.org).

Thank you for your time and consideration.

Sincerely,

Kemlo Aki

Kemlo Aki

# HB 368 – AS INTRODUCED

2009 SESSION

09-0495
04/09

HOUSE BILL ***368***

AN ACT relative to annual goals in a home education program.

SPONSORS: Rep. J. Day, Rock 13

COMMITTEE: Education

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ANALYSIS

This bill requires a parent who is providing a home education program to include, as part of the notification process, a written statement affirming that the home education program shall contain instruction in certain subjects as defined in law.

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Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

# HB 368 – AS INTRODUCED

09-0495
04/09

STATE OF NEW HAMPSHIRE

*In the Year of Our Lord Two Thousand Nine*

AN ACT relative to annual goals in a home education program.

*Be it Enacted by the Senate and House of Representatives in General Court convened:*

1 Home Education; Notification and Other Procedural Requirements. Amend RSA 193-A:5, II to read as follows:

II.***(a)*** Notification made by the parent pursuant to paragraph I shall include a list of the names, addresses, and birth dates of all children who are participating in the home education program***, and a written statement by the parent providing home education affirming that the home education program shall comply with RSA 193-A:4, I.***

***(b) The resident district superintendent or nonpublic school principal shall provide a parent who gives notice of home education under this section with a copy of the state statutes pertaining to home education and any other resources which the superintendent or principal determines may benefit such parent in providing home education.***

2 Effective Date. This act shall take effect 60 days after its passage.

Mrs. Krista Akerberg
8 Silver St.
Milton, NH 03851
603-652-4518

District 3

Members of the House Committee and Representatives, I urge you to please consider **HB368** and vote **ITL.** This is the only logical choice for this unneeded bill.

**HB368** is unconstitutional because is could infringe upon my freedom, my freedom of religion and my rights of conscience as I teach those who are most precious to me: **MY CHILDREN.** Who else knows them as I do, knows their learning styles, what best fits their needs, what curriculum is needed that year? I do, their parent.

Please vote **ITL** on **HB 368.**

Thank you for your time and energy on this bill.

Mrs. Krista Akerberg

Testimony to the House Committee on Education in opposition to House Bills 368 (and 367)
February 11, 2009
Submitted by: Cherianne Bergeron, 99 Young Hill, Sunapee, NH 03782

Dear members of the House Committee on Education:

As a homeschooling mother of two, I oppose House Bill 368, as it seems an unnecessary addition to our homeschooling statute--both a gratuitous requirement for homeschooling families and an unnecessary burden on supervising agencies.

As a citizen, it is my duty to know and understand the laws under which I am governed. Failure to know the law is not an excuse for noncompliance. As a homeschooling parent, it is my duty to know and understand the laws as pertain to this enterprise. To be required to *state* that I know and understand the law as written seems unnecessary and designed to confuse in a system of notification that already *works*..

Secondly, to *require* the resident district superintendent or nonpublic school principal to provide a copy of the state statutes on home education--automatically--seems an unnecessary waste of their valuable time and resources. While we appreciate the offer of assistance, homeschoolers have ample resources available and no compunction about requesting resources when desired.

There being no *compelling* reasons to change the existing law, I urge you to oppose HB 368. Please vote it Inexpedient to Legislate.

I thank you for your consideration.

Cherianne M. Bergeron

February 11, 2009

Members of the Education Committee:

As a resident of Springfield, NH I ask you to vote HB 368 inexpedient to legislate for the following reasons:

1. Requiring homeschool students to be taught certain subjects in a certain way is against the ruling by the N.H. Supreme Court in the Appeal of Pierce which stated, "while the State may adopt a policy requiring that children be educated, it does not have the unlimited power to require they be educated in a certain way at a certain place." The topic of subject lists that students should be taught in a home education plan has been discussed before and found to be unnecessary. Requiring a parent to affirm that they will teach all the subjects listed in RSA 193 A-4:I has already been removed from this law, just a few years ago, and revisited last year. This bill serves no purpose to the public and is a waste of time for homeschool parents and participating agencies, as well as this legislative body.

2. This bill sets parents up for failure in meeting the requirements of a home education plan by requiring them say, in writing, every year that they will teach the entire "certain list" of subjects listed under RSA 193 A-4:I. If parents then do not teach their 6 year old the "history and constitution of New Hampshire and the United States" they could then be deemed not satisfactory and put on probation or terminated. This issue, again has already been visited. The bill places unfair and unreasonable burdens upon homeschool parents.

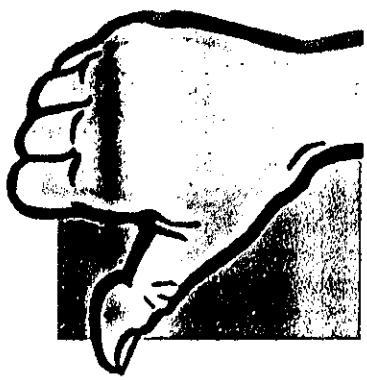
3. If the intent of HB 368 is to ensure that all children receive a well rounded education does current law not already do so? Every child is evaluated annually to ensure they meet standards, either via standardized testing or a portfolio review by a "certified teacher." When children do not meet the standard a remediation plan is in place under current law. If the child continues to fall below the standard the home education plan can be terminated.

I ask you to no longer waste this legislative body's time and taxpayer's money by assessing a bill that is just disguised as one this legislature has already ruled on. This bill serves no one, has no positive impact on citizens or the State and is against a ruling made by our State Supreme Court. Please vote HB 368 inexpedient to legislate. Thank you.

Erin Petrescu-Boboc
135 Sanborn Hill Ext.
Springfield, NH 03284
bobocs4@yahoo.com

My name is Kristine Bolstridge and I live and home-school in Rochester. I am against this proposed legislation and agree with the testimonies requesting an ITL vote. I am teaching a NH Political Science class to a group of 10 high-school students and this bill has provided us a perfect opportunity to see first hand how our Constitutional rights are continually challenged. They see the value in voting for and supporting candidates for office who support their beliefs and who will listen to their concerns. By voting ITL on HB368 you will be confirming that you are listening to what your home educating constituents are saying loud and clear and my students will know that the legislative process works the way it is supposed to.

Thank you.



Vote ITL on HB368!

Mark HB 368 ITL

This bill is **unconstitutional** because it could infringe on my freedom of speech, my freedom of religion, and my rights of conscience as I teach those who are most precious to me: MY CHILDREN.

Paula S. DeBow & Ronald D. DeBow
Home Educators and concerned NH citizens

368

To: Members of the House Education Committee:

From: Faye Grearson, 89 Cross Road, Lebanon, NH

Date: February 11, 2009

RE: VOTE HB 368 ITL

My name is Faye Grearson and I am from Lebanon, NH.

As a past classroom educator and teacher trainer, I consider myself a strong supporter of public schools and for that reason—and as a taxpayer—I firmly oppose House Bill 368 which place an unnecessary burden on district personnel. My home city of Lebanon has a school budget proposal that calls for closing two elementary buildings, eliminating 11 elementary positions and cutting the Director of Curriculum, while also making a third attempt to receive voter approval to replace a building which failed State approval last year due to multiple fire and safety code violations. Lebanon had 22 homeschooling students last year; 1880 students were enrolled in the public schools. This bill distracts district personnel from their essential tasks and requires them to provide each homeschooling parent with "resources which. . .may benefit such parent ir providing home education." Allocating a mere 15 minutes per homeschooler, someone in my district would need to devote more than a day to this endeavor. In larger districts with more than 100 homeschoolers, it would take several days. This time and energy would be far better spent attending to the very real needs of thousands of public school students who count on their district to provide a quality education.

Finally, as a homeschooling parent, I recognize that district provided resources are coercive: if a homeschool program's success and fate is eventually determined by the provider of these resources, a parent would certainly feel compelled to teach the information provided, chosen under severe time restraints and with limited understanding of an individual child, rather than the curriculum they feel best suits the needs of their child.

It is the right and the privilege of New Hampshire's parents to choose the best form of education for their children: public, private, or homeschool. I hope the committee will recognize the additional burden this bill places on public schools, and will show their respect for and support of parental rights, by voting HB 368 Inexpedient to Legislate.

Thank you.

Faye Grearson

To the members of the House Education Committee:

HB 368 is unnecessary and merely attempts to micromanage home educators. The laws in place work. There is no need to add to them. One of the many reasons for homeschooling is to have the right to choose age appropriate materials for a curriculum. Year end required evaluation methods reveal if accepted educational methods have been taught.

Sincerely,

Pam Numme

Claremont, New Hampshire

TESTIMONY TO THE HOUSE EDUCATION COMMITTEE
HOUSE BILL 368
FEBRUARY 10, 2009

Members of the committee:

HB 368 adds to the current law a requirement that parents affirm in writing that they will comply with the law, when by submitting notification they are already complying with the law. It is insulting to treat adults this way, and unnecessary. Please vote ITL.

Abbey Lawrence

Abbey Lawrence
Tuftonboro

# Varrin & Edi Swearingen

*2 Starlight Drive*
*Keene, NH 03431*
*Home: (603) 499-4145*
*Cell: (559) 709-8150*
*email: varrin@sugargroup.net*

February 11, 2009

New Hampshire House Education Committee

**RE: HB368 - ITL**

To the Members of the New Hampshire House Education Committee:

My name is Varrin Swearingen. I am a registered voter, a taxpayer, a full-time resident of Keene, an airline pilot, and a homeschooling father of two elementary school children. My wife and I are 100% responsible and authoritative for the raising of our children, including their education. Nothing in this testimony should be construed as granting any authority to this or any other government in the matter of raising our children, including their education.

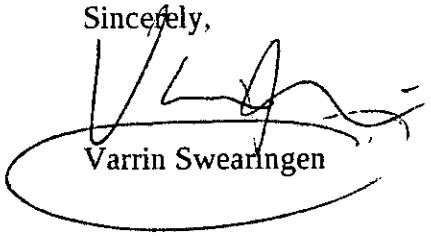
As submitted, we recommend a vote of **INEXPEDIENT TO LEGISLATE ON HB368.**

1: HB368 proposes a requirement that parents provide a written statement affirming that their home education program will comply with RSA 193-A:4.I. RSA 193-A:4.1 defines home education. The existing notification law includes the phrase "home education" which is already defined. Consequently, this change is redundant, repetitive, excessive, and superfluous.

2: HB368 requires the party being notified to supply the parent giving notice a copy of the statues pertaining to home education and any other resources they determine may benefit the parent. I support changing the word "shall" to "is encouraged to" and adopting that amended provision. As submitted, we do not believe this additional regulatory burden is in the best interest of the superintendents, principals, and/or parents.

As submitted, we recommend a vote of **INEXPEDIENT TO LEGISLATE ON HB368.**

Sincerely,



Varrin Swearingen

Written testimony of Debra-Lyn Wolfe, (3 Wildcat Falls Rd., Merrimack, NH 03054), presented to the House Education Committee, February 11, 2009, in opposition to House Bill 368 as sponsored by Rep. Judith Day.

Ladies and Gentlemen:
My name is Deb Wolfe and I live in Merrimack.
I am here to voice my opposition to HB 368. This bill is insulting and redundant.
Current law, which has worked successfully for a very long time, requires notification to conduct a home education program. This proposed addition to the law requires needless paperwork and essentially legislates busy-work for both the parents and the reporting agencies. This also adds cost to everyone involved.
It is insulting on the level that it assumes we are idiots who are ignorant of our rights and responsibilities as citizens and parents.
I would expect that those elected BY the people of NH, to SERVE the people of NH, would have more respect for their constituents than to insult their intelligence and personal integrity.
Please vote ITL on this bill.
Thank you.

Justin & Tracey Riehl
106 Dougherty Lane
New Boston, NH 03070

Re: HB367 & HB368

To Whom It May Concern:

As homeschooling parents of four children, we would like to express our vehement opposition to HB367 and HB368. These bills are an outrageous infringement on parental rights. Also, to target homeschoolers with regulations that aren't required of private school attendees is downright discriminatory.

We homeschoolers have not sought support of any kind from the state even though we educate our children at our own expense. We still fund public schools, with our tax dollars, in spite of the fact that public schools have failed to meet our families' needs. We have accepted the tyranny of this financial burden in exchange for the freedom and liberty to lead our children with our values and beliefs. To further burden home educators with the expense of two different evaluation methods per student per year, as well as the threat of an appearance before a school board whom will hold my right to homeschool in their hands, is absolutely hostile in nature.

Homeschoolers pose no burden to the state whatsoever. What problem do these bills seek to solve? Study after study indicate the homeschoolers show far more success producing citizens who will add to their community, than do their public school peers. Law making for the sake of law making is not in keeping with this state's motto of 'live free or die'. When legislators have settled on creating laws that merely a burden on the people they serve, we have indeed veered way off the course that our forefathers charted for us.

We the people give the government it's authority to rule. Those of us who seek liberty and freedom in homeschooling declare in a resounding and unified voice, "That is far enough government! You may encroach no further!".

We pray that this esteemed body will see the errancy of these bills and vote no on each one. Thank-you for your service.

Repectfully,

Justin & Tracey Riehl

Both Bills

Dear Representatives on the Education Committee,

***Please do not change the home schooling law.***

We **home schooled our oldest daughter** from birth through high school graduation.

She is **now a freshman** at River Valley Community College in Claremont, New Hampshire, and has done very well so far. Her more challenging courses include: **Calculus I & II, Chemistry and Topics in Mathematics.**

**She is a tutor** to fellow Algebra and Chemistry students. We are pleased to find that ***the education she received as a home schooler has more than adequately prepared her for college*** without the use of standardized testing.

At best standardized testing facilitates a mediocre education; because it results in the teaching of the test, which tests basic skills only. Also, the actual administration of a standardized test wastes about a week's worth of potential educational time.

We currently home school our second and youngest daughter, who is a ninth grader. It takes me hours each day to prepare lessons for her. We also spend hours each day on her school work, music lessons and/or other extra-curricular activities. *Finding more time to write letters and attend hearings to halt unnecessary and onerous legislation is a hardship, as it taxes the already overly busy schedules of responsible people.*

**Home schooling** across the country has proven to be a matchless method of **preparation for college and for trades**. Home schooling also prepares students to be **good citizens and good parents.**

There is an American education system that is largely broken. Since the **public school system has proven itself to have deep and abiding problems**, why not fix that instead of putting unnecessary demands on parents who are doing a good job of preparing their children for life? ***We, homeschooling parents, have given ourselves to educating our own children, because the public schools generally don't offer a good education.***

I have personally spent 14 years in the public schools in New York state, Florida and Vermont. I was not well prepared to face life as a result of spending so much time in government schools. **I have had to educate *myself* in my adult life**. For the most part people who think they received a good education from public schools are unknowingly existing in a state of indoctrination, not education.

Thank you for your consideration of my views,

Mrs. Heidi Graham, MEd (Reading and Language Arts)
46 Pine Ridge Road
Sunapee, NH 03782

both

Dear Chairwoman Rous and other committee members,

I am writing in opposition to HB367 and HB368. As homeschooling parents of 4 children, we continually strive to provide a superior academic education for our children as well as to instruct them in becoming a good citizen, employee or employer, leader, and future parent. The United States Constitution guarantees our right to direct the upbringing and education of our children. It also recognizes that we as parents will act in the best interests of our children. These bills will undermine our rights and will presume that parents do not act in the best interests of their children in every homeschooling household.

The current laws governing homeschooling in New Hampshire have been in existence since 1990 with few amendments since that time. The law is working. Parents are doing a commendable and, in many instances, excellent job of preparing their children for the future. In our family, our oldest will be graduating from homeschool high school this May. She has been accepted into the nursing program at a university with the Barron's rating of 'Very Competitive +'. Through her high school years she has been able to excel in mathematics and science. She has competed nationally in fine arts during her Freshman and Junior years. She has gone on a missions trip to Peru. She teaches snowboarding in the winter and is an ice cream scooper in the spring and summer. Our daughter both coaches and plays recreational soccer in Manchester. She is a well-rounded individual who will be a wonderful citizen some day soon.

HB367 will radically change the way we manage and perform our homeschool duties. We will now have to pay for two methods of year-end assessment. If this legislation is passed and therefore the two methods mandated, I would anticipate funding from the state for these increased costs to homeschool my children. Of course, the state would have their own increased costs if this measure is adopted. The time and salary for additional educators and supervisors to monitor the homeschool community would be significant. With looming budget cuts and layoffs at the state level, I do not think this an added expense the residents of New Hampshire will be willing to pay for. They would want answers to the questions that I have: Why are we spending more money on the homeschooling community when they are already doing a good job educating their kids? What problem is this legislation hoping to fix? They may be surprised to know that this legislation goes directly against the recommendations of New Hampshire's study commission completed this past year as well as the growing body of research that shows that homeschooling works and the trend in homeschooling across the nation that is deregulation not more regulation.

The current law is specific, sets objective standards and clear guidelines for year-end assessments, and provides clear guidance for participating agencies. The proposed laws have only vague language and they lack objective standards for assessments. HB367 and HB368 will create confusion for parents, superintendents, and participating agencies. I know these proposed laws would not have helped me educate my oldest daughter better. And, since I will continue to act in the best interests of my children whether or not these

bills are passed, my husband and I will successfully graduate 3 more children who will become excellent citizens, employees or employers, leaders, and future parents. However, if these bills are passed I may not have the constitutionally guaranteed right to direct my children's education in their best interests because I will have to follow the dictates and whims of the state. I also know that I understand my children's strengths and weaknesses better than any participation agency or superintendent and I expect the freedom to educate them to their full potential.

In closing, I appreciate you taking the time to read my testimony. No matter which side of the aisle we sit on, or if we are a member of the NEA or HSLDA, we all want our children to reach their full potential and be productive citizens. I urge you to vote this legislation Inexpedient to Legislate (ITL). As well, there is no need for an amended version of this bill to be offered. Thank you for serving the needs of our great state.

With appreciation,

Sheila

Sheila M. MacGilvary
90 Morgen Drive
Auburn, NH 03032
587-0997

February 10th, 2009

To Whom It May Concern,

I respectfully request that H.B. 367 and 368 be voted ITL without any amendments. Twenty years of experience show that the New Hampshire homeschool law works well - no changes are needed.
Please protect our right to choose.

Sincerely,

Juniper L. Christgau

Juniper L. Christgau
Deering, NH

Both

**Dear Members of the Committee,**

**I am opposed to House Bills 367 and 368**

**Having been a classroom teacher for over 30 years, it is evident to me that well-intended efforts to assess student achievement are neglecting to evaluate the true worth and potential of an individual. I am strongly opposed to testing and have chosen to step away from systems and methods as I support my daughters in their decision to unschool their children using portfolio assessment. It is an option that we, as homeschoolers do not want to lose.**

**If testing is defined as a tool used to obtain data to gauge somebody's knowledge, ability or experience, then by that definition alone, a true assessment is not feasible. A specific test driven by a mandated curriculum wouldn't come near to evaluating what each individual child truly knows. I have seen this, I have lived this, and I know that testing results do not reveal the total child. Therefore, mandated testing should not determine if a child has *"passed"*.**

**With this said, *please consider leaving the current law as is and allowing each parent the decision to test or to use the portfolio system*.**

**Thank you!**
**Collette Deneault**
**Hudson School System**
**1980-2005**

Members of the committee, as the father of three home schooled children, I respect and appreciate the right of the state to act in what it perceives as being the best interest of the child, although never to the detriment of the of the natural right of parents to educate their children. As we all know, the public schools act only in "loco parentis" (in the place of parents) and one of the reasons for the growth of home schooling is the dissatisfaction of parents with the uneven quality of the system and it's ethos. Today, however, because some members of this same deliberative body have seen fit to deny certain other parental rights regarding our minor children, I fear the creeping incrementalism of a system that if today successful in asserting it's right to be sole arbiter of what constitutes successful home schooling, might tomorrow decide to impose on all a bureaucratically mandated curriculum and next week, insist we bring our precious innocents to them that they might show how good can be evil and evil good. To those who would say,"it can't happen here", I say, look at the political landscape in New Hampshire and tell me it's recognizable from just a decade ago. It can happen here and it is happening here as we speak. Ladies and gentlemen, this is unnecessary legislation that in difficult times places undue stress on families and educational system alike when, in the the words of that anonymous sage, "it ain't broke,(so please), don't fix it." Thank you.

Thomas P Dougherty
Brookfield, NH

Dear Our Elected Officials,

I submit this letter to you today to express my grave concern over the proposed House Bills 367 and 368.
As a former, Foster parent, Youth minister, Young life Staff person and a host of other church and Para church organizations and still very close to the teens locally, I know first hand what happens in study halls and the classroom that most parents and political reps would be shocked to see and hear. This bill could change my right to have my kids exposed to so many inappropriate moments the public school offers.
As a foster parent to our child Renee, we had many issues in getting her caught up in her education, her social skills and beliefs, she was allowed to graduate from high school with 20 credits less then the average student after missing her 9th grade while in rehab, we thought she should stay back but the school gave her an IEP so she could still pass the system, what that in her best interest??

We learned first hand what the limitations of the schools here have when it comes to teaching the values and discipline home schooling offers. We have really enjoyed home schooling our two children, since last year and feel this bill is over the top. Judith Day may have good intentions and should redirect them to the system that some say is failing or in need of help. The scores in the public system are low and the drop out rate or alternative learning via the tech or community school on the rise not to mention the burden on the facilities this bill could add.

We currently have some 130 kids in my district that will add an additional $6-8k per kid to the school budget; these home school families already pay taxes to the school budget so no additional fund will be gained from this added responsibility to the district. They already pay taxes for little to no services.

The Bill on the table will really change the landscape and NH will be the toughest state with regards to freedom of choice, Live free or die will be dead and burden a system already struggling to sustain itself. As Judith Day has started the bill moving to change a system that has proven to work well in NH my fear is that this will be an open door for many things to be added to a home school system that works well and takes our resources away from some of the real issue our state is facing like: the reduction in public school budget or stimulus bail out, this Bill is to go into effect 60 days after signing. We already have an over-taxed school system and this bill will require the superintendents to act in 2009, the bill is also very subjective to how they will administer probation of home schooling is concerning given the already over worked public system.

I was always in favor of public school and was myself a result of it. I do think times have clearly changed as we all see in our day to day life our schools no longer have control of our children's education and life skills.

I really wish we could ban together and fix the real problem - our public schools in America and NH are failing. Let's put our effort into what is clearly broken.

Warm regards,

Kyle D. Fenton- Wolfeboro NH
VP of Sales
Fenton Marketing Group Inc.
Making Your Success ~ Our Business.

Both

February 11, 2009

I submit this letter to you today to express my grave concern over the proposed House Bills 367 and 368.

In a time where our country is reeling from economic hardship,

> Both the number of unemployed persons (11.6 million) and the unemployment rate (7.6 percent) rose in January. Over the past 12 months, the number of unemployed persons has increased by 4.1 million and the unemployment rate has risen by 2.7 percentage points. (U.S. Department of Labor, February 6, 2009)

and statements have been made that the national unemployment rate will potentially reach double digits this year, when our own school district, Governor Wentworth School District, predicted a budget overage of almost a quarter of a million dollars due to fuel costs and worked hard to find creative ways to offset the overage, when everyday people are making huge sacrifices to make it through tough times, when President Obama is reaching out to ordinary folks to get us through these times – this legislation works against efforts to help families in its own state by creating an unnecessary financial burden with the proposed legislation.

Our families personal story of home education began in the 2007-2008 school year, when after six years of attending a private school, we felt that the school was not meeting our educational expectations for our children. It has been a privilege to witness first hand this group of citizens, who go to incredible lengths to offer their children the best education and upbringing possible. They clearly have the BEST interest of their children at heart. As the Universal Declaration of Human Rights declares, "The family is the natural and fundamental group unit of society..." This is what this group of people live everyday. For legislation to undermine the role of parents in raising their children, to include determining the best way to educate their children, heads down a slippery slope of government increasing regulation that will interfere with family, home and privacy.

Our state and legislators should be supportive of home educating families for the simple fact that they offer an alternative that statistically proves to be an exceptional educational option, where families are bearing the cost burden and not passing it onto the taxpayers. This educational option benefits all involved, and should NOT be imposed with unbalanced legislation, especially when the current laws have worked for the last 20 years.

Sincerely,
Theresa L. Fenton
Wolfeboro, NH
603-569-8271

both 2-11-09

My name is Shirley Groen. My husband and I home schooled our children for many years. It was a demanding job but well worth the effort. We have never regretted our decision to home school. I believe our children had a very well rounded education. Each year we carefully selected the curriculum we determined was best for them from a wide variety of wonderful options. Home schooling gave us many opportunities for enrichment individually and as a family. Our children are well adjusted productive adults with close relationships with us and their siblings and have many friends. We have employed many home school individuals in our contracting business and they have been/are excellent employees.

Our children are intelligent, well educated adults who have held steady jobs. Our children [redacted] have started up and help run a family contracting business, graduated with honors from a private school, graduated from college with honors, are attending college right now, are married and have children of their own, work and travel extensively (all over the world) for their work, have traveled extensively (all over the world) on their own or with short term missions trips, taken job related training and excelled in that. They are responsible, well educated individuals doing well in the particular stage of life they are in.

I ask you to keep the present NH law regarding home school in place as it is. It is working well and additional restrictions are not needed and will be detrimental to a system that offers high quality education to New Hampshire children. I believe that by putting more restrictions on home schooling, it will be more difficult for many families to take advantage of this wonderful option for educating their children.

Sincerely,

Shirley Groen
75 Chapman Drive
Rochester, NH 03839

Our days begin, sometimes at six sometimes at eight a.m..
Always a home cooked breakfast and time to talk.
Activities outside the home begin around 10:30,
giving us time to wake up, explore our morning,
and get ready for our day.

Some days we have our home school co-op.
We visit local organic bakeries and bake bread.
We explore all the bakery has to offer.
The kids are given money and spend on their own,
learning about dollars and cents.

We also meet at an Organic Farm in NH.
We have the wonderful opportunity to see
new born calves and their mothers who provide us with milk.
We visit blind horses that have been rescued,
and walk amongst hens that provide us with our eggs weekly.

We have "yard" sales that the kids run.
Our children select toys from their own rooms,
and then set up shop to "sell" their toys.
The group of children bring their own money that they have earned
to use for change and buy goods that they want.

Orange slices aren't just consumed, they are counted.
Addition and subtraction takes place at the dinner table,
breakfast table, and numerous times during the day.
It's natural for children to learn.
It's natural for them to ask questions.
When they receive their answers they OWN them.

I have the wonderful opportunity to be Mom.
I get to love my children, laugh with them,
explore and learn with them.
As they ask questions, I find myself learning
and growing with them as we find answers together.

My children have never been "tested" on what they know.
They have never been made to learn a subject matter to pass a test.
I can't imagine telling my son that he has to learn subject X,
to answer questions in front of a person he doesn't know, and if he fails
he could be taken from his home and put in school.

The thought of that breaks my heart.

Children learn at different levels at different times.
The beauty of home schooling is that,
as a family, we get to learn naturally.
My 6 year old understands the migration pattern
of Monarch Butterflies, and I think that's wonderful.

My 5-year-old daughter is a ballerina.
She loves to dance. It is her passion and focus.
She participates in ballet twice a week
and practices whenever she can at home.

My 6-year-old son is a swimmer.
He wants those trophies he see's while he is swimming.
To have watched him grow in the pool over the past year is amazing!!
When he has a passion for what he is doing, he owns it.
He is not forced. The knowledge is his.

Our home is filled with "learning" materials.
Computers, games, abacuses, workbooks, reading books,
blocks, calendars, toys, clay, musical instruments, art supplies,
alphabet charts, imaginary toys, models, wood to build with, food to cook with
and a mom who is there to help with WHATEVER they want to do at any time.

Our style of home schooling is one that you will hear a lot about.
Child lead learning.
As a family, we commit ourselves to the growth and education of our children.
As parents we are "on the ready" at all times to aid our children in their growth and development.
We love them and love to help them learn.

I write best in poetic prose,
so I hope that this letter has portrayed my feelings properly.
We, as part of the New Hampshire home schooling community,
vehemently oppose HB 367 and HB368.
We love our children and support their right to learn in their own way.

We will continue to do so.

Sincerely,
Carie Kowalski

RE: HOUSE BILL *367* 02/11/09

For the record, my name is Dawn Lincoln from Westmoreland.

I would first like to point out that this bill has the same problem as HB368 regarding the omission of the commissioner of the department of education from the list of what's often called participating agencies. To remove the commissioner, RSA 193-a:5, I(a) would have to be amended.

This bill seeks to impose an annual tax upon homeschooling families. This bill will require parents to pay for 1) a credentialed educator to review each child's portfolio; 2) a standardized test; 3) a credentialed educator to administer the standardized test.

This increased financial burden will strain the family budget, making homeschooling unaffordable for some. Perhaps this is a desired effect of this anti-homeschooling bill – to make it so expensive that less parents will be able to afford it. And to make the laws so burdensome and intimidating that less parents will take responsibility for educating their own children.

Speaking of strained budgets, this bill will impose increased spending for SAU's with homeschool students. Since there is no fiscal note on this bill, *this is* an unfunded mandate upon the school districts of New Hampshire.

Nonpublic schools who work with homeschoolers will have the same cost increases, which they will pass along to their homeschool customers, further increasing the cost to homeschool.

This bill seeks to impose discriminatory standards upon homeschooling children. No other group of students in NH are required by state statute to take a standardized test every year.

This bill seeks to impose subjective measurements upon homeschooling children:

1) 193-A:6, I calls for a credentialed educator to "review" the child's portfolio and issue a "report". The reports will be different depending on which person is hired to conduct the review. If the style of the educator does not match the style of the commissioner, superintendent or principal, it may wrongfully be seen as deficient.
2) Section III (a) leaves it to the "judgment" of the commissioner, superintendent or principal to determine if the child has made educational progress.
3) Section III (a) does not define "satisfactory academic growth".
4) Section III (b) establishes an open-ended "remediation plan".
5) Section III(c) forces a meeting to "discuss" the home education program.
6) Section III(c) says the commissioner, superintendent or principal "shall decide" whether or not the home education program shall be terminated.

While these terms may be intended to inject some flexibility into the process, these subjective terms are problematic and will lead to discrepancies in treatment of homeschooling families. Some superintendents trust and respect homeschoolers. Others are more distrustful and cynical. I would not want to be subject to the "judgment" of a superintendent who does not support my right to homeschool.

This bill also seeks, in section IV, to withdraw the right of parents to appeal a termination of their homeschool to an authority higher than the state board of education. Homeschoolers are not second class citizens who deserve to have their rights taken away.

334 Chandler's Mill Road
Newport, NH 03773

February 11, 2009

Home School Hearing Testimony

I'm Lyle McBride, Newport. I have four married children living in four different states, and a total of nineteen grandchildren. Eighteen of them were home-schooled. Among those who've reached college age so far are:

Three honors graduates of the University of Missouri; one went on to become a Doctor of Veterinary Medicine.

One honors graduate of Colby College, in Maine.

One honors graduate of UNH, Durham; his sister is now a freshman at UNH, getting straight A's.

One honors graduate of Williams College, Williamstown, Mass.

One honors graduate of UMaine, Orono.

One granddaughter in her first year at Cornell, getting honors marks and rowing on the freshman crew.

One granddaughter accepted at UMaine, Orono, for next year and hoping to be accepted at Cornell in a few weeks.

Almost every one of my grandchildren is an accomplished player of the violin, the piano, or both. Four of them play regularly for contradances in New Hampshire; others have played in All-State and college symphony orchestras. Several have competed in high-school ski and swimming teams (though not attending high school).

Though I would like to think they inherited some of their abilities from my wife and me, my grandchildren are not exceptions; they are typical home-schoolers, taught in different states by different mothers and fathers, some college graduates, some not. I think the record shows that not even Phillips Exeter Academy graduates can claim more impressive accomplishments than home-schoolers.

Home schooling gives children a better education than even the best schools. Home schooling saves taxpayers hundreds of millions of dollars. Parents' right to educate their children is a fundamental human freedom and responsibility. How can anyone oppose home schooling or want to make it more difficult for parents willing to sacrifice their time and money to give children the best possible start in life?

Lyle McBride

Judith

**Written Testimony of Laura J. Milliken**

Madam Chair and Honorable Representatives of the House Committee on Education:

I urge you to oppose HB367 and HB368, introduced by Representative Judith Day. Both bills are unnecessary and will be very costly to school districts and the state and are likely to be unfunded mandates, under RSA 541-A: 25.

Currently, RSA 193-A requires that at the end of each school year, home schooled children provide an evaluation of a portfolio of the child's work throughout the year by a certified teacher who documents that the child has demonstrated educational progress to their District Superintendent (portfolio review). Alternatively, the home schooled child must provide to their District Superintendent the results of scores on either national or state achievement tests on which the child must score at or above the fortieth percentile (testing). If the Superintendent finds the child does not demonstrate educational progress for age and ability at a level commensurate with his or her ability, he or she can put the home schooled child on probation and make continuation of the home schooling program contingent on the child demonstrating educational progress for age and ability at a level commensurate with his or her ability at the end of one year.

**Neither Representative Day nor the NH Department of Education has provided any evidence that this oversight structure is not working nor even that it has any problems.** There is no evidence that home schooled children are failing to make educational progress at a level commensurate with their ability. There is no evidence that either portfolio review or testing by itself has proved insufficient to show a child's progress. Additionally, there is no evidence of any misconduct by parents in administering testing to their children.

HB 367 would create a significant burden on home school parents. It would require home schooled children to provide both portfolio review and testing to the District Superintendent. In addition, the bill would require the testing to be administered by a "credentialed educator" other than the parent. This would create a significant burden on home schooled children. Many parents choose to home school their children without the use of tests because: 1. Testing discourages creativity; 2. Testing creates significant anxiety (especially in early grades) and discourages love of learning; 3. Some children are simply poor test takers. In addition, paying a "credentialed educator" to administer a test that usually takes multiple hours on multiple days creates a significant financial and time burden for home schooling families.

The requirements of HB 367 will also create a further financial and administrative burden on school districts. The bill has no threshold score to judge reasonable academic proficiency. It requires the District Superintendent or school principal to individually review each portfolio and test result and determine whether the child has "demonstrated satisfactory academic growth over the course of the school year." Further, if satisfactory growth is not found, the school official must meet with the child's parent within 30 days and determine a plan for remediation, addressing the child's specific weaknesses. This is much more than school officials are currently required to do. It would significantly increase

personnel costs and since the bill contains no fiscal note, it creates an unfunded mandate, under RSA 541-A: 25.

Similarly, HB368 requires unnecessary and costly action by school officials. Again, no evidence that home education providers are failing to access the information they need to understand RSA 193-A, or the resources they need to home school their children has been provided by Representative Day.

I have been a home school parent for 4 years. It is my experience that home schooling parents want to give their students the highest quality education. Home schooling is much more work for parents and generally home school families must forgo a second income. It is not a decision made lightly. Those of us who test, rely on the scores to get external information about our children. Therefore, it is absurd and insulting to think we would administer the test in an improper manner. I also have a child in public school. I know how strapped public schools are. Absent any conclusive evidence of problems in the home schooling community, I would much prefer the cost created HB 367 and 368 be spent on the students in the schools.

For these reasons, I hope you will oppose HB 367 and HB 368.

Thank you for your consideration,

Laura J. Milliken
20 Dustin Road
Warner, NH 03278

Ms. Terie Norelli
Speaker of the NH House of Representatives
107 North Main Street
Concord, NH 03301

RE: Opposition to HB 367 & 368

Dear Ms. Norelli and State Representatives:

I am writing to you to express my opposition to House Bills 367 and 368. It appears that the sponsor and supporters of these bills have relied upon subjective evidence to support the claim that there is a high percentage of homeschoolers that are not receiving an "adequate education" and are "falling through the cracks". Therefore, it appears that the State must intervene and test all homeschoolers and possibly force enrollment in a public school. However, statistics, facts and an equitable comparison of homeschooling success to public school success should be the driving force for developing effective education legislation.

I agree that it is important to provide an effective environment for learning (call it an "adequate education" if you prefer), which can be accomplished through a homeschool environment or a public school system. However, the methods for evaluation of success are not directly comparable and HB 367 and 368 force homeschoolers to conform to traditional evaluation methods versus the current portfolio evaluation. If homeschoolers are required to test the same as public schooled children, then it seems logical that homeschool evaluation methods should be reciprocated in public schools, unless the general public believes that homeschooling is inferior (which is not the case). It is likely that such an evaluation would highlight the importance of a diversified education and a supportive learning environment, thereby providing a more accurate assessment of the "whole child" and their knowledge.

Most people will agree that regardless of the environment, the role of a parent in their child's education or learning experiences is significant and in most cases essential. Therefore, an evaluation of the "whole child" and their learning environment should reveal not just what occurs at school, but the active role/support of their parent(s) and other activities. In some cases, the child's experience at home may actually have a negative impact on their learning experiences and ability of the public school to provide an "adequate education". This type of evaluation would hold the parents of schooled children accountable for their child's education and scrutinize their lifestyle and possibly their parenting techniques. The next logical step would be a visit to the homes of children that are not performing well in school. Although it is highly unlikely that this would occur since it is very intrusive, it is analogous to the scrutiny and intrusiveness of HB 367 and 368 to homeschoolers and their families.

While it is tragic that some children are never afforded an effective environment for "adequate education", the State does not have the right to force such mandatory and intrusive assessments for either homeschooled or schooled children. It is challenging to address the children that fall through the cracks in both educational environments and prevention or correction requires careful evaluation and an appropriate strategy. In the case of homeschooling, an appropriate strategy exists for evaluation of an "adequate education" and HB 367 and 368 undermine this strategy without sufficient evidence.

Thank you for your time and consideration of this information. I trust that you will find HB 367 and 368 to be unnecessary legislature and focus on more critical education needs in New Hampshire.

Sincerely,

Rich Niles
Hillsborough County, District 27

North

January 31, 2009
36 Brown Rd
Hampton Falls, NH
03844

Amy Stasia Perkins
49 Washington St.
Seabrook, NH 03874

Dear Amy,

This is the follow up letter in regards to our telephone conversation, January 28, 2009, on the subject of my objection to the bill HB 367 and HB 368 proposed by Representative Judith Day of the current Homeschool committee.

I appreciate that as our representative you would put forth an effort to saying you will get our views across to the committee by or at the February 11, 2009 meeting. This is how it is supposed to work and you're listening. I will just hope that the ball keeps rolling in the right direction.

Please find below several reasons why I oppose these bills.

A. The bill is discriminating to homeschoolers. It cannot require just homeschoolers to be tested on this specific test, yearly, when public, charter or private schools are not required. This bill would be unjust to require more from us than any other students.

B. Homeschoolers keep the cost of public education lower for others. If enacted, this would become another needless, costly expense to the education departments. I am currently a tax payer and a property owner paying school taxes with no services to my child. We buy all of our own books, pay for any additional activities and any other expenses that go with homeschooling, but will refuse to pay for any unnecessary fees that I have paid for through taxes and I am entitled for. This would then put the burden of the expense on the already overburdened school system. They would now be required to notify us, administer this test yearly, and respond to us with the results. This is not to be an additional expense for homeschoolers.

C. The bill puts the cart before the horse. Nothing in any literature, bills, or information received from my SAU states that test taking skills be specifically taught. If test taking skills is the bills priority for evaluation then it must make sure with communication that these skills be taught prior.

D. Test taking is a tool used to benefit the teacher, student and parents for the learning process. Enforcing us to use a specific test is like saying which screwdriver fits into

H. something when you are not even on the job. As our child's educator, we need not be told which test fits our child when you're not in our home and do not know our child. The standardized tests that are proposed are detrimental to the learning process in that in the end those involved NEVER see the test again to see what exactly was wrong or needs to be worked on. Percentiles are given out only. We have forgotten we are individuals.

E. In our present evaluation process of our child's profile the evaluator, accredited educator, would be looking at the child's year long test results and this function works well for them to make appropriate decisions. I see absolutely nothing in the present evaluation process that shows a need to be addressed.

F. Every Homeschool family schools in this manner for different reasons. This bill takes no considerations for the child and parents rights to educate their child as is fit for them.

G. In the past two years my SAU office has not handled the small task of letter acceptance correctly. Adding more paperwork and responsibility to an already inefficient system is not at all a wise decision.

H. Finally, to the Board of Education, Superintendents, and Legislators Communication, listening , uniformity and working together are key elements to the need of less laws and improved education. If parents and students are well aware of expectations then those expectations can then be met .For example the generic letter that goes out only once to homeschoolers from the SAU office on what is to be taught covers a large varying group from kindergarten through high school. Take a look at this communication and tell me that a parent really would understand what the education department would expect of the student and parent based on the child's, age and or grade level. All of these elements are in need of being improved but not to just our group of homeschoolers but to all those in the public school system. This may be why some of us are here today doing homeschooling .Parents cannot work together with any of you and make progress without this given information. I thank you for listening.

Kathleen Connors

Hampton Falls, NH

## TESTIMONY OPPOSING HB 367 AND HB 368 – JENNIFER QUINLIVAN

I would like to start by saying thank you to all of the representatives on the Education Committee who are present today to hear our testimony. I would also like to thank in advance those of you who have given us your continued support as well as those who will be newly supporting us after today.

I am here representing my family to say that House Bills 367 and 368 should be opposed for many reasons. Some of those reasons have already been stated so I won't repeat them. As if late, I have been engaging in a variety of reading and dialogue about this and other similar homeschooling legislation. The thing that confounds me most is the desire to regulate and control a particular demographic of people (in this case homeschoolers) without truly understanding who we are, what we do and WHY we do it. I hear recurrent themes of grade level expectations, credentialed educators, methods of assessment and standards. Thought I cannot, and would not presume to speak for all homeschoolers, I would like to offer some insight into our motivations and goals as they pertain to these themes.

### SUBJECTS (GRADE LEVEL EXPECTATIONS)

Some of the core values we espouse as a family that have led us to our decision to homeschool are CHOICE, SELF-SUFFICIENCY, RESPECT, TRUST AND INDIVIDUALITY. I like to think that these are many of the same values our country was founded on. Both the content and the intent of these bills fly in the face of ALL of these values. As a family we have chosen to use the portfolio method of assessment. We have chosen this method because it best fulfills the needs of our individual children and it gives them THE MOST comprehensive educational experience imaginable. We partner with our children to decide the best course of study based on their interests, current events, the community we live in and the people we come into contact with. Some of the subjects we have delved into this year include: Ecology, music composition, reproduction (we live on a farm), government (thanks for this opportunity), civil liberties, arts and crafts, volunteerism, philanthropy, anatomy, nonviolent communication, nutrition, potions, math, singing, alternative construction, home economics, theater, survivalism, money and budgeting, and imaginative play (this one is hugely important!!!). I'm sure I could think of more and I am equally sure that many of these "subjects" may never show up on a standardized curriculum. My children are 3 and 7 and I'm also sure that many of these subjects would not be taught at their grade levels. While we don't believe it is necessary to provide our children with exposure to EVERY opportunity in life (that would be overwhelming for both us and them) – we do believe in providing them with the opportunities and experiences that are relevant to who they are as individuals.

### TEACHERS, A WORD ABOUT CREDENTIALS

I would like to speak for a moment about the presumption that a "credentialed educator" is the person best suited to teach my children (or any children). Though I am not a certified teacher, I would partly agree with this statement. Let me give you my credentials….. I have known my children longer and better than anyone else, I love them more than anyone else, I know what their interests are, what their strengths are what their

weaknesses are, I know their fears, their insecurities, I have nurtured them, fed them grown them from the tiniest of specks, I planned for them and I plan with them, I care more than anyone else about THEIR dreams for the future. I am a musician, a farmer, an environmentalist, a wife, a mother, an asker of questions, an answerer of questions, a provider of opportunities, a finder of resources and a fosterer of dreams. I'm sure if you asked each person in this room – they would be able to provide you with an equally impressive list of credentials that make each of them best suited to guide their own children in life and in learning – which I would argue are one and the same. I am available to my children 24/7 at a teacher student ratio of 1:2.

In our life, I am not the only teacher of my children. They learn from an endless variety of other adults and children alike. Professionals, homemakers, tradesmen, tradeswomen, teachers, artists, war veterans, clerks, grandparents, house representatives, waiters, presidents...the list goes on. I consider each of them equally important and qualified as the next.

**ASSESSMENT – TESTING - STANDARDS**

I often hear people express that our homeschooled children will not be adequately prepared for "life." To this, I reply, "we are employing the immersion method of learning," which I believe is considered educationally sound. I can honestly say that we do not consider schooling to be a separate entity from any other part of our lives – they are one and the same. Learning is happening all the time, every moment and within the context of living.

We wish for our children to live lives motivated by their internal desires and defined within their own parameters rather than those set by someone doesn't even know them. We would prefer to see them accumulate happiness rather than information and to generate kindness rather than facts.

Before you consider how you want to vote on this legislation, I ask that you consider what WE want. We want to have the freedom to raise and educate our children in a way that agrees with our aforementioned values, that honors our children's unique gifts and interests and their individual pace. We both desire and expect to bear the responsibility of our children's education with the inclusion of whatever outside resources we see fit. We want to continue to nurture our children's minds, their bodies, their hearts and their souls – what could be more comprehensive than this and who could be better suited than us to decide and to assess?

In conclusion, I would like to ask that you vote ITL on HB 367 and HB 368 and that you encourage other Representatives to do the same.

Thank You:

Jennifer Quinlivan
83 Willey Pond Rd.
Strafford, NH 03884
603-269-0063

**Lisa Scheffer**
**189 South Hedgehog Hill Road**
**Unity, New Hampshire 03773**
**603-863-6348**

**February 11, 2009**

**Regarding House Bill 367 & 368**

My name is Lisa Scheffer and I am here today with my husband Peter. My husband and I home school our two daughters, Olivia and Esmay. As a family we have found that home schooling is the best method of education for our girls and we are satisfied with the State of New Hampshire's arrangement now in place. We are thankful for your time and attention to my testimony regarding HB 367 and 368.

I have reviewed HB 367 & 368 and offer the following:

#1. HB 367 is an effort to re-write the entire Records and Evaluation portion of N.H. RSA 193-A:6 and would make N.H. one of the most restrictive in the country. For a state that has a motto of "Live Free or Die" that is quite a contrary action to take.

#2. I think that a look beyond the State level to the U.S. Constitution needs to be considered because under it parents have a fundamental right to direct the upbringing and education of their children and HB 367 & 368 undermines this right by it's effort to re-write portions that shift authority from the parents to others to determine whether a child should be home schooled.

#3. HB 367 & 368 would subject home schooling parents to more expenses, something that is a real hardship in these economic times. I already pay local and state education taxes in my property tax bill plus paying for a home schooling program, educational reviews and all the supplies. It would also put added expense and time requirements on local educational staff.

#4. As HB 367 & 368 are written in such a vague manner, they would open the door for legal and legislative challenges. Setting this challenge up can not possibly benefit the State or the original home schooling intent.

**Personal Experience**

My personal experience as a home schooling parent has been one of reward and accomplishment in the growth and maturity of our two daughters. All parents today recognize the difficulties and fears of an education system that has not changed in the past 100 years. We see the lack of individual attention by one teacher to many students. As parents we cherish the freedom to tailor the learning experience to each of our children. Not all pegs can fit into the "standard" round hole and so much damage has been done to those being forced.

It is a comfort to have our children home in a safe environment without the pressures that can deter learning and self esteem that are necessary to the teaching of the whole child. We now live in a world with many teaching options available such as the internet, library programs, social and physical classes and tried and true home schooling curriculum.

The present record keeping and evaluation process is more than adequate for the State to be assured that parents are on top of the continuing growth and development of their child.

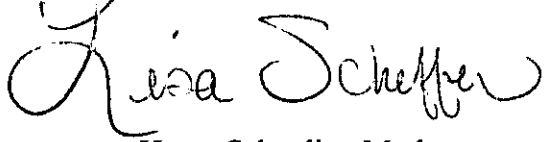
**Conclusion**

The records and evaluation portion of RSA 193-A:6 are working well for the State of New Hampshire. It contains clear guidelines for review of educational progress. Please do not try to fix what is not broken. HB 367 &368 are poorly designed and disruptive to existing procedures and will open way for problems. In respect for the dedication and honest efforts of the stakeholders involved in it's passage, I applaud all their wisdom, however it seems that Representative Day has chosen to ignore the recommendations of the commission and has not consulted any of the stake holders for input about the proposed legislation. One must wonder about her mission.

I implore you to please consider these reasons and those of the others you will hear and read and vote ITL on HB 367 & 368.

Respectfully Submitted,

Lisa Scheffer



Home Schooling Mother

To: Members of the Education Committee
Re: Home schooling bills HB 367 & HB 368

My name is Jennifer Watson, and while I am a home schooler and I agree with much of the testimony regarding the right of parents to direct the education of their children without being overburdened by the government, I intend to address a different aspect of this proposed legislation.

I am also one of the five petitioners from Laconia who petitioned in 2005 for a tax cap in our city. Taxes were out of control, and taxpayers needed some kind of brakes applied to city spending. Fortunately for all of us who pay taxes in Laconia, we now have a cap in place to provide guidance to those governing the city and to keep costs down.

These bills which are being considered today, especially HB 367, would be in effect an unfunded mandate for towns and cities, because they require so much more recording keeping and evaluation from the individual SAUs than has been true in the past. Furthermore, some of the home schoolers who now use a private school principal to oversee their programs might have to switch to their superintendents, because the costs associated with this extra evaluation and oversight will necessarily increase for the private schools involved and have to be passed on to the home schooling families.

These increased costs and the extra hours that will go into home school evaluations will have to be absorbed by the individual school districts. With nearly 5,000 home schoolers in the state and the additional 16 and 17 year olds to be added soon to the number required to submit to evaluation, local school districts are going to find themselves with significantly increased costs at a time when city and town revenues are down and our economy is a mess. It would not be reasonable to expect home schooling families to pay additional fees for this oversight as a way of keeping costs down, since most of them already pay taxes to support public education which they do not use.

If there were a problem that needed to be fixed, that would be one thing, but the current law is working fine and has been for a long time. These bills are unnecessary, expensive for the local school districts, and likely to result in either increased taxes for NH residents or in the case of towns and cities with tax caps, a diversion of funds from other services.

Please vote Inexpedient to Legislate on these two bills.

Thank you,

Jennifer Watson
188 Crockett Rd.
Laconia, NH 03246
524-3736

both

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Re: Home schooling bills HB 367 & HB 368

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Please vote Inexpedient to Legislate on these two bills.

Thank you,

Jennifer Watson

Jennifer Watson
188 Crockett Rd.
Laconia, NH 03246
524-3736

Dear Legislators and Others:

I am a homeschooling mother of four children, from Epsom, NH. We have been homeschooling for almost twenty years. We have one off at university studying film editing. We have a senior boy who is homeschooled and plays varsity basketball for Pembroke Academy. We have a junior girl who is homeschooled and usually plays three sports at Concord Christian Academy. We have a sixth grade-aged girl who is doing seventh grade work and is fully homeschooled and plays sports for the town of Epsom and the public elementary school.

My husband and I am concerned about these proposed changes to the NH homeschoolng law. In talking to various legislators, I have detected an undercurrent of worry about homeschooling children, in general.

So, I wanted to say that, while we know and have known literally hundreds and hundreds of homeschooling families, we only know one family that would fit this category related to New Hampshire homeschooling law.

The mother had been homeschooling her two boys and doing a fine job, when she died. The father, grief-stricken and probably not thinking clearly, quit his job to continue homeschooling the boys. He suddenly realized that he needed to put food on the table and started a home business. The boys, only maybe ages 4 and 6, were put given computerized curriculum, when they could not yet read fluently. The dad was extremely distracted.

The homeschooling community worked really really hard to get those kids out of this situation, since it was not what was best for the kids. Homeschooling moms would go and tutor the kids, clean the kitchen, cook dinner, take the kids to swimming lessons, etc., and repetitively talk to the dad. Some of us would have been

willing to homeschool these kids, but that is not actually legal in the state of New Hampshire, and so was not an option. A couple of years went by with some progress, but not much in the area of academics. Finally, the dad agreed to put the kids in public school. Mid-year, they went in to a local public school.

You know what? Two teachers got these boys, who had been through a lot and who were probably now 6 and 8 years old and still couldn't quite read fluently.

We in the homeschooling community know that those teachers probably knew the boys had been homeschooled, but didn't know all the circumstances surrounding their family sadness.

And so those teachers and schools probably thought and likely still think that having to remediate those children is probably indicative of what is happening in most homeschooling families.

However, that is not the truth, and the truth is that this family went through a tragedy, and was an anomaly. And you don't make laws restricting the freedoms of the wider community, based on anomalies.

I would also warn you to be careful of overestimating potential problems. If two homeschooling families enroll their children in school and one of the families have children that are not doing well, you could mentally calculate and say – wow, 50% of homeschoolers are not doing well. But that doesn't take into account the thousands of families of homeschoolers who are not enrolling and who are doing well. In the statistics of the families we know and have known, it might be more like 1/502, or less than 1/5th percent did not do well. And that was related to tragedy. And the children might not have done well if they had already been enrolled in public school, with a mother who had died and a grieving father.

I would also like to add that we like the options that are available to us currently under homeschooling law. One of our four children had testing anxiety, which they later grew out of. We had the option to test at home or not test, as the child needed. We have friends who have special needs children with very specific issues. Some of them are kids that cannot test. Some are not producing a lot to put in a portfolio. So the third option or a combination of evaluation options works best for them.

I appreciate all you do in service to the state and the people of the state. But as a homeschooling mother in the state of New Hampshire, I would ask you to vote down these two bills and vote against any bills proposed in the future that restrict the freedom and rights of parents to educate their children. Thank you!

Very truly yours,

Sherry C. Yeaton
101 New Rye Road
Epsom, NH 03234
Email: dsyeaton@verizon.net

The State of New Hamshire is very interested in having its citizens educated. It has gone to great lengths to see that every child has the opportunity to receive a free public education. However, attending one of these heavily funded public schools in no way guarantees an education. In a review of the recent exams in my school district, Milford, I found that 71% of the eleveth graders tested failed to be proficient in math. More than $100,000 has been spent over eleven years for each of these students in the public educational system only to produce an overwhelming majority of failing students.

As much as New Hampshire has a vested interest, the parents of these students have a much greater compulsion to see that their children succeed in education as well as in life. Homeschooling parents sacrifice their own time and finances to ensure their kids are well educated, and it is working. In a study by Dr. Brian Ray of 5,402 homeschool students entitled, *"Strengths of Their Own: Home Schoolers Across America"*, homeschoolers, on the average, out-performed their counterparts in the public schools by 30 to 37 percentile points in all subjects. All of this is done at no cost to the state.

RSA 193 already requires parents to complete an annual evaluation and keep a portfolio. No additional requirements are needed. If the educational system is concerned about children falling through the cracks, I propose they start with the 71% they have already found to be failing.

Milford High School
Scale: % proficient or better

Grade 11
Reading
66% (2008)
The state average for Reading was 67% in 2008.

Writing
32% (2008)
The state average for Writing was 33% in 2008.

Math
29% (2008)
The state average for Math was 28% in 2008.

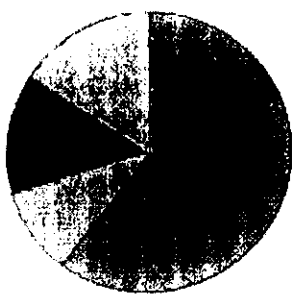
0% 50% 100%
Source: NH Dept. of Education, 2007-2008

About the Tests

- In 2007-2008 New Hampshire used the New England Common Assessment Program (NECAP) to test students in grades 3 through 8 and 11 in reading and math, and in grades 5, 8 and 11 in writing.
- The NECAP is a standards-based test that measures specific skills defined for each grade by the state of New Hampshire.
- The goal is for all students to score at or above the proficient level.

Here is the cost spent per student per year to get such low scores:

| | This District | State Average |
|---|---|---|
| Total per pupil expenditures | $10,478 | $11,833 |



| Breakdown By Expenditure | | |
|---|---|---|
| Instructional | 61% | 61% |
| Student and staff support | 10% | 10% |
| Administration | 14% | 12% |
| Other expenditures | 16% | 17% |

*Source: NCES, 2005-2006*

Homeschool Law Changes

I would like you to consider the following reasons to oppose the purposed changes to the current homeschool laws 367 & 368.

I believe the choice as to how to evaluate my children's educational progress should be left up to me as their teacher. As a public school teacher in Connecticut for five years, I saw first-hand how inaccurate a standardized test can be in portraying a child's knowledge and ability. I knew of several students who were in the gifted and talented programs that scored in the 25th percentile on the Connecticut Mastery Test; however, they were very intelligent and capable students. For this reason, I started using the portfolio method when I began homeschooling my children six years ago. Since then, however, the portfolio method has become so beneficial to my planning an individualized program for each of my children that I intend to continue to use it each year. May I explain how? I have purposefully chosen to use the same person every year to conduct the portfolio reviews because she knows my children's abilities, strengths, and weaknesses. She helps me set educational goals for each student in the basic subjects, and she has been an invaluable resource in preparing a plan to meet each goal. She keeps detailed notes on each of my children for every subject, so when I go in each year, she comes into the meeting already aware of the goals I established for the previous year and therefore, is qualified to determine if adequate progress has been made. (She has been determined to be adequately qualified by the state's acceptance of her as a licensed evaluator.) What better picture of what a child knows or is capable of then seeing firsthand all the work that has been accomplished throughout the years in each of the subjects required?

Thanks for your consideration of my position,

Dawn Roiter
603-473-2474

Written Testimony for Public Hearing on H.B. 367 on February 11, 2009

Elizabeth Swain Landry
228 Route 9
Barrington, NH 03825

Dear House Education Committee:

I am opposed to H.B. 367 and feel it should be voted ITL. One of my representatives was told that the reasons for this bill as well as H.B. 368 are to "protect the children" and to ensure that every child receiving a proper education. I believe that every child should be given the opportunity to have an excellent education and protection but this legislation will do neither of these My understanding is that current public school students who are pulled out school to homeschool are not being given what they need or deserve. This is the real problem. Legislation dealing with this issue should be considered.

After reading this bill carefully, I realized other issues that concern me:

- The subjective involvement of others: The current law contains objective standards and clear guidelines for review of "educational progress" as stated in RSA 193-A:6, II whereas H.B. 367 will impose subjective evaluation of our children. It states that the student is to "demonstrate satisfactory academic growth over the course of the school year". This is a vague measure of progress.
- It does not state what a "credentialed educator" means with regard to administering tests and reviewing portfolios.

This bill will not solve the current problem of previous public school students that are not getting what they need educationally. The current homeschool laws work very well for long-time home educators and do not need to be changed. Homeschoolers have proven themselves by their achievements on national test and the high regard they've earned from colleges around the nation. New Hampshire's current laws have served us well for the last 18 years.

Please vote against H.B 367 and do not attempt to amend.

Sincerely,

Elizabeth Swain Landry

I am writing to oppose HB 368. This bill allows the superintendent of a district to determine which materials he/she sees as appropriate to send to a home schooling parent. This gives room for school districts to provide items to be used in teaching, which would limit a parent's ability to choose.
I personally use a variety of materials with my two children. Each child is an individual learner and requires different teaching tools.
Additionally, it puts a burden on the school district to be more involved in home education programs at a time when their resources are limited and required for their own education programs.
I would suggest the home schooling requirements in New Hampshire remain unchanged.
Sincerely,
Katherine Averill

102 Maple Ave
Atkinson, NH 03811

2/10/09

122 Taylor Road
Hopkinton, NH 03229

March 3, 2009

Representative Emma Rous
Chairman, House Education Committee
64 Adams Point Road
Durham, NH 03824-3406

Dear Chairman Rous:

I am writing to you in your capacity as Chairman of the House Education Committee to express my strong opposition to HB 367 and 368. I am an attorney who has put my practice on hold while homeschooling my children, ages ten and seven. HB 367 is a terrible bill for several reasons. First, by seeking to change the annual evaluation requirements, it addresses a nonexistent problem. There is simply no need for the bill as the current statute adequately regulates homeschooling. The statute holds homeschool parents accountable for the educational progress of their children, and assures that the children's educational progress is evaluated and reviewed at the end of each year. It sets forth clear review requirements for parents and supervising agencies (the commissioner of education, school district superintendents, and principals of nonpublic schools) to follow and appropriately balances the parent's right to homeschool with the State's interest in assuring an adequate education for all children. Neither the Homeschool Education Advisory Committee nor the homeschool study commission appointed last term by the legislature has recommended any changes to the law. If there is any cause for complaint about the present law, it is that it is somewhat overreaching in its regulation of homeschooling. The New Hampshire homeschool statute already provides for more regulation than the laws in most other states. Moreover, the statute's requirement for standardized achievement test scores holds homeschooled children to a higher standard than their counterparts attending school.

There is little cause for legislative concern about the education of homeschooled children. As the evidence at the Committee hearing demonstrated, homeschooling is a very successful educational alternative. Not surprisingly, the bill's sponsor, Representative Judith Day, has been unable to offer evidence that the present law is inadequate in terms of evaluating homeschooled children's yearly educational progress. The statute provides several evaluation options, any one of which protects the State's interest in assuring that homeschooled children have made satisfactory educational progress. While there has been some suggestion by the bill's proponents that the portfolio evaluation by a certified or non-public school teacher can be subjective, it is no more subjective than the grades issued by the same teachers to school students which are schools' basic measure of the progress made by their students. Indeed, Representative Day presumably does not really take issue with the adequacy of the statutory evaluation methods since she maintains the two most commonly used methods, the portfolio evaluation and standardized testing, in the proposed bill.

The second major problem with the bill is that the changes it seeks to make are not logically related to any justifiable end. While the bill would require homeschooled children to have a portfolio review and take a standardized test every year, proponents offer no basis to conclude that doing so would increase the reliability of the evaluations. Indeed, the justifications offered during testimony at the Education Committee hearing addressed other matters and were themselves highly questionable. For example, the suggestion by a school superintendent that this bill would somehow deter parents who are not serious about homeschooling from pulling their children out of school to avoid truancy charges makes no logical sense. Homeschooling parents are already required to demonstrate annually that a child is making satisfactory educational progress under the homeschooling program. A parent who might attempt to use the homeschooling law as a way to avoid truancy problems would be no less likely to do so if two forms of evaluation were required at the end of the year than one. As that superintendent conceded at the hearing, his concern is really one about the truancy law rather than the homeschooling law. Moreover, the evidence of parents who might abuse the homeschooling law in that way has been scattered anecdotes speculating about the parents' motivations for homeschooling. This suggests that, far from being a widespread problem that needs to be addressed with legislation, any such parents are merely an unquantifiable handful of cases. The superintendent who offered that rationale for the bill, for example, said that he knew of only two such cases in his tenure.

In contrast, the burdens the bill would place on the time and finances of thousands of homeschooling families are real and measurable. Homeschooling families already bear a considerable financial burden. They shoulder the expenses of their children's schoolbooks, curricular materials, and field trips. Many parents choose not to work and to have the family live on a single income, or to work at night, in order to homeschool their children. They also pay the cost of a portfolio evaluation by a teacher or the cost of a standardized test to satisfy the annual evaluation requirement. Under HB 367, families would bear the cost for a second method of evaluation as well, for each homeschooled child in the family. Additionally, the standardized test would be even more expensive than it is now because the parents would have to pay someone to administer the test as they would not be allowed to do so themselves, even though that is permitted by some companies who make standardized achievement tests (like the California Achievement Test). These additional expenses imposed by the bill could be substantial since many homeschooling families have multiple children. Thus, the bill would place added burdens on homeschooling families and remove their freedom to choose the best evaluation method for their individual child, without improving the quality of the homeschooled children's educational experience. That would be legislating at its worst.

Third, and perhaps most troubling, the bill would strip the homeschooling law of the very flexibility and objective measures that assure a meaningful annual review of each homeschooled student's educational progress. The existing statute provides an appropriately flexible standard for the portfolio evaluation: the teacher must determine if a child has made "educational progress at a level commensurate with the child's age and ability." RSA 193-

A:6, III (2007 Supp.) This allows the teacher to take into account the child's individual abilities, a standard which is particularly necessary for the evaluation of students with special needs. HB 367 would remove that flexible standard. The second evaluation method, standardized testing, fares no better under the proposed bill. The present statute provides a clear objective standard: if the composite score on the child's test results is at the 40th percentile or above for that grade level, that is deemed to be "reasonable academic proficiency." RSA 193-A:6, II(b) (2007 Supp.) HB 367, however, would remove both the objective statutory standard for assessing standardized test results and the flexible standard that allows portfolio evaluations to be individualized to each child's abilities. In their place, the bill would grant unlimited discretion to school superintendents and nonpublic school principals to decide if, in their individual judgments, a child has demonstrated "satisfactory academic growth over the course of the school year." Without any definition of that standard or objective measurement, the question of whether home education programs are satisfactory would be decided by superintendents and principals imposing their own subjective, and presumably varying, ideas of what is satisfactory. This would likely lead to the application of widely differing standards across the state. Without any advance notice of what standards a particular superintendent or principle would be applying, a parent could not even try to meet the standards. For those reasons, were the proposed legislation to pass, it would be easily challenged in court.

HB 368 is also problematic. That bill would require parents to submit an annual written statement affirming that the home education program shall comply with RSA 193-A:4, I, which defines home education as consisting of various subjects, including the history of the state and federal constitutions. These subjects are age-inappropriate for children just beginning their schooling and are presumably not taught to first and second graders in public and private schools. By requiring parents to affirm that they are complying with the requirements of RSA 193-A:4, I, the bill would inject confusion into the expectations of parents and supervising agencies and suggest that homeschoolers are held to a different standard than schoolchildren.

For these reasons, I request that you vote against both HB 367 and HB 368 as Inexpedient to Legislate, since they are. I look forward to hearing your response by telephone or e-mail. I can be reached at bcdjc@comcast.net or 225-5935. Thank you for your time and attention to this matter.

Sincerely,

Cynthia L. White

Cynthia L. White

Kimberly Merritt
603-768-3497
PO Box 353
Danbury, NH 03230

Several studies have proven that Homeschooled students on the average, out performed public schooled students by 30 to 37 percentile points in all subjects. Also, statistically the comparison of states which had high degrees of regulation, as opposed to states with no regulation, showed that students scored in the 86th percentile on the average, regardless of governmental interference.

" **Homeschool freedom works. Homeschoolers have earned the right to be left alone."***

On a personal note, two of my four children have graduated from homeschool, and are currently in college and have consistently had GPA's of 3.8 or higher. I have seen first hand that homeschooling provides a cost effective, successful education, that produces upstanding members of society, with "Seventy-one percent participate in an ongoing community service activity".

" **Homeschool freedom works. Homeschoolers have earned the right to be left alone."***

Knowing all the statistical information available which gives clear evidence to support homeschooling, I have to wonder WHY, would bills such as HB 367 & 368, ever be presented? The only conclusion I can come to, is a desire for government to flex a control over parental rights. Logically, if homeschoolers out shine governmentally educated students, then they should not be subject to the governments failing system and regulations. Why should homeschoolers be treated as though they are the failing system? The NH government, and Rep. Judith Day, should refocus their attentions on their own failing systems, rather than go chasing after successful homeschoolers.

" **Homeschool freedom works. Homeschoolers have earned the right to be left alone."***

Sincerely,
Kimberly S. Merritt
(Homeschool Mother of Four)
2/11/2009

**Dr. Brian Ray of the National Home Education Research Institute*
*Copyright 2004, Home School Legal Defense Association*

February 10, 2009

Re: HB367 and HB368

Dear Representatives and Committee Members,

First let me say, I am not a public speaker and I am new at all this, so forgive any mistakes I might make. My husband and I chose to homeschool after something unacceptable happened to our daughter in the first grade. We were not really sure what homeschooling entailed, but we knew that was what was best for her. Our first year was a little overwhelming, but we figured it out with lots of help from other homeschoolers and the NHHC. Our Representative was/is awesome! What we found to be most rewarding was being able to see the "lights and wheels" go on inside her head, being present for her milestones, but most importantly just being with our children. We realized how much more time we could spend with our children this way. We often hear our friends and other parents say that school is a break away from their children. How sad, they don't know what they are missing out on.

I am going to try to be brief and I am going to try not to repeat. I am here on behave of my family and we are speaking out against these bills. We are asking that you kill these bills. This is our second year of homeschooling and this is our second year here at the House of Representatives fighting for our rights. We are curious, are we going to have to do this year after year? We are honest hard working people. I mention this, because HB367 in our opinion implies that we are not honest. It implies that we cheat in some way. We use this as an evaluation for us as well as our child. Though she scored 98% overall, she was at grade level for spelling. That told us that we needed to do something differently for this year and differently we did. At the risk of being repetitive for a moment, the cost is another issue. As it stands now, it costs about $40.00+/hour for a credentialed educator to do a portfolio. The testing takes several hours and/or days depending on grade level. As a New Hampshire citizen and an American who pays their taxes and follows the rules, we find this most frustrating. We are already paying taxes to a school we don't use, pay for our own supplies/curriculums and we don't utilize anything from the public schools as not to burden them. And, we do it without complaining. We only ask that you let us school our children with

limited restrictions. There are rules in place for those not following the rules, why aren't they being utilized? Surely, there has to be some way to fix your problem without penalizing those of us who are following the rules and doing a good job!

We took Reberta Tenney's advice and opened the door of communication with my SAU office recently. Not because we needed too, but to confirm some information and to see where she stood on these bills. In speaking with my Superintendent, she shared some of her frustrations about those not following the rules. Though I can see her point, we were still left asking, "Why aren't you following the rules established for those not following the rules" and how is HB367 and HB378 going to prevent those people from hiding behind homeschooling?

In closing we would like to share some facts about the school district we currently live in. Our district has/had 59 homeschoolers for 2008 and I know of more families who are going to be homeschooling for this up coming year. Currently, the elementary school in our town is being considered for closure. Though the Superintendent states otherwise, the town's people and budget committee are talking, because it is costing $22,000/child. Last year during the hearing of SB337, it was mentioned that it was costing $8,000/child. Well, $22,000 is 3x's that amount, isn't it? Yikes! Also, two school buildings in the district are not in compliance with safety codes. These issues are being corrected as stated by the Superintendent. One of these schools is also not performing up to standard as stated by parents with children in the school and the Principal.

We are not mentioning these facts to belittle the public schools, but to point out two things. One, it would appear it's not just the homeschooling community with imperfections. Two, it would appear that my SAU office has a lot on their plate and why would we add this extra task to them. Wouldn't it be easier to take it up with the few who are not following the rules verses having to review 59 homeschoolers portfolios and tests? Again, we say, surely there has to be away to fix your problem without penalizing those of us who are honest and hardworking. If these bills pass, we can honestly say, relocation is a consideration.

Thank –You,

The O'Briens

Re: HB367
From: Rep. Timothy Horrigan (Strafford District #7)

I recommend ITLing HB367, although I might be amenable to an amendment which merely eliminates the standardized testing requirement. These tests are highly imperfect instruments for evaluating student's progress--- and they are designed for conventional schools, which have standardized curricula. They are not suitable for students in non-conventional courses of study, such as those found in home schools. Also, one of the reasons families home-school their children in the first place is because they do not wish to limit their students to the confines of the conventional curriculum, which is centered around standardized testing.

Phung Lam
226 Long Ridge Rd.
Sanbornville, NH 03872

Feb. 11, 2009

RE: Opposition to HB 367 and 368

My family was among the first waves of boat people from Vietnam. My parents' decision to flee came not the day their properties were taken from them; it came the day they were told the children must attend a government-run school, to be taught the infinite wisdom of Ho Chi Minh. Please do not infringe on any freedoms that was worth all that my parents had, including their lives and the lives of their children.

This is the land of the free and the home of the brave.

February 11, 2009

To members of the House Education Committee:

My name is Chris Hamilton, and I am a homeschooling parent of 15 years from Brookline, NH. I strenuously oppose the passage of HB367, and hope to convince you to do the same.

In this day and age, legislators seem to rely heavily on statistical data in setting public policy. There is not a lot of data about the achievement of homeschooled students that proves conclusively that they outperform public schooled students. There is, however, a lot of data that ***suggests*** they do so, and proves that homeschooling produces successful outcomes (as measured by standardized tests and other metrics) for large numbers of students. I am attaching an article published in the Winter 2001 edition of Education Next, a publication of the Hoover Institution of War, Revolution and Peace, (a public policy research center at Stanford University devoted to advanced study of politics, economics, and political economy), that summarizes the data available at that time. Since then there have been additional studies suggesting the same conclusions, and none of them finding homeschooled students to perform worse than their public school peers. I would also like to point out that the acceptance rate of homeschooled students by UNH is higher than that of the general public (81% vs. 76%). Finally, I am attaching a copy of a summary of the latest survey by NCES, showing the continued growth in the number of homeschooled children in the US, and statistics from the NH DOE website showing the same trend in NH.

Under the current compulsory attendance and home education law, parents of children who would otherwise be required to send them to school may avoid compulsory attendance by initiating a home education program. They must notify an agency (superintendent, non-public school principal, or commissioner of education) of their intent to do so, they must teach the required subjects (but not every subject every year), they must keep a portfolio of the child's work, and they must provide an evaluation that demonstrates that the program was successful. The law, crafted in 1990, was a compromise between districts that wanted to have direct supervision of home education programs, and parents who believed that they should have the primary (if not sole) responsibility for directing their children's education. Parents compromised by recognizing that the state had a ***compelling*** interest in the education of children, and that they would be held accountable for results; districts compromised by accepting that parents would have control of the methods and curriculum used to achieve those results.

Under this initially fragile compromise, homeschoolers and districts have co-existed fairly peaceably. One contributing factor is that the criteria for success are defined in the law. Parents know what minimum their child must achieve during the year, and many do not find it burdensome, because it is a subset of what they would choose for their children regardless of the law. (What they do find burdensome are the reporting requirements.) Agencies have clear guidelines for acknowledging a successful program, and many find they can hire clerical help to do the bulk of the work administering programs.

HB367 removes the guidelines for determining educational progress, which gives agencies complete control over what constitutes enough progress. We all know from experience with OBE, Goals 2000, and NCLB that whoever controls the evaluation controls the content and even potentially the methods of an academic program. And yet, the ability of the homeschooling parent to be flexible in determining the content and methods that contributes to the program's ultimate success in producing outstanding young adults.

In an institutional environment such as a public school, a child's needs are often subordinate to the needs of the institution. It needs to accommodate a wide variety of student backgrounds, abilities and interests. It needs to attract and retain qualified staff. It needs to live within its fiscal means. It needs to demonstrate to those who pay the bills that it uses its resources wisely. In particular, this last requirement has had a distorting effect on the education process, emphasizing rote learning over "learning how to learn," and placing an emphasis on teaching those skills that are easily measured using the instrument available for evaluations – a high-stakes assessment test. My own experience as a child in public schools leads me to believe that this is not inherent in public schools, but is a result of recent (in the last 20 years) federal mandates.

In a homeschool setting, a child's needs can take center stage. This is not a weakness of homeschooling, but a strength. To a person who is accustomed to judging success by how well a child accommodates the institution and learns in the orderly fashion required for the success of the institution, the path of a child who is not subject to those limitations could appear chaotic and erratic. But there is no inherent contradiction in meeting the needs of the child and meeting the compelling interest of the state. Homeschooling parents have been doing both for years under the current law. There is a significant overlap, and as I said earlier, the state's interests are often a subset of what the child needs.

Most people who do not homeschool, including superintendents, recognize that the vast majority of homeschoolers do a good job educating their children, but don't understand HOW we achieve the results we do. They don't know what good intermediate results look like.

Under current law, a parent can submit the results of a portfolio evaluation as proof that the instructional component of the law has been fulfilled. The role of a portfolio evaluator is often to translate those intermediate results into the language and current paradigm of the education establishment. The evaluator, who is usually familiar with home education, is in a better position than a superintendent to recognize when adequate progress has been made. While some have expressed concern that portfolio evaluations are subjective, I personally know of evaluators who refused to state the child has made "progress commensurate with age and ability" when s/he has not.

Under current law, a parent can submit the results of an achievement test as proof that the child is proficient academically, showing that the compelling interest of the state has been met. A test only measures what a child knows if the test is aligned with the curriculum. There is no economic incentive, nor is it feasible, to create a standardized test that measures the true level of achievement of child in an individualized program. Many

homeschooling parents who choose to test their children take the results with a grain of salt. They recognize that their children are also learning many things that are not measured by the tests, but use the tests anyway to satisfy the evaluation component of the current law because they are easy to administer and preserve the child's privacy; a test does not require the parent to reveal the innermost workings of the program or spend time organizing the results for the evaluator.

From limited conversations with the sponsor of HB367, I have the impression that the requirement for the parent to submit two forms of evaluation is to overcome weaknesses with each. The agency will have additional information that allows him/her to know with a higher degree of certainty that educational progress is being made. And, in fact, many people knowledgeable about evaluations recommend that schools use both to understand the achievement level of their students. However, a primary goal of detailed knowledge about the public schooled child's achievement level is to make detailed recommendations about the child's future education. It is my greatest concern that under the policy proposed by HB367, instead of recognizing the value of an individualized program in meeting the needs of the child, even well-meaning superintendents will feel an obligation to make detailed recommendations to parents as to how to make their home education programs more closely conform to public school curriculums, and to turn them into requirements with their power to terminate a program. Although there are many ways to get an adequate education, superintendents do not feel vulnerable to lawsuits when they hold homeschoolers to the curriculum and methods that have been adopted by public schools.

The list of distinguished adults who have benefited from an individualized education is very long indeed. In the Colonial and early post-Revolutionary days, many children were educated by relatives and parent-selected tutors, those in the upper class often entering college at age 16. Both George Washington, son of a plantation owner and Benjamin Franklin, 10$^{th}$ child of a merchant of modest means, were educated in very unique ways. What American has not heard of Thomas Edison, who spent much of his youth tinkering in a laboratory under his mother's tutelage and only a few months in public school? In more recent times, we see athletes like Olympic diver David Boudia (homeschooled his last two years of high school so he could concentrate on diving), scientists like Mary Leakey (fossil hunter – expelled from two schools for "spirited behavior"), photographers like Ansel Adams (possibly ADD, homeschooled by his father), magazine editors like William F. Buckley (National Review, homeschooled until age 15). For all of these people, the ability to diverge from the conventions of their times and play a larger role in directing their own educations than was possible in a school setting contributed directly to their success, from which society benefited as well. At the end of this document I have included excerpts that illustrate how this was true for several of these luminaries.

I am very proud of the academic achievements of my older child, who was homeschooled from the age of 9. She received a Presidential Scholar merit scholarship from UNH. She accumulated 32 college credits prior to admission and entered UNH with sophomore standing. As a theatre major she took Honors Physics. She was the first theatre major to participate in UNH's International Research Opportunities Program (she traveled to South Africa to study role theatre played in opposing apartheid). She graduated as a Presidential Honors student, the highest level of academic distinction. She is currently

enrolled in the Master of Library Science program at the University of Rhode Island with an exemplary academic record. She did all this without meeting the state's minimum requirements for a high school diploma.

I am even more proud of having a daughter who cares about the world she inherits and will leave to future generations. Her goal in life is to inspire critical thinking in others. She majored in Theater to acquire communication skills to help her achieve that goal through filmmaking and other media. She recognizes that those skills alone won't pay the bills in the near future, or maybe even in the long-term, so she is attending graduate school to get a Master of Library Science. She will then have a paying career she loves where she can work toward the same goal. On a smaller scale, she recently wanted to learn the programming skills to make forms on web pages. She searched for a non-profit that could benefit from a project using those skills. Although it is not yet in place, a shelter for cats now has the capability to allow volunteers to enter information about its occupants and for prospective owners to select their future pets while sitting at home browsing the Web. My daughter doesn't wait for people to tell her what to do; she looks around to see what needs doing, and then does it.

As a homeschooled student, my daughter certainly stood out when taking community college courses during her high school years. She wanted to learn everything about the subjects her instructors were willing to teach. Her peers who graduated from public schools wanted to know what to do to get a good grade. My daughter could have been one of those students. When we made the decision not to return her to school after second grade, it was because we saw her drive to explore that was so strong during her preschool years shutting down. By homeschooling her, I preserved in my child the desire to pursue knowledge and master material. That is what a Stanford admissions officer meant when he said that homeschoolers "take responsibility for their education." That character trait is nurtured in a home education program that rewards the child for taking the initiative, even when it means following an academic path that looks nothing like a public school's curriculum. It is the ability to deviate from a public school curriculum that ***allowed*** me to nurture the creativity, curiosity, and sense of civic responsibility that my daughter now exhibits in her academic career, her current employment, and all her interactions with her fellow man.

None of you would serve on the House Education Committee unless you valued education. I would urge you when setting education policy in this state not to rigorously regulate the academics to the detriment of the other aspects of a child's education. Many of you have been hearing that additional regulation of home education is needed because there are parents who are not satisfying the state's compelling interest. Please exercise the greatest of caution in dealing with a few rogue families so that you do not kill the goose that lays the golden egg – the ability of a parent to be responsive to the needs of the child that allows so many NH children to reach their fullest potential.

Respectfully,

Chris Hamilton
BeaverLodge Homeschool

From an interview with David Boudia:
http://homeschooling.about.com/od/physicaleducation/a/boudia.htm

**What came first – homeschooling or your sport?**
Diving came before my homeschooling. I decided I need to make the switch if I wanted to be successful.

At the 2007 Speedo U.S. Open Championships, David went home with three gold medals. Before being homeschooled, David spent time in public school where he dove for his high school team. David brings a unique perspective to homeschooling – acknowledging that if it was not for homeschooling, he would not be free to pursue his life dream, but never willing to compromise on his dedication to a quality education.

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From Ansel Adams: An Autobiography:

*"I often wonder at the strength and courage my father had in taking me out of the traditional school situation and providing me with these extraordinary learning experiences. I am certain he established the positive direction of my life that otherwise, given my native hyperactivity, could have been confused and catastrophic. I trace who I am and the direction of my development to those years of growing up in our house on the dunes, propelled especially by an internal spark tenderly kept alive and glowing by my father."*

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From "Famous Homeschoolers", by Linda Dobson
http://www.geocities.com/homeschooling_sa/echsa/sstorie1.htm

*In the case of homeschooler **Mary D. Leakey** (1913-1996), her childhood is described as "a bit odd."(Lisa A. Lambert, Pioneers: The Leakeys, The Rourke Book Co., 1993) Mary grew up traveling through Europe as her father, a landscape artist, looked for scenes to paint. After her father died, Mary and her mother returned to England where Mary was put into school for the first time. "She did not adjust well to the restrictions of life at the different schools she briefly attended," writes biographer Lisa Lambert. "At one school, she ate soap so that she would appear to be 'foaming at the mouth,' and on another occasion she deliberately caused an explosion in chemistry class. After expulsion from two schools, Mary was educated at home by her mother or tutors." Mary grew up to become a well-known "fossil hunter," and, with her husband, Richard Leakey, made major contributions to our understanding of early human ancestors. On December 9, 1996, the day Mary Leakey passed away, National Public Radio reviewed her accomplishments. After Richard Potts, director of the Smithsonian Institution's Human Origins project, recited a most impressive list, reporter Charlayne Hunter-Gault asked him, "And yet she never-she wasn't a trained scientist, was she?" Potts replied, "No, but she always had a great love for the origin of things, for discoveries about pre-history, and also for drawing, drawing of stone artifacts, of cave paintings, which she greatly admired and enjoyed work on in East Africa, and that gave her a tremendous degree of skill in observation and in detail."*

From "Famous Homeschoolers", by Linda Dobson
http://www.geocities.com/homeschooling_sa/echsa/sstorie1.htm

Today, a homeschooler is the editor of the highly respected magazine National Review and has served for decades as a witty and respected voice of conservatism, both in print and television media. His name is William F. Buckley, Jr. (born 1925), and in 1993 he wrote in his syndicated column, "On the Right": "I am myself a product of homeschooling [until age 15]. There were ten of us and life at home was as 'Life with Father' in the famous play, the father in question with a mad-dog enthusiasm for learning everything from Latin to how to construct ship models inside glass bottles." Willliam's father, Will Buckley, Sr., preferred private tutors to sending his children to local schools. Other children in the neighborhood joined the Buckley offspring in the tutoring classroom. By the time they reached age 13, all the Buckley children were fluent in French, Spanish, and English. (John B. Judis, "Famous Home Schoolers," The Greenhouse Report, October, 1990)

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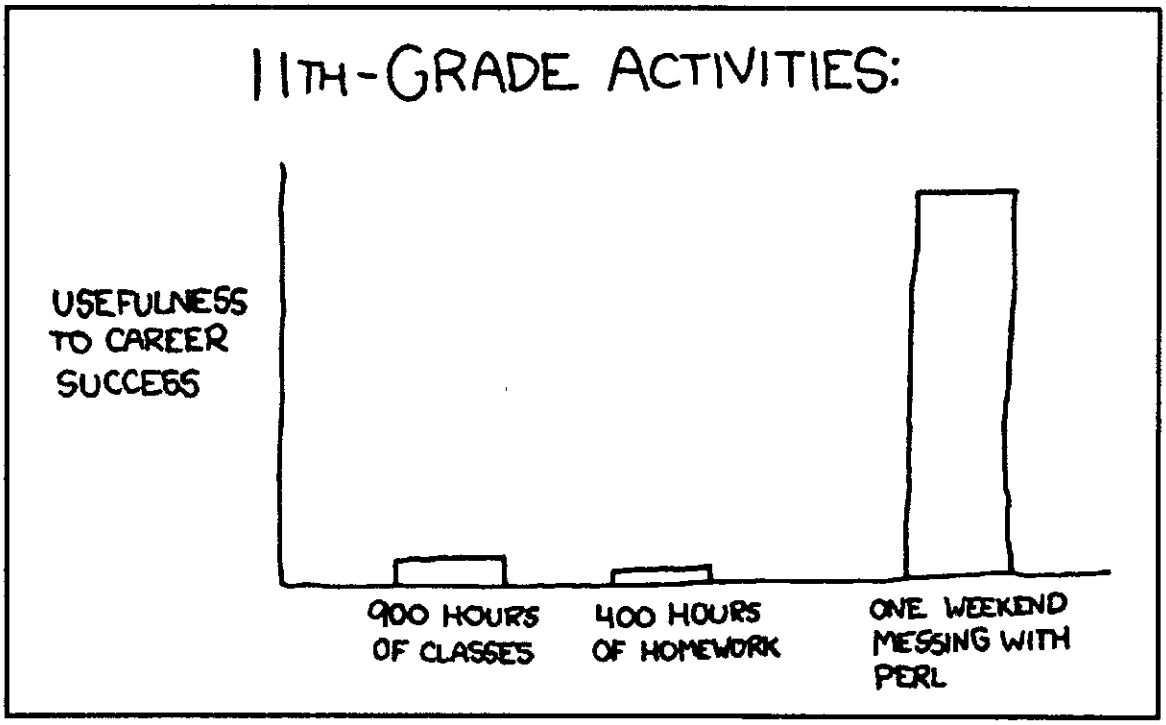
XKCD – a webcomic of romance, sarcasm, math and language
http://xkcd.com/519/
NOTE: Perl is a programming language



*Fearing conformity, violence, secularism, or simply bad teaching, more and more parents are taking their children's education into their own hands. And more and more of their children are entering the nation's finest institutions of higher education. Can home schoolers handle college life?*

# SCHOOL HOME

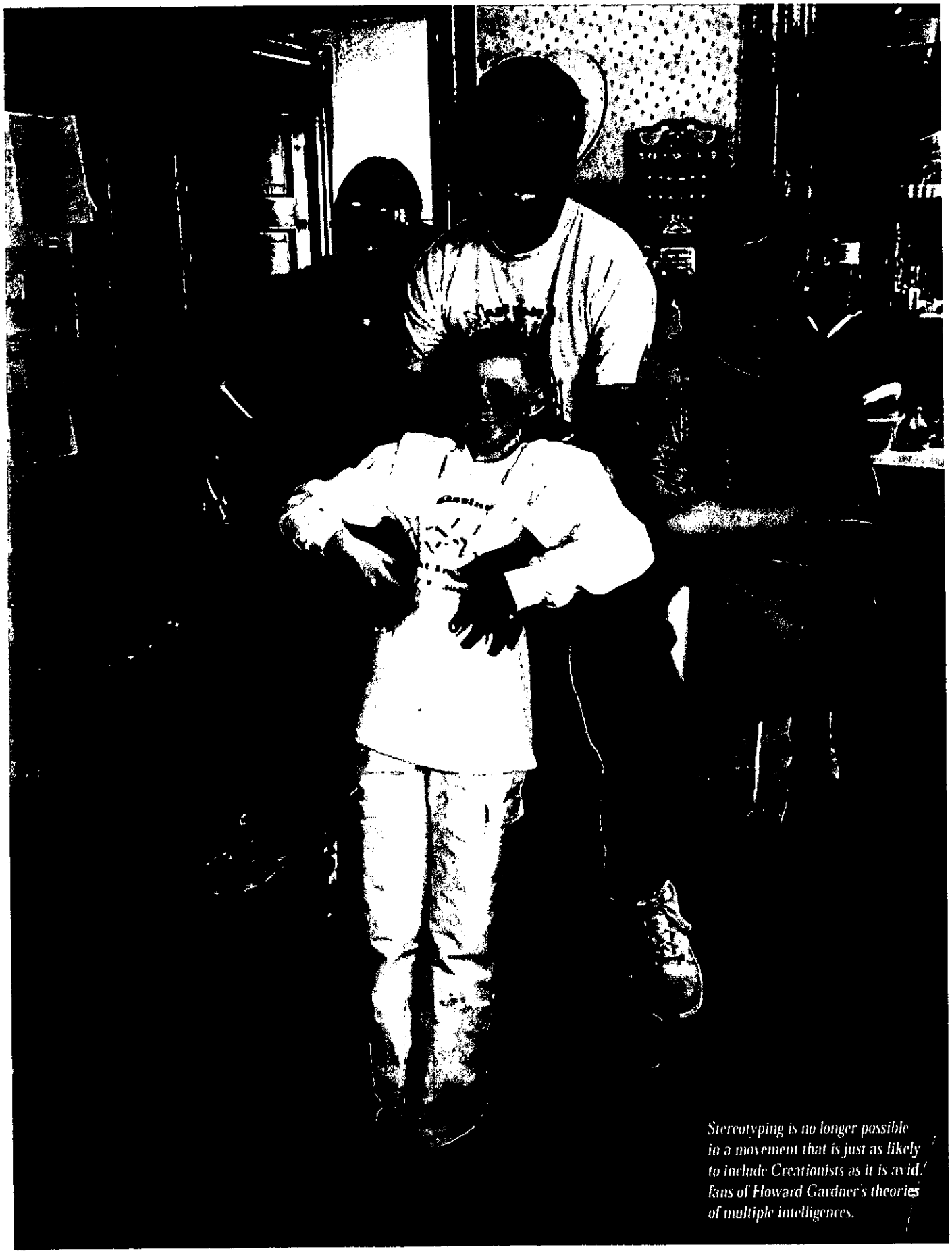
IN RECENT YEARS, home schooling, once considered a method born more of religious zealotry than a concern for academics, has captured a surprising amount of positive attention. This is due in no small part to the success of home schoolers at the nationally televised Scripps Howard National Spelling Bee. This year, 13-year-old Sean Conley of Anoka, Minnesota, became the third winner of the annual spelling bee in the past five years to have been home schooled. The previous year had been a sort of coming-out party for home schoolers: Eight of the finalists had been home schooled, with the top three slots all going to home schoolers. The winner of the 2000 spelling bee, 12-year-old George Thampy of Missouri, was also first runner-up in the 2000 National Geographic Bee. An astounding 10 percent of the 2001 spelling bee contestants were home schooled, even though home schoolers make up no more than 2 percent of the student population. Sean Conley's parents seem to have favored an approach high on self-discovery, called "unschooling" in some quarters of the home schooling movement. "Basically, home schooling lets me learn whatever I want," Conley told Scripps Howard. "There are a lot of different ways to home school, and the way that I did it, my parents didn't necessarily teach me. They taught me some things, but a lot of things I just learned on my own."

Home schooling is a small but fast-growing movement that includes, but is certainly not limited to, an eclectic mix of Christian fundamentalists, aging hippies, and inner-city minorities chastened by highly dysfunctional public schools. Their motivations range from conservative concerns about the values taught in public schools to more liberal worries that public schools stress conformity over creativity. Stereotyping is no longer possible in a movement that is just as likely to include Creationists as it is avid fans of Howard Gardner's theories of multiple intelligences. In fact, the standardized-testing binge in many states may be the largest source of new converts to home schooling.

In the political arena, home schoolers, faced with repeated efforts to bring them within the regulatory reach of local, state, and federal governments, have developed potent defensive strategies—to the point that home schooling has become an almost invincible part of the U.S. education system. For instance, during the 1994 reauthorization of the federal Elementary and Secondary Education Act, California congressman George Miller offered an amendment that would

PHOTOGRAPHS BY THE BOSTON GLOBE VIA WWW.MERLIN-NET.COM

by CHRISTOPHER W. HAMMONS



*Stereotyping is no longer possible in a movement that is just as likely to include Creationists as it is avid fans of Howard Gardner's theories of multiple intelligences.*

have required all public school teachers to be certified in the subjects they teach. As reported by political scientist Morris Fiorina in *The New American Democracy*, advocates of home schooling such as the Home School Legal Defense Association were convinced that this might require home schoolers to obtain formal certification in order to teach their children at home. The word was quickly spread via electronic communications, and Congress was soon deluged with attacks on the amendment. Within a few days Congress received more than half a million communications from enraged home schoolers and their ideological allies. A floor amendment to kill Miller's proposal added statutory language that exempted home schooling from the legislation; it passed 424–1. For good measure, the Democratically controlled Congress then passed another amendment declaring that the legislation did not "permit, allow, encourage, or authorize any federal control over any aspect of any private, religious, or home school." In another demonstration of home schoolers' political clout, Congress, by unanimous consent, declared Oct. 1–7, 2000, National Home Education Week.

The exact number of students schooled at home is difficult to pin down, but estimated growth is rapid (see Figure 1). In 1990, the federal government estimated that some 300,000 students were being home schooled. Just six years later, Patricia Lines of the U.S. Department of Education put the number of home-schooled children at approximately 700,000 during the 1996–97 school year, potentially increasing to 1 million by 1997–98. In 1997, Brian Ray of the National Home Education Research Institute estimated the home-schooling population during the 1996–97 school year at 1.15 million and predicted it would rise to at least 1.3 million by 1999–2000. The most recent survey, released in August 2001 by the Department of Education, estimated that 850,000 children—1.7 percent of all K–12 students nationwide—were being home schooled in the spring of 1999, noting that the total could range from 700,000 to 1 million students.

**"Home schoolers bring certain skills—motivation, curiosity, the capacity to be responsible for their education—that high schools don't induce very well," says a Stanford University admissions officer.**

Two years later, let's use a conservative estimate of 1 million students during the 2001–02 academic year. This still represents a large swath of students carved out of the public school system—twice the total number of children attending charter schools and about a quarter of the nation's private school population.

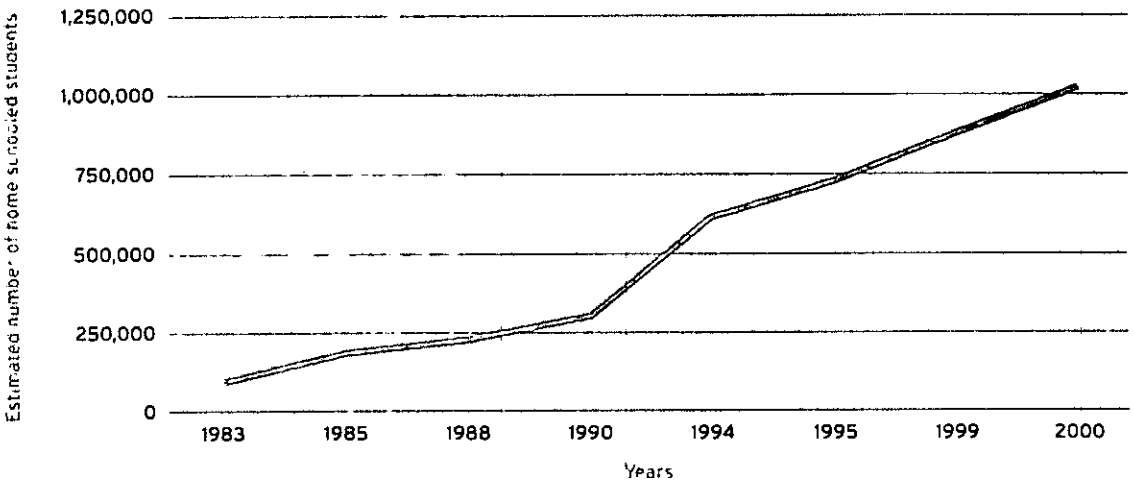
More and more of these home-schooled students are applying for college admission. Of students taking the ACT college entrance exam, the number of students labeling themselves "home schooled" rose 35 percent between 1997 and 1998, from 1,926 students to 2,610 students. (Note that the data are limited because the American College Testing Board only began tracking home schoolers in 1997.) Between 1998 and 1999 the numbers continued to increase rapidly, from 2,610 to 3,257 students. The largest gain occurred between 1999 and 2000, when the number of home schoolers increased from 3,257 students to 4,593—an increase of more than 41 percent.

Home schoolers perform well on these college-entrance exams—slightly better than national averages, in fact. For three consecutive years, home-schooled students have scored higher on the two major college-entrance exams—the ACT and SAT—than their traditionally educated peers. For the 1999–2000 school year, home schoolers' average score on the ACT was 22.8, compared with a national average of 21 points. On the SAT, home schoolers earned a score of 1100, compared with a national average of 1019. The 81-point difference is significant given that many college-bound students pay hundreds or thousands of dollars for SAT prep courses in an effort to raise their scores by 50 to 100 points.

Home schoolers scored highest on the ACT Reading and English test, outscoring traditional students by at least three points. Home schoolers also did better on the ACT Science test, but by only one point. On ACT Math, home schoolers scored lower than traditional students by a tenth of a percentage point. On the math portion of the SAT, however, home schoolers scored 532 points, compared with the national average of 514 points. Home schoolers also did better on the verbal portion of the SAT, scoring 568, compared with the national average of 505 points. Of course, these data only compare college-bound home schoolers

## A Burgeoning Movement (Figure 1)

*The number of students taught at home has increased at least threefold in less than ten years.*




**SOURCE:** Sam Abrams, from Department of Education reports

with other college-bound students, thus giving an incomplete picture of home-schooling performance.

The finding that home schoolers score slightly higher than traditional students on standardized tests is not new. In 1998, the Home School Legal Defense Association commissioned the largest research study to date of home education in America. Conducted by Lawrence Rudner of the ERIC Clearinghouse on Assessment and Evaluation, the study analyzed data from the achievement-test scores of about 21,000 home-schooled students. All students took the same tests: the Iowa Test of Basic Skills in grades K–8 and the tests of Achievement and Proficiency in grades 9–12. Home schoolers scored higher than students in public or private schools at every grade level. On average, home schoolers appear to perform about three grade levels above their public school peers. It is important to note, however, that Rudner's study was based on a survey given by Bob Jones University to a sample of families who used the university's standardized testing program. No data exist on the percentage of home schoolers who take standardized tests; these data may be comparing the top 21,000 home schoolers with the average regular student. Nevertheless, we can safely say that Wayne Johnson, president of the California Teachers Association, was seriously misinformed in telling *Time* magazine, "Putting money into home schooling is throwing money down a rathole. You have no idea if that money is being spent properly or children are benefiting." Many children clearly are benefiting.

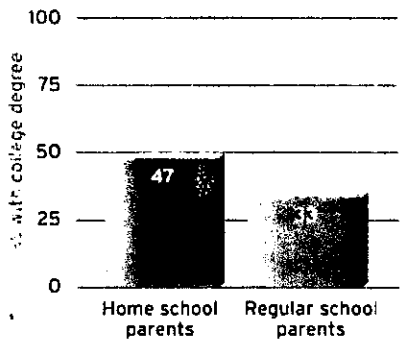
Home schoolers also find ways to succeed outside the classroom. Besides their disproportionate success in spelling bees, home schoolers participate in debate tournaments, public-speaking contests, and competitions that involve applied math and science. For instance, Chris Mayernik, a 12-year-old home-schooled student from Fairfax, Virginia, won the 1998 Lego Deep Sea Challenge Build-a-Thon. Contestants had to build a model of a futuristic underwater exploration vehicle out of the colorful blocks and describe how the vehicle would operate. Entries were judged on their creativity, usefulness, and scientific basis. Mayernik won for his multitiered creation, a high-tech research facility dubbed the "Titanic Search Station." Such contests are popular among home schoolers, at least in part because they provide a way to prove themselves to skeptical college admissions officers.

### A Class Size of One

Rudner attributes the success of home schooling mainly to the parents, who tend to be well educated, financially secure, and greatly concerned about the education of their children. This high level of parental involvement may lead to a more rigorous academic environment at home than children would find in a traditional classroom setting. "Home

## Educated Teachers (Figure 2)

*Almost half of all home-schooling parents hold a college degree, compared with a third of parents who send their children to school.*




SOURCE: Department of Education, 2001

schools can and do place a greater emphasis on study skills, critical thinking, working independently, and love of learning," writes Rudner. "Home schooling is typically one on one. Public schools typically have classes with 25 to 30 students and an extremely wide range of abilities and backgrounds. Home school parents are, by definition, heavily involved in their children's education; the same, unfortunately, is not true of all public or private school parents."

The individualized attention of home schooling means that students can learn at their own pace and master material before moving on. The opposite is also true: they are not held back by slower students. Parents can personalize the student's lessons, making home schooling more reminiscent of a classic tutorial system than a modern classroom setting. A minority of home schoolers even advocate "unschooling," which allows students to determine which subjects they will study based on their individual interests rather than follow a more rigid curriculum.

Interviews with parents who home school their children reveal a more traditional emphasis on reading, writing, and arithmetic, with less emphasis on social activities like gym, band, or study hall. In many cases, home-schooled students too young for high school reported studying advanced math, Greek, and Latin, and reading full-length biographies of historical figures. In short, the curricula followed by many home schoolers are certainly no less demanding than those offered in the public schools. Parents give many reasons for home schooling their kids, from worries about safety to the failure of schools to teach values, but their chief concern is still academics. Many parents simply feel that public schools do not teach their children what they need to know.

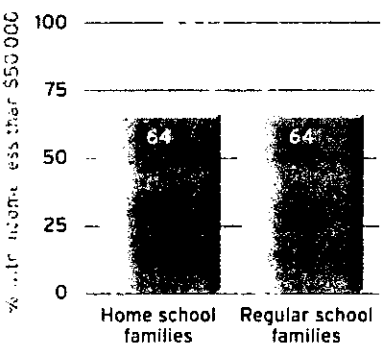
It is easy to dismiss the success of home schooling as simply further proof of the tenacious link between family background and academic achievement. Defenders of the public school system maintain that the majority of home schoolers, children reared in financially stable, two-parent families, are those most likely to succeed in any educational setting. But the differences between home schoolers and the rest of the student population are often overstated.

Parents who home school do tend to be better educated. Almost half (47 percent) of all home-schooled students have parents who hold a college degree, compared with only 33 percent of students in schools (see Figure 2). This still means, however, that more than half of all home-schooled students learn from parents who do not hold a college degree. Unfortunately, there is no research available to determine whether the success of home-schooled children varies with parental education.

Meanwhile, there is virtually no difference between home schoolers and their peers in terms of income. In its 2001 study, the Department of Education found that an equal share—64 percent—of home-schooled students and those in schools live in households with incomes of $50,000 or less (see Figure 3). To be sure, there is often a world of difference, academically speaking, between being raised by two college graduates, one of whom stays home to school the kids while the other goes off to a well-paying professional job, and being raised by two parents without college degrees, whose combined salaries total only $50,000. More than half, 52 percent, of all home-schooled students live in two-parent homes where only one parent works, compared with only 19 percent of those in school. Eighty percent of home schoolers live in two-parent homes, compared with 66 percent of those in school. Many home schoolers are reared in strong, stable families where the parents have made a nearly Herculean commitment to their children's education. Nevertheless, home-schooling families are by no means wealthy; they are largely middle class, with incomes slightly below the national average for all other families.

## No Wealth Effect (Figure 3)

*The share of home-schooling families with incomes below $50,000 is the same as among families who send their children to school.*




SOURCE: Department of Education, 2001

## Higher Education

According to a 1997 study by the Home School Legal Defense Association, 69 percent of home schoolers go to college, compared with 71 percent of public school graduates. As a growing number of home schoolers prepare to leave home, colleges and universities will be forced to make tough deci-

*On average, home schoolers appear to perform about three grade levels above their public school peers.*

sions regarding the admission of these unique students. Home schoolers face some unusual challenges in applying for college. For instance, how much weight will admissions officers put on letters of recommendation from Mom and Dad or on transcripts produced by home-schooling parents on their home computer?

Common to most college admissions requirements is some record of what the student has achieved or learned during the home-schooling process. Many home schoolers maintain portfolios of their work and a list of their accomplishments (books read, papers written, contests entered, awards won) to submit as part of their application. As many as two-thirds of American colleges will accept transcripts drafted by parents. There are also education companies that will test students in particular subjects and provide transcripts based on their performance.

To further buttress their applications, many parents enroll their home schoolers in college summer courses and then submit their grades as proof that their students can handle college-level work. Letters of recommendation are often obtained from employers, volunteer coordinators, or outside educators. Home-schooled students are now enrolled at institutions as varied as Appalachian Bible College, Dakota County Technical College, the University of Oregon, the United States Military Academy, the University of Chicago, and Stanford University. Home schoolers are enrolled at 19 of the top 20 national universities in the country. Thirty-six home-schooled students applied for admission to Stanford during the 2000 school year. Nine were admitted and joined the 2000 freshman class. This constitutes a 25 percent acceptance rate for home schoolers, nearly double the acceptance rate for other students.

The larger question is how home-schooled students are faring in college settings. A report released at the 1997 National Christian Home Educators Leadership Conference in Boston, Massachusetts, tracked 180 students—60 from public schools, 60 from private schools, and 60 home schoolers—over four years of college. The study compared the students in five areas determined to be important to college success—academic, cognitive, spiritual, affective-social, and psychomotor skills. In academics, home schoolers ranked first in 10 of 12 indi-

*For many students, home schooling appears to be a flexible, engaging method that unlocks their creativity and inspires them to greater pursuits.*

cators. Other studies have shown home schoolers to have above-average grade-point averages.

In many ways the nature of home schooling, with its emphasis on independent study, seems to prepare students for college in a way that public schools may not. "Home schoolers bring certain skills—motivation, curiosity, the capacity to be responsible for their education—that high schools don't induce very well," a Stanford University admissions officer recently told the *Wall Street Journal*.

By far the most frequent criticism of home schooling is that it fails to prepare children to deal with the social aspects of college life—or, for that matter, the social aspects of life in general. A National Education Association (NEA) position paper claims that "home-schooling programs cannot provide the student with a comprehensive education experience." But there is plenty of evidence to the contrary. The 1997 Home School Legal Defense Association study found that 98 percent of 1,926 home-schooled students surveyed were involved in two or more extracurricular activities. More than 80 percent said they played frequently with people outside their family and went on field trips. Almost half of those surveyed indicated that they participated in group sports or music classes outside their home. Many public schools even allow home schoolers to participate in organized extracurricular events such as team sports, science labs, or social organizations. The same critics who say that home schooling is detrimental to the socialization of children, namely the NEA, would also deny them access to extracurricular activities in the public schools.

In fact, parents often mention socialization as one of the key reasons why they decided to home school their children in the first place (see Figure 4). Citing increased school violence, lack of discipline in the classroom, overcrowding, and a poor learning environment, many parents simply feel that they can do a better job at home. Furthermore, some scholars note that classroom socialization is not always a positive experience. The crucible of adolescence, especially in an environment as mean-spirited and competitive as a middle school or high school can be, may lead to weak social skills, low self-esteem, and dependence on one's peers for self-definition.

The strongest evidence against the charge that home schoolers tend to be socially inept, however, is found in the stories of home schoolers who are enrolled in colleges and universities across the nation. Marlyn Lewis, director of admissions at Harvard University, maintains, "The home-schooled students at Harvard are indistinguishable from the other students. They are all high-caliber individuals. They are highly motivated, excel academically, and have no unusual problems adapting to campus life."

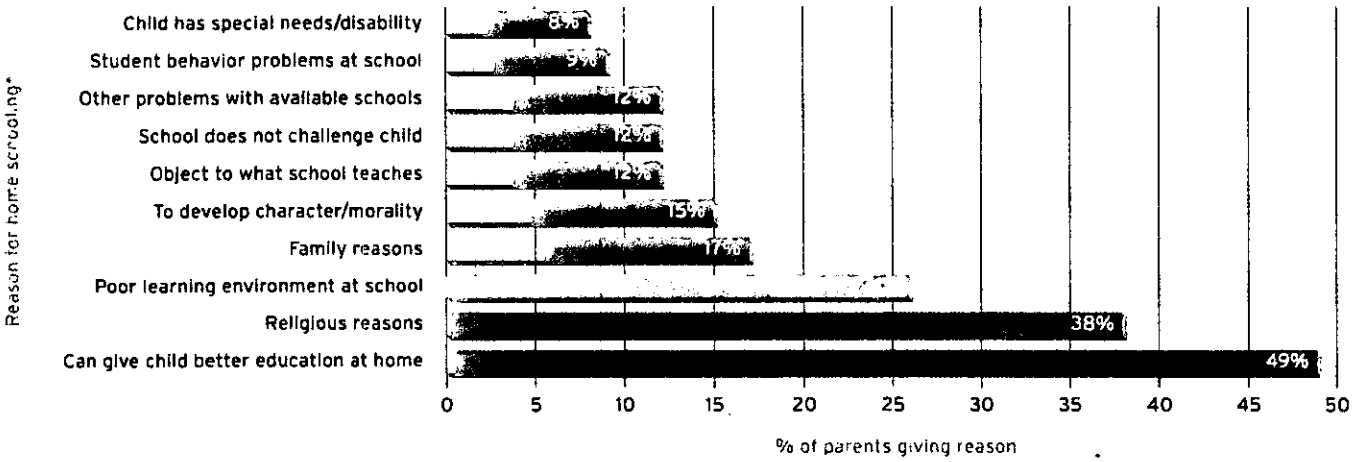
The *New York Times* has done a number of follow-up stories tracing home schoolers as they leave home and enter college life. Their interviews reveal that these students do not consider home schooling a barrier to college success, do not have abnormal anxieties, and generally meet the college challenge with few difficulties. In many cases, these students were among the best on campus, noted for their high GPAs, maturity, ability to express themselves, and intellectual curiosity. None of these students expressed any difficulty adapting to college social life.

## Not for Everyone

Home schooling certainly has its limitations; it is not a panacea for modern education. It seems to thrive in stable two-parent families where one parent stays home, an increasingly endangered species of family

## Why Home School? (Figure 4)

*Parents give many reasons for home schooling their children, but none so often as the feeling that they can provide a better education at home.*




* Parents could give more than one answer

**SOURCE:** Department of Education, 2001

organization. Home schools also lack the resources of public education. Most home-schooling families cannot afford the variety of materials that public schools make available to students. Such limitations are most acutely felt in the sciences, where lab equipment and supplies are outside the budget of most families. Many home schoolers simply do without. In addition, many parents feel uncomfortable teaching more-demanding subjects such as physics and chemistry. It is no surprise, then, that many children are home schooled until they reach high school and then enter the public school system.

On returning to the public school system, home schoolers do not always excel. One Houston-area high-school teacher noted that home schoolers often suffer from a sort of culture shock when confronted with a modern high school. "More than anything, they have trouble adjusting to the rigid schedules and structure of a formal classroom. They are used to learning at their own pace, and they sometimes feel overwhelmed when they are hit with six subjects a day whether they like it or not. Their grades sometimes suffer because they can't keep up." One local area administrator also noted that home schoolers often suffer from "delusions of grandeur." Low test scores are assumed to be the fault of the teacher or school system, when in reality the parents' grading standards were simply more lax then those of the student's current teacher.

To complicate all these issues, the data on home schooling are very limited. By definition, parents who home school take a more active role in their children's education. It may very well be the case that these kids would succeed in most any academic environment, precisely because their parents have made education a family priority. It is thus difficult to come to definite conclusions about home schooling as an educational *method*.

My analysis of college admissions scores and acceptance rates suffers from the same selection effect, but perhaps to a greater degree. Here I am focusing not just on home schoolers, but on only those home schoolers bound for college. When I look at college admission tests, I am limiting the sample to those home schoolers who value higher education. The stories of superior academic achievement, higher test scores, and campus success may be less a function of home schooling than an indication of students who take their academic careers very seriously.

Nevertheless, home schoolers clearly do no worse than students educated in schools. Moreover, for many students, home schooling appears to be a flexible, engaging method that unlocks their creativity and inspires them to greater pursuits. Home schooling may not be for everyone, but for students and parents who are committed to the endeavor, it appears to be a viable alternative to public education.

*–Christopher W. Hammons is an assistant professor of political science at Houston Baptist University.*

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Issue Brief

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NCES 2009-030

# 1.5 Million Homeschooled Students in the United States in 2007

Since 1999, the National Household Education Surveys Program (NHES), conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences, has collected nationally representative data that can be used to estimate the number of homeschooled students in the United States. This Issue Brief provides estimates of the number and percentage of homeschooled students in the United States in 2007 and compares these estimates to those from 1999 and 2003. In addition, parents' reasons for homeschooling their children are presented. Estimates of homeschooling in 2007 are based on data from the Parent and Family Involvement in Education Survey (PFI) of the 2007 NHES.[1]

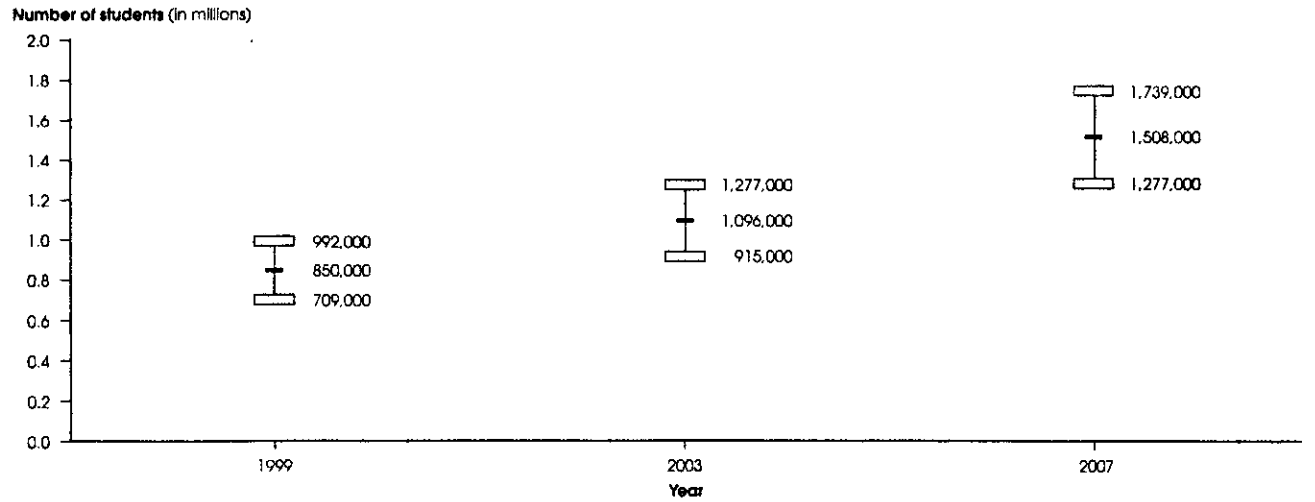
Data were collected for students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade. Interviews were conducted with the parents of 10,681 students, including 290 homeschooled students. When weighted, these data represent the experiences of approximately 51,135,000 students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade in the United States in 2007.[2]

In this Brief, students are considered to be homeschooled if their parents reported them as being schooled at home instead of at a public or private school for at least part of their education and if their part-time enrollment in public or private school did not exceed 25 hours a week. Students who were schooled at home primarily because of a temporary illness are not included as homeschoolers.

## Number and Percentage of Homeschooled Students in the United States

Data from the 2007 NHES survey show an estimated 1.5 million students (1,508,000) were homeschooled in the United States in the spring of 2007 (figure 1). This represents an increase from the estimated 1.1 million students who were homeschooled in the spring of 2003 (Princiotta, Bielick, and Chapman 2004). In addition, the percentage of the school-age population that was homeschooled increased from 2.2 percent in 2003 to 2.9 percent in 2007 (not shown in tables or figures). Data from the 1999 NHES showed an estimated 850,000 homeschooled students in the United States—about 1.7 percent of the school-age population (Bielick, Chandler, and Broughman 2001). The increase

**Figure 1. Estimated number and 95 percent confidence interval for number of homeschooled students, ages 5 through 17 with a grade equivalent of kindergarten through 12th grade: 1999, 2003, and 2007**




NOTE: Excludes students who were enrolled in public or private school for more than 25 hours a week and students who were homeschooled primarily because of a temporary illness. The numbers in bold are the estimated number of homeschooled students in the United States. The numbers above and below the bold numbers are the upper and lower boundaries of the 95 percent confidence interval around the estimates.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey of the 1999 National Household Education Surveys Program (NHES); Parent and Family Involvement in Education Survey of the 2003 and 2007 NHES.

in the homeschooling rate (from 1.7 percent in 1999 to 2.2 percent in 2003 to 2.9 percent in 2007) represents a 74 percent relative increase over the 8-year period and a 36 percent relative increase since 2003.[3]

As with the results from any sample survey, the numbers and percentages discussed in this Issue Brief are estimates of the actual numbers and percentages of homeschooled students in the population. Although 1.5 million is the best estimate of the number of homeschoolers from the 2007 NHES, another similar sample survey might produce a different estimate. The margin of error presented in this Issue Brief defines a range of values around an estimate within which 95 percent of the estimates from all possible similar sample surveys are expected to fall. It is presented along with each estimate to show the range of possible values for the estimate. The margin of error for the number of students who were homeschooled in spring 2007 is +/- 231,000, which means the range of the estimate is from 1,277,000 to 1,739,000 (figure 1).[4] Confidence intervals vary from year to year and are largest in 2007.

The estimates of homeschooling discussed in this Issue Brief include students who were homeschooled only and students who were homeschooled while also enrolled in school for 25 hours or less per week. As shown in table 1, in all 3 survey years, about four out of five homeschoolers were homeschooled only, while about one out of five homeschoolers was also enrolled in public or private school part time.

## Parents' Reasons for Homeschooling Their Children

In the 2003 and 2007 NHES, parents were asked whether particular reasons for homeschooling their children applied to them. The three reasons selected by parents of more than two-thirds of students were concern about the school environment, to provide religious or moral instruction, and dissatisfaction with the academic instruction available at other schools (figure 2). From 2003 to 2007, the percentage of students whose parents reported homeschooling to provide religious or moral instruction increased from 72 percent to 83 percent.

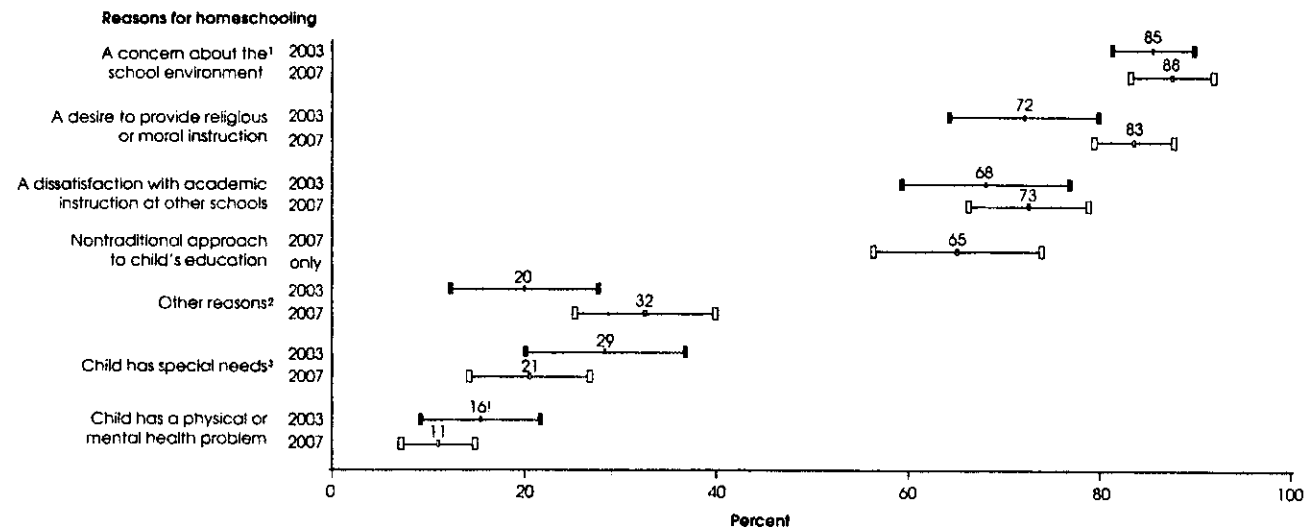
In the 2007 NHES, parents also were asked which one of their selected reasons for homeschooling was the most important.[5] The reason reported by the highest percentage of homeschoolers' parents as being most important was

**Table 1. Percentage of homeschooled students, ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by school enrollment status: 1999, 2003, and 2007**

| | Year | | | | | |
|---|---|---|---|---|---|---|
| | 1999 | | 2003 | | 2007 | |
| School enrollment status | Percent | +/- | Percent | +/- | Percent | +/- |
| Total | 100 | † | 100 | † | 100 | † |
| Homeschooled only | 82 | 6 | 82 | 7 | 84 | 5 |
| Enrolled in school part time | 18 | 6 | 18 | 7 | 16 | 5 |
| Enrolled in school for less than 9 hours a week | 13 | 6 | 12 | 6 | 11 | 5 |
| Enrolled in school for 9 to 25 hours a week | 5 | 3 | 6 | 4! | 5 | 3! |

† Not applicable.
+/- is margin of error for a 95 percent confidence interval.
! The standard error for this estimate is greater than 30 percent of the estimate. Interpret with caution.
NOTE: Excludes students who were enrolled in public or private school for more than 25 hours a week and students who were homeschooled primarily because of a temporary illness. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics. Parent Survey of the 1999 National Household Education Surveys Program (NHES), Parent and Family Involvement in Education Survey of the 2003 and 2007 NHES.

**Figure 2. Percentage and confidence interval estimates of homeschooled students, ages 5 through 17 with a grade equivalent of kingergarten through 12th grade, whose parents reported various reasons for homeschooling: 2003 and 2007**




! The standard error for this estimate is greater than 30 percent of the estimate. Interpret with caution.
[1] Includes reasons such as safety, drugs, or negative peer pressure
[2] Other reasons parents gave for homeschooling include family time, finances, travel, and distance.
[3] Special needs are needs other than a physical or mental health problem that the parent feels the school cannot or will not meet
NOTE: Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled primarily because of a temporary illness.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 and 2007 National Household Education Surveys Program (NHES).

to provide religious or moral instruction (36 percent). For an additional 21 percent, the most important reason was concern about the school environment, and for 17 percent it was dissatisfaction with the academic instruction available at other schools. The remaining homeschoolers had parents who reported another reason as being most important (child has a physical or mental health problem, 2 percent; child has other special needs, 4 percent; interest in a nontraditional approach to education, 7 percent; other reasons such as family time, finances, travel, and distance, 14 percent).[6]

## Summary

From 1999 to 2007, the number of homeschooled students in the United States increased, as did the homeschooling rate. In 2007, parents homeschooled their children for a variety of reasons, but three reasons—to provide religious or moral instruction, concern about the school environment, and dissatisfaction with the academic instruction at other schools—were noted as most important.

Data from NHES can also be used to examine the student, family, and household characteristics of homeschoolers. Upcoming reports will use these data to study the characteristics of homeschoolers and to see how homeschooling rates may have changed between 1999, 2003, and 2007 for different segments of the student population.

## References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Princiotta, D., Bielick, S., and Chapman, C. (2004). *1.1 Million Homeschooled Students in the United States in 2003* (NCES 2004-115). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, D.C.

Schenker, N., and Gentleman, J.F. (2001). On Judging the Significance of Differences by Examining the Overlap Between Confidence Intervals. *The American Statistician, 55*(3): 182–186.


## Endnotes

[1] Estimates of homeschooling in 1999 and 2003 are based on data from the Parent Survey of the 1999 NHES and the Parent and Family Involvement in Education Survey (PFI) of the 2003 NHES. NHES collected data about homeschooled students in 1996, but did not include questions about part-time homeschooling. Therefore, estimates from 1996 are not representative of the homeschooled population, are not comparable to later years, and are not included in NCES reports on homeschooling.

[2] When applied to survey data, weights allow for the generation of national estimates from a sample of respondents. They also adjust for characteristics of the survey design, nonresponse, and noncoverage. However, biases may exist in the data if weighting procedures have not adequately adjusted for these issues. A large-scale bias study was conducted in conjunction with the 2007 data collection. Readers interested in the findings of the bias study, as well as detailed information on NHES survey methods, weighting, and response rates, can refer to the Data File User's Manuals published online at http://nces.ed.gov/nhes.

[3] All estimates of change and relative change were computed using unrounded data.

[4] Although the confidence intervals surrounding the estimated number of homeschooled students in the United States may overlap somewhat, the differences between the estimates are statistically significant. Differences between estimates with overlapping confidence intervals can be statistically significant (Schenker and Gentleman 2001).

[5] "Most important reason for homeschooling" was asked differently in 2003 and 2007 and, therefore, cannot be compared across time.

[6] Percentages do not sum to 100 because of rounding.


The Issue Brief series presents information on education topics of current interest. All estimates shown are based on samples and are subject to sampling variability. All differences discussed are statistically significant at the .05 level; this means a difference is discussed only if the probability that it is due to chance (i.e., sampling variability) is less than 1 in 20. No adjustments were made for multiple comparisons. In the design, conduct, and data processing of National Center for Education Statistics (NCES) surveys, efforts are made to minimize the effects of nonsampling errors, such as item nonresponse, measurement error, data processing error, or other systematic error. For more information on the National Household Education Surveys Program (NHES), visit http://nces.ed.gov/nhes.

This Issue Brief was prepared by Stacey Bielick (American Institutes for Research) of the Education Statistics Services Institute (ESSI). For further information, contact Gail Mulligan, NCES, at 202-502-7491 or gail.mulligan@ed.gov. To order additional copies of this Issue Brief or other NCES publications, call 1-877-4ED-PUBS or visit http://www.edpubs.org. NCES publications are also available on the Internet at http://nces.ed.gov.

Issue Brief

# 1.5 Million Homeschooled Students in the United States in 2007

NCES 2009-030

The Issue Brief series presents information on education topics of current interest.

**U.S. Department of Education**
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New Hampshire Department of Education
Division of Program Support - Bureau of Data Management
101 Pleasant Street, Concord, NH 03301-3852
Telephone: (603) 271-2778 Fax: (603) 271-3875

April 10, 2008

**State Totals - Home Schooled Enrollments by Participating Agent**
**1998-99 Through 2007-08**

**Public District Schools**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| Preschool | 1 | 15 | 2 | 2 | 1 | 0 | 2 | 1 | 2 | 1 |
| Kindergarten | 22 | 16 | 28 | 28 | 32 | 25 | 36 | 27 | 35 | 34 |
| Readiness | 3 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 1 | 247 | 242 | 258 | 340 | 333 | 352 | 347 | 338 | 335 | 365 |
| Grade 2 | 271 | 299 | 342 | 342 | 386 | 390 | 373 | 401 | 408 | 363 |
| Grade 3 | 294 | 295 | 348 | 357 | 368 | 364 | 397 | 378 | 422 | 405 |
| Grade 4 | 297 | 327 | 311 | 392 | 369 | 359 | 336 | 398 | 395 | 451 |
| Grade 5 | 286 | 304 | 385 | 334 | 395 | 360 | 364 | 353 | 421 | 418 |
| Grade 6 | 317 | 312 | 289 | 389 | 356 | 362 | 373 | 399 | 375 | 402 |
| Grade 7 | 268 | 327 | 347 | 329 | 373 | 343 | 404 | 381 | 395 | 397 |
| Grade 8 | 287 | 285 | 335 | 340 | 316 | 359 | 334 | 377 | 383 | 366 |
| Grade 9 | 167 | 179 | 187 | 274 | 282 | 273 | 316 | 274 | 332 | 304 |
| Grade 10 | 133 | 122 | 169 | 195 | 223 | 210 | 231 | 261 | 252 | 298 |
| Grade 11 | 64 | 66 | 78 | 95 | 112 | 119 | 117 | 105 | 127 | 145 |
| Grade 12 | 21 | 23 | 35 | 48 | 57 | 55 | 69 | 78 | 48 | 72 |
| Spec Ed Elem | 0 | 0 | 0 | 1 | 2 | 4 | 1 | 7 | 5 | 9 |
| Ungraded Elem | 4 | 0 | 37 | 9 | 8 | 5 | 4 | 4 | 7 | 3 |
| Spec Ed Sec | 0 | 0 | 1 | 4 | 7 | 16 | 0 | 4 | 2 | 3 |
| Ungraded Sec | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 5 | 3 |
| Post Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Totals** | **2,682** | **2,815** | **3,153** | **3,481** | **3,620** | **3,596** | **3,706** | **3,786** | **3,949** | **4,039** |

**Public Academies & Joint Maintenance Agreement**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Grades | 0 | 0 | 9 | 0 | 1 | 1 | 4 | 4 | 9 | 0 |

**Public Charter**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Grades | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Total Public**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Grades | 2,682 | 2,815 | 3,162 | 3,481 | 3,621 | 3,597 | 3,710 | 3,790 | 3,958 | 4,039 |

**Total - Nonpublic Schools**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Grades | 462 | 538 | 625 | 487 | 528 | 545 | 587 | 544 | 610 | 597 |

**Total - All Schools**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Grades | 3,144 | 3,353 | 3,787 | 3,968 | 4,149 | 4,142 | 4,297 | 4,334 | 4,568 | 4,636 |

**Department of Education**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Grades | 52 | 101 | 108 | 137 | 170 | 201 | 206 | 172 | 31 | 3 |

**Total Home Schooled**

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Grades | 3,196 | 3,454 | 3,895 | 4,105 | 4,319 | 4,343 | 4,503 | 4,506 | 4,599 | 4,639 |

February 11, 2009

To members of the House Education Committee:

My name is Katy Hamilton. With the exception of the first two grades, I was educated by my parents throughout my childhood. It has come to my attention that HB367 would introduce a number of new regulations for home educators, including required testing and giving local districts the authority to make subjective decisions. Although there are those hostile to home education, this is hardly my first concern; good intentions have caused far wider damage than malice ever will. My concern is that testing and regulations will stifle one of the most valuable aspects of home education: instilling the desire to learn.

There are many pieces to my K-12 education that might have seemed unorthodox to a well-meaning group of outsiders. In "middle school," an obsession over the book Jurassic Park led to interests in evolution and chaos theory. In "high school," goofing around with a video camera led to a lifelong love of film-making. While these young interests were not fully-fledged, grad-able/testable subjects, if you want to grow flowers you can't nip off the buds. In order to pursue these interests I had to jump into textbooks far beyond my reading and vocabulary levels. I still remember lying on my bedroom floor with The Origin of Species and a dictionary. Although my education included math, science, art, literature etc., what it really came down to was this: learning how to learn.

Two years ago I earned my Bachelor of Arts degree in Theater from the University of New Hampshire, but today I work for a robotics and industrial curriculum company as a curriculum developer. My recent work has included testing electronics circuits, as well as programming a database to keep track of our components. These are not skills I acquired as a part of my bachelors degree or in my years of high school, but knowledge I learned on my own time and applied on the job.

The addiction to learning has also enriched my life on a personal level. I recently had to delve into the resonance properties of aluminum for the sake of making wind chimes, and am now attempting to take up Bonsai. I don't always know where my interests will take me, but I do know that in the past they have opened doors that would have otherwise been shut.

My own interests aside, I don't believe this legislation is in the best interest of our state. New Hampshire is a center of technology and innovation, and our industries require a workforce that can adapt as quickly as the rest of the field. In the same way I don't know where my interests will lead, we don't know what future challenges our society will face. What I do know is that limber minds will always be needed for the task.

I hope to have children some day, and perhaps educate them at home. That decision will come when I meet them and know them, but it is my sincerest desire that they have as many choices in their education as I had in mine.

Sincerely,

Katy Hamilton

LIGHTS UP
DRAMA STUDIO
360 Federal Hill Road, Milford NH 03055
603-672-7815 www.lightsupdrama.com

The House Education Committee

Dear Committee Members,

I strongly oppose the Bill HB367.

I am a drama teacher who has taught for four years under a rigid, examination oriented education system in South Africa, based on the English GGE. The race to keep up with the syllabus-no matter the abilities of the child, and the pressure to produce results on paper, allowed many a student to be diminished. The academics will always do well, but sometimes the more interesting and creative child just doesn't do well with test scores.

I have also experienced the exact opposite. I have taught developmental drama in New Hampshire for 12 years now. I focus on the individual child and their personal development. I tailor the lessons, the stories, poetry, plays and role-play to the student and because there is no evaluation form to restrict us I can listen, watch and guide. The results are exciting! I am deeply committed to the student's growth, expression and enjoyment. Teaching this way is more of a challenge - the lessons have to be open ended; the production of the 12 lessons is a relaxed sharing for parents. It is amazing to see how even the most difficult, challenged child excels in this nonjudgmental situation.

My favorite students are my homeschoolers, they think 'outside the box'. I work with the parents to find a focus for the workshops; suggest ideas to the students and so often they run with them. If I had to keep to a rigid syllabus, continually testing and evaluating, a very delicate balance would be lost.

The evidence of student growth is real enough. I have had some extremely awkward students over the years yet they have evolved into professional actors, musicians, teachers, librarians. The list of vibrant, confident homeschoolers who have passed through my drama classes is endless - only because I was allowed to individualize the programs created by the homeschooling parents and myself. It is not just the academic side that the homeschooling parents are nurturing, but many aspects of their children's development that help them be successful in life.

I urge you to allow the teachers and homeschooling parents the freedom to make spontaneous decisions and the students the freedom to grow.

Roberta G. Woolfson

Roberta Woolfson
Director

Info on comparative state laws from HSLDA website

**CT—very low regulation state**

**Compulsory attendance age:** 5-18 (or graduation)
**Required days of attendance**: 180 days
**Required subjects**: reading, writing, spelling, English, grammar, geography, arithmetic, US History, citizenship (town, state, and federal government); CT law requires that students not in public school receive "equivalent instruction to studies in public school."
**Notification:** (in DOE procedures, not law, HSLDA advises that following these is not required by statute but recommended by HSLDA to avoid conflict)
A "notice of intent" form from CT DOE should be filed with the local Superintendent within 10 days of beginning HS, to include
- Name of the teacher
- Subjects
- Days of instruction
- Teacher's method of assessment

Receipt of notification is not an indication of approval of the program
**Evaluation:** annual end-of-year portfolio review "to determine if instruction in the required courses has been given;" no evaluation of progress, no attendance records, and no review of curriculum materials are required
Standardized tests: none required
**Noncompliance**: student is considered truant
**Teacher qualifications**: none

**MA—high regulation state**

**Compulsory attendance age:** 6-16 (currently considering 18)
**Required days of attendance:** 180 days or 900 hrs elem; 990 hours 2ndary
**Required subjects**: reading, writing, English language and grammar, geography, arithmetic, drawing, music, history, constitution, citizenship, health (incl CPR), PE, good behavior.
**Notification**: HS is regulated like private schools: instruction must be "approved in Advance" by local superintendent or DOE commissioner; approval is granted "when satisfied that the instruction in all studies required by law equals in thoroughness and efficiency, and in the progress made therein, that the public schools in the same town;" approval cannot be withheld based on religious tchng.
"Care and Protection of Charles" (court decision, 1987) determined 4 areas the superintendent may examine:
1) the proposed curriculum and the number of hours of instruction
2) the competence of parents to teach (may not require certification or college degree
3) texts, workbooks, lesson plans, teaching manuals (to determine subjects taught and grade level; the manner of teaching cannot be dictated)
4) periodic assessment; may require a test or a parent-approved substitute

Home visits are allowed with the parents' consent.

**Teacher qualifications**: none

**Evaluation:** 1) standardized tests OR 2) a parentally approved alternative such as Progress reports, dated work samples, portfolio review, assessment by a parentally chosen certified teacher

**ME—moderate regulation state**

**Compulsory Attendance Age**: 7-17 (15 w parent and sch. bd. permission or attending college full time

**Required days of attendance:** 175

**Required subjects:** Option 1: English and language arts, math, science, social studies, PE and health, library, fine arts, Maine studies (in 1 grade between gr. 6-12), Computer (in 1 grade between 7-12)

Option 2: English (reading, writing, spelling, grammar), math, science, American history, Maine history and geography, government, citizenship

Homeschoolers can follow the homeschool law or laws for "non-approved private schools"

Homeschool law: students can be excused from public school attendance if:

**Notification**

1) A one-time notice of intent to HS is given to the local superintendent and the DOE commissioner within 10 days of starting program, to include:
    a. Name, signature, and address of parent
    b. Name and age of student
    c. Date home school program will begin or began
    d. Statement of assurance that instruction will be provided for at least 175 days and will cover the listed subjects
    e. Statement of assurance that parents will submit an end-of-year assessment
2) By Sept. 1, each year thereafter, submit the results of the year-end assessment and an intent to continue the HS program to the superintendent and the commissioner
3) Parents must keep copies of items in 1 and 2 to conclusion of HS program, to be available to the commissioner on request (privacy protected)

**Teacher qualifications:** none

**Evaluation:** An end-of-year assessment must be submitted to the superintendent and the DOE commissioner and may be:

a. a national standardized test
b. a local test administered by the local district
c. an evaluation progress review and acceptance conducted by:
    1. a Maine certified teacher
    2. a homeschool support group that includes a Maine certified teacher or administrator who reviewed a portfolio
    3. an advisory board, established before school starts, appointed by the superintendent with 2 homeschool teachers and 1 school official

Non-approved private school regulations: defined as having at least 2 unrelated students.

**Notification and Evaluation**

The "chief administrative official" should:

1) Annually by Oct. 1 file a letter with the Commissioner asserting that the school:
    a) complies with applicable state and local fire and health laws; gives the names, addresses, and grade level of all students to the local superintendent
    b) operates at least 175 days or 875 hours
    c) provides the instruction listed in Option 2
    d) examined and approved all teachers for competence
    e) furnishes at least 4 academic progress reports annually
    f) informs parents of assessment methods, grade level, and results
2) Annually informs parents of the guidelines above and the school's commitment to follow them. (Parents do not need to file with the state of local district.)

**VT—high regulation state**

**Compulsory attendance age:** 6-16 (or completion of 10th grade)

**Required days of attendance:** none ?

**Required subjects:** basic communication skills incl. reading, writing, and the use of numbers; citizenship, history, and government in Vermont and the US; PE and health (incl. the effects of tobacco, alcohol, and drugs on self and society); English, American, and other literature; the natural sciences, and fine arts.

A student may be excused from a public school if he or she attends a homeschool program for the full number of days that school is held. A homeschool program is defined as providing a minimum course of study to children residing in one home or, in addition, two or fewer other children, or additional children from one family.

**Notification:** a written enrollment notice for each child is required with a subsequent notice anytime after March for each subsequent year, giving:

1.name and age (year and month) of each child

2.name, address, town of legal address, phone number of parent or legal guardian

3. assessment of progress for each child enrolled in the previous year
4. for each child not enrolled in a VT public school or VT homeschool program, an "independent professional evidence of whether the child has a disability"
5. names, addresses, telephone numbers, and signatures of all persons providing ongoing instruction in any required subject except PE, health, and fine arts
6. signatures of all custodial parents or guardians who are legally authorized to make educational decisions for the child

Must also submit "a detailed outline or narrative which describes the content to be provided in each subject area of the minimum course of study." The narrative should describe special services for special ed students. Programs successfully completed for two consecutive years need not resubmit an outline. "Successful completion" means:

a. the program has not been disallowed by a hearing officer
b. the student made progress appropriate to age and ability in each required subject area
c. the program has otherwise complied with the HS law

The commissioner may waive requirements based on "deep religious conviction." The commissioner has no power to "approve" the HS program. The commissioner will send an acknowledgement of receipt of notification and may ask for missing information, to be supplied in 14 days. The child may be enrolled immediately, or in 45 days during which time the commissioner may order a hearing if he or she "has information that reasonably could be expected to justify an order of termination."

**Teacher qualifications**: none
**Annual Evaluation** options:

a) A report by a VT certified teacher, using a form designated by the commissioner

b) OR a report prepared by the parents, the student's instructor, a report from a publisher of a commercial curriculum together with a portfolio to demonstrate progress in each required subject area (not including PE, health, fine arts for children over 12)

c) OR complete results of a standardized achievement test on a list approved by the Commissioner, administered in a manner approved by the testing company, and scored in accordance with the law

**RI—high regulation state**

**Compulsory Attendance Age**: 6-16 (to leave before 18, must have written parental permission.)
**Required Days of Attendance**: equal to that required by law in public schools
**Required subjects:** reading, writing, geography, arithmetic, civics, English, health, PE

A child may receive a "course of home instruction approved by the school committee of the town in which the child resides" if:

a. the period of attendance is substantially equal to that of the public schools
b. an attendance register is kept
c. the teaching in the required subjects is "thorough and efficient"

If the local school committee denies the right to home school, the parents may appeal to DOE and have a hearing. The Commissioner ruled it is a constitutional right to educate one's child and that home visitations cannot be mandated over the objections of parents.

In some districts, a parent may present a certificate that their child attends a local private school's satellite program rather than comply with the requirements above.

**Teacher qualifications**: none
**Evaluation**: None required in statute. Commissioner says local districts can require some form of assessment as long as they accommodate parents' preferences for "certain mechanisms of measurement." Religious home schoolers may not be forced to test

within the local school unless the state can prove that this "furthers a compelling state interest" and is the "least restrictive means" of doing so.
Three court cases cited.

**NY (high regulation state)**

**Compulsory Attendance Age**: 6-16 (local board may raise to 17 if student is not working)
**Required days of attendance**: 180 (900 hours, gr. 1-6; 990 hours, gr. 7-12
**Required subjects:** (K-12): patriotism and citizenship, substance abuse, traffic and fire safety; grades 1-6: arithmetic, reading, spelling, writing, English, geography, US History, science, health, music, visual arts, PE; grades 7-8: English, history, geography, science, math, PE, health, art, music, practical arts, library skills; at least once in 1st 8 grades: US and NY history and constitution; grades 9-12: 4 credits English, 4 credits social studies including American history, participation in government, and economics; 2 credits math, 2 credits science, 1 credit art or music, .5 credit health, 2 credits PE, 3 credits electives.

Instruction given other than in public school must be substantially equivalent to instruction given to pupils of like age and attainment in public school.

Home school parents are required to:
**Notification:** 1) submit intent to home school to the superintendent by July 1 (the beginning of the school year) annually or within 14 days of commencing midyear.

2. Fill out an Individualized Home Education Plan by Aug. 15 or within 4 weeks of receipt of form giving
    a. child's name, age, grade level,
    b. b. a list of the syllabi, curriculum materials, textbooks, or a plan of instruction,
    c. dates for submission of quarterly reports
    d. name of persons giving instruction
    e. If student does at least 12 credits/semester at a degree granting school, parent must state this along with subjects covered.
3. maintain records of attendance (only submitted on request of supt.)
4. file quarterly reports of number of hours of instruction, description of material covered in each subject, a grade or narrative evaluation of each subject (the supt. has no authority to judge the adequacy of these reports)

**Evaluation:** 5. file an annual assessment with the last quarterly report; may be either a norm referenced achievement test OR a written narrative evaluation. The achievement test may be administered by a certified teacher or another "qualified person." A certified teacher, a home instruction peer group review panel, or other person can conduct the written narrative evaluation. A parent could potentially conduct the test or the written narrative, but unless the assessment is administered at the local school or an registered non-public school, the individual must be chosen "with the consent of the superintendent."

Grades 1-3: written evaluation may be used
Grades 4-8: written evaluation may be used every other year
Grades 9-12: standardized testing must be done every year

Family court in Oswego County held home visits to be unconstitutional and unenforceable.

**Teacher qualifications:** Instruction must be done by a "competent teacher" as demonstrated by regs above. Certification not required.

**Evaluation:** Standardized tests: a parent can choose from the Iowa Test of Basic Skills, California Achievement Test, Stanford Achievement Test, Comprehensive Test of Basic Skills, Metropolitan Achievement Test, a State Education Department Test, or another test approved by the State Education Department (such as PASS), and have it administered at a place of the parents' choosing. The test is deemed adequate if the child's composite score is above the 33rd percentile or the score reflects one academic year of growth compared to the score from the previous year.

**NH—moderate regulation state**

**Compulsory Attendance Age:** 6-16 (18 as of 7/1/09, not applied to homeschool students who have completed a high school course of study)
**Required days of attendance**: none for home schoolers
**Required subjects**: science, mathematics, language, government, history, health, reading, writing, spelling, the history of the constitutions of NH and the US, exposure to and appreciation of art and music

Home education is recognized as a right and as more individualized than normally provided in a classroom setting.

**Notification**
To home school, a parent must:
1. File an annual notice within 5 days of commencing, and by the beginning of school when continuing, to the chosen "participating agency:" superintendent, commissioner, or principal of nonpublic school (HSLDA recommends latter). The notice includes children's names, addresses, birthdates. The participating agency must acknowledge receipt within 14 days.
2.Programs automatically terminate Aug. 1 (in rules). If a program ends before Aug. 1, written notice must be sent to the participating agency within 15 days.

**Records**
Parents must keep a portfolio of records, including a log of reading materials used, samples of writing, worksheets, workbooks, or creative materials used or done by the child, for two years.

**Teacher Qualifications**: none

**Assessment/Evaluation**: Parents must submit one of the following to the participating agency by July 1:

1) a written evaluation prepared by a certified teacher or a current nonpublic school teacher selected by the parent, written after reviewing the portfolio and discussion with the parent and child OR
2) the results of any national student achievement test administered by a person meeting the provider's or publisher's qualifications, with a composite score at or above the 40$^{th}$ percentile OR
3) the results of a state assessment test administered by the local district with a composite score at or above the 40$^{th}$ percentile OR
4) any other valid measuring tool agreed to by the parent and participating agency

**Remediation**
The participating agency shall notify the parent if the child has not made progress commensurate with age and ability. The parent shall have one year to improve. If progress is still not satisfactory, the commissioner may terminate the home school program. Parents may appeal this decision and request a hearing with an impartial hearing officer appointed by the commissioner which shall be noticed within 10 days and held within 30 days of notice. Decisions of the hearing officer may be appealed by the parent or commissioner to a "court of competent jurisdiction" and filed within 30 days.

Local districts are not liable for providing an adequate or a free and appropriate education to home school students.
The law establishes a Home Education Advisory Council.

7-22

Adopted by the State Board 1-19-05
Effective 1-22-05

Ed 315.01 Statement of Purpose. The purpose of these rules is to provide standards applicable to home education programs. These rules take into account the fact that home education is an alternative to attendance at a public or private school and is an individualized form of instruction in accordance with chapter 279:2, laws of 1990.

Ed 315.02 Definitions.

(a) "Child" means "child" as defined in RSA 193-A:1, I.

(b) "Commissioner" means commissioner of education.

(c) "Composite results," as referred to in RSA 193:A-6 II(b), means one score that is provided by the publisher of the standardized test, or the average of all such scores that have been provided by the publisher of the standardized test.

(d) "Correspondence school" means a distance learning, web based, or other similar program of instruction.

(e) "Department" means the New Hampshire department of education.

(f) "Educational progress" means growth in learning commensurate with age and ability within the child's individual home education program that is described in Ed 315.04.

(g) "Nonpublic school" means "nonpublic school" as defined in RSA 193-A:1, II.

(h) "Parent" means "parent" as defined in RSA 193-A:1, III.

(i) "Participating agency" means the resident district superintendent, the commissioner, or a nonpublic school principal.

(j) "Resident district" means "resident district" as defined in RSA 193-A:1, IV.

(k) "Teacher" means a teacher who holds N.H. certification, is certified in another state which is a party to the interstate contract, or is currently teaching in a nonpublic school.

Ed 315.03 Eligibility. A parent shall be eligible under these rules to establish a home education program for a child between 6 and 16 years of age including an "educationally disabled child" as defined under RSA 186-C:2, I, provided that the definition of "educationally disabled child" as defined under RSA 186-C:2, I, for the purposes of Ed 315, shall be applicable only to children between 6 and 16 years of age.

Ed 315.04 Notification.

(a) On or before the date a home education program will begin, a parent desiring to initiate a home education program shall so advise the participating agency with which the program shall be established by providing only the information listed below:

(1) The date on which the program will begin;

(2) The name and full address, including street and town, of the child;

(3) The child's date of birth;

(4) The name and address of the parent(s); and

(5) A phone number at which the parent(s) may be reached during normal business hours.

(b) A participating agency or school district shall not require information in addition to the information required under (a) above.

(c) No later than 30 calendar days after the date on which a program begins a parent shall provide the following information to the participating agency in compliance with RSA 193-A:5, I:

(1) A list of the subjects to be taught each child in accordance with RSA 193-A:4, I;

(2) The name of an established correspondence school used, if any;

(3) The name of an established commercial curriculum provider used, if any;

(4) A table of contents or other material which outlines the scope and instructional sequence for each subject, or both; and

(5) A list of textbooks or other instructional materials used.

(d) When a parent supplies information to a participating agency under (c)(1) above, the participating agency shall not require:

(1) Assignment to a grade level for a child; or

(2) That the hours and dates of operation of a home education program coincide with the resident district calendar.

(e) The participating agency shall not require notification of method or date of evaluation at this time. However, if the parent intends to use the state or local assessment provided by the resident district, the parent shall notify the resident district of his or her intent to do so at the time the information above is provided to the participating agency.

(f) The parent of a child currently enrolled in a public school in the resident district shall advise the resident district superintendent of the child's withdrawal from attendance in public school on or before the date the home education program shall begin and shall follow all notification procedures set forth in this section.

(g) A home education program established in accordance with this section shall remain in effect until August 1 of each year unless terminated in accordance with (i) below or Ed 315.17. If a program is transferred because of a change in resident district for the child or by choice of the parent, the program shall continue until August 1 under the new participating agency.

(h) The following shall apply to transfer of home education programs:

(1) If the child moves and the parent wishes to continue a program which was established with the former resident district superintendent as the participating agency and selects the new resident district superintendent as the new participating agency, the parent shall so inform both superintendents in writing;

(2) In any other case, both the participating agency with which the program was established and the new participating agency shall be informed in writing by the parent; and

(3) In either (1) or (2) above, upon notification in writing by the parent of a change in participating

agencies, the former participating agency shall transfer all pertinent records for the current year to the new participating agency.

(i) A parent wishing to voluntarily terminate an established home education program shall notify in writing within 15 calendar days of termination the appropriate agencies as listed below:

(1) If a program was established with the resident district superintendent, the parent shall notify the resident district superintendent and the commissioner;

(2) If a program was established with the commissioner, the parent shall notify the commissioner and the resident district superintendent; and

(3) If a program was established with a nonpublic school principal, the parent shall notify the nonpublic school principal, the commissioner and the resident district superintendent.

Ed 315.05 Duties of Participating Agencies and Parents.

(a) A resident district superintendent on receipt of a notification as described in Ed 315.04(a),(c) and (e) shall comply with paragraph (e), below. The resident district superintendent shall assist the parent making such notification in complying with RSA 193-A:6. No fee shall be collected for this service.

(b) The commissioner on receipt of a notification as described in Ed 315.04(a),(c) and (e) shall comply with paragraph (e), below. The commissioner shall assist the parent making such notification in complying with RSA 193-A:6. No fee shall be collected for this service.

(c) Participation in home education programs shall be optional for nonpublic schools. A nonpublic school principal who agrees to participate in an individual home education program shall, on receipt of a notification as described in Ed 315.04(a),(c) and (e), comply with paragraph (e), below. The nonpublic school principal shall assist the parent making such notification in complying with RSA 193-A:6. The nonpublic school may charge a fee for this service.

(d) Resident district superintendents or nonpublic school principals as participating agencies shall maintain a list of all home education programs for which they have received notification. This list shall contain the name, date of birth and address of each child for whom a home education program is established. On October 1 of each year, the participating agency shall notify the commissioner of the number of children for whom programs were established.

(e) Once the notification is filed, the following shall apply:

(1) The resident district superintendent, commissioner or nonpublic school principal shall review the notification for compliance with Ed 315.04(a),(c) and (e);

(2) If the notification complies with Ed 315.04(a),(c) and (e) the resident district superintendent, commissioner, or nonpublic school principal shall send a letter acknowledging the establishment of the home education program within 21 calendar days of receipt of such notification;

(3) If any of the requirements of Ed 315.04(a),(c) and (e) are not met by the notification, the resident district superintendent, commissioner, or nonpublic school principal shall return by certified mail with return receipt the notification to the parent within 5 business days along with a letter describing the information required to comply with Ed 315.04(a),(c) and (e);

(4) The parent shall have 10 calendar days from receipt of the returned letter to send an amended notification to the resident district superintendent, commissioner, or nonpublic school principal;

(5) If an amended notification meets the requirements of Ed 315.04(a),(c) and (e) the resident district superintendent, commissioner, or nonpublic school principal shall immediately send a letter acknowledging the establishment of the home education program;

(6) If an amended notification does not meet the requirements of Ed 315.04(a),(c) and (e), the resident district superintendent, commissioner, or nonpublic school principal shall immediately send a letter explaining the deficiencies;

(7) The resident district superintendent or nonpublic school principal shall forward a copy of the original notification, the amended notification, and the letter explaining the deficiencies to the commissioner;

(8) If the commissioner determines that the amended notification meets the requirements of RSA 193-A:4, I and RSA 193-A:5, II, the commissioner shall acknowledge the establishment of the home education program;

(9) If the commissioner determines that the amended notification does not meet the requirements of RSA 193-A:4, I and RSA 193-A:5, II, the commissioner shall notify the parent that she/he is considering withholding acknowledgment;

(10) The commissioner shall then notify the parent that the parent may request the initiation of a grievance conference with the grievance committee of the home education advisory council under the provisions of Ed 315.10;

(11) The parent shall have 10 calendar days to request the grievance conference and shall do so in writing to the commissioner;

(12) After considering the findings of the grievance committee the commissioner shall:

a. Acknowledge the establishment of the home education program if it meets the requirements of RSA 193-A:4, I and RSA 193-A:5, II; or

b. Withhold acknowledgment if the program does not meet the requirements of RSA 193-A:4, I and RSA 193-A:5, II, thereby denying the establishment of a home education program, and immediately schedule a due process hearing pursuant to the provisions of RSA 193-A:7, III and of Ed 315.17; and

(13) If the parent does not request a grievance conference in writing within 10 calendar days, the commissioner shall withhold acknowledgment and immediately schedule a due process hearing pursuant to the provisions of RSA 193-A:7,III and of Ed 315.17.

(f) Prior to acknowledgment of notification , if the commissioner has written and substantiated information which strongly implies that a home education program will not meet the requirements of RSA 193-A:4, I and RSA 193-A:5, II and intends to withhold acknowledgement, the commissioner shall immediately schedule a due process hearing as provided in RSA 193-A:7, III.

(g) If, after acknowledgment of notification has been made, the commissioner has written and substantiated information which would justify an order of termination as pursuant to RSA 193-A:5, I, the commissioner shall immediately schedule a due process hearing pursuant to the provisions of RSA 193-A:7, III and Ed 315.17.

Ed 315.06 Records.

(a) In accordance with RSA 193-A:6, the parent shall keep a portfolio each year the child is being home educated. The portfolio shall contain the child's work pursuant to RSA 193-A:6 ,I.

(b) The portfolio shall be the property of the parent. Access to the portfolio shall be at the parent's discretion, except as provided in RSA 193-A:6, II(a).

(c) Participating agencies shall maintain documents concerning home education programs in a manner consistent with other educational records.

Ed 315.07 Annual Evaluation.

(a) The parent shall provide for an annual evaluation for a child.

(b) The parent may choose a teacher who agrees to perform evaluation services, or the parent may request the evaluation to be performed through the resident district superintendent when the resident district superintendent is acting as the participating agency. The resident district superintendent, when acting as the participating agency, shall provide evaluation services, upon request of the parent. If the resident district superintendent is not acting as the participating agency, the resident district superintendent shall provide evaluation services at the resident district superintendent's discretion. No fee shall be required when evaluation services are performed by a resident district.

(c) The written evaluation shall include the following:

(1) The name and address of the teacher, including state recognized documentation of certification or the name and address of the nonpublic school in which the teacher is currently teaching;

(2) The date(s) on which the evaluation(s) took place;

(3) A description of the work reviewed including quantitative data if available;

(4) A summary of the child's educational progress in the home education program as presented in the notification, concluding with a statement that the child has or has not made educational progress; and

(5) The signatures of the teacher and the parent

(d) A copy of the evaluation may be retained by the teacher.

(e) The parent may choose a standardized test which may be a nationally recognized test, a state assessment instrument, or a test used in the child's resident district. The parent shall report the results of the test to the participating agency and shall include the name of the test and the name and address of the test administrator. A composite result at or above the 40th percentile on such tests shall be deemed reasonable academic proficiency.

(f) The parent may choose any other valid measurement tool mutually agreed upon by the parent and the participating agency provided that:

(1) The agreement shall be made in writing and signed by the parent and the participating agency; and

(2) A valid measurement tool as provided for in RSA 193-A:6, II(d), may include but shall not be limited to the following:

a. Interview;

b. Educational progress in a particular curriculum as measured by the parent;

c. Educational progress in a particular curriculum as measured by the provider;

d. Review of the child's portfolio by a participating agency;

e. Evaluation by a teacher in a program recognized by any state department of education; or

f. Specially prepared tests or evaluations measuring educational progress in a particular subject or curriculum.

(g) The evaluation shall be submitted annually on or before July 1 for the current school year and shall meet the requirements of RSA 193-A:6, II. Any evaluation submitted to a participating agency shall be signed by the parent acknowledging acceptance of its use to meet the requirements of RSA 193-A:6, II and this section.

(h) If the evaluation has not been received by the participating agency on or before July 1, the participating agency shall notify the parent in writing that, unless the evaluation is received by July 15, the program shall be placed on probation for the following year in accordance with Ed 315.09.

Ed 315.08 Review of Evaluation Results.

(a) The participating agency shall review the evaluation to establish that:

(1) The evaluation meets the requirements of Ed 315.07(a)-(h); and

(2) The results state that educational progress has or has not been demonstrated.

(b) If any of the requirements of Ed 315.07 (a)-(h) are not met by the evaluation, the participating agency shall return by certified mail with return receipt the evaluation to the parent within 10 business days along with a letter describing the information required to comply with the Ed 315.07 (a)-(h).

(c) If the home education program had been operating under probation pursuant to Ed 315.09, the participating agency shall proceed pursuant to Ed 315.09(e)-(g) below.

(d) If educational progress has been demonstrated the participating agency shall so notify the parent in writing within 21 calendar days. A program which has been placed on probation pursuant to Ed 315.09shall be released from probation.

(e) If educational progress has not been demonstrated, the participating agency shall comply with Ed 315.09.

(f) If no evaluation has been received by the participating agency by July 15, the participating agency shall comply with Ed 315.09 unless:

(1) The participating agency receives, by July 15, an explanation in writing from the parent that the evaluation has been performed, there is a delay in the transmission of evaluation results, and the results will be transmitted to the department as soon as they are available; or

(2) The parent and the participating agency reach an agreement in writing explaining how the parent will arrange for an evaluation that meets the requirements of RSA 193-A:6 and Ed 315.07(a)-(f) that will be completed by August 15, with its results transmitted to the department as soon as they are available.

Ed 315.09 Probation.

(a) If pursuant to Ed 315.07 educational progress has not been demonstrated, the participating agency shall so notify the parent in writing.

(b) The participating agency shall state the reasons for which the program has been placed on probation in accordance with RSA 193-A:6, III. It shall also state what conditions, if any, shall be met to release the program from probation in less than a year.

(c) The parent may choose to comply with the conditions for release of the program from probation. If these conditions are met, the program shall be released from probation.

(d) If the parent chooses not to comply or the conditions for release of the program for probation are not met, the probational status shall continue.

(e) The parent shall provide for the annual evaluation pursuant to Ed 315.07 while the program is under probation. After the parent has provided such evaluation, and if educational progress has been demonstrated, the participating agency shall so notify the parent in writing within 21 calendar days. A program which had been placed on probation pursuant to Ed 315.09 shall be released from probation.

(f) If the evaluation does not meet the requirements of Ed 315.07and those outlined in RSA 193-A:6, the participating agency shall notify the commissioner, and the commissioner shall schedule a hearing pursuant to Ed 315.17 and RSA 193-A:7, III and IV unless the home education program is voluntarily terminated by the parent pursuant to Ed 315.04(i).

(g) If no evaluation has taken place by July 15 of the probationary year, the participating agency shall notify the commissioner, and the commissioner shall schedule a hearing pursuant to Ed 315.17 and RSA 193-A:7, III and IV, unless the home education is voluntarily terminated by the parent pursuant to Ed 315.04(i). The program shall be terminated if the child has not demonstrated educational progress based on age and ability as provided in RSA 193-A:6, III.

Ed 315.10 The Home Education Advisory Council.

(a) The home education advisory council shall carry out those duties assigned to it by the commissioner. The council shall work with home educators and representatives of private and public education to encourage an understanding of home education.

(b) Assigned areas of responsibility for the council shall include the following:

(1) Developing and maintaining effective communications between home educators and those public, and nonpublic schools and state and local agencies involved in home education;

(2) Recommending to the commissioner and state board of education desired changes in rules pertaining to home education;

(3) Establishing a grievance committee to hear grievances referred to it by the commissioner; and

(4) Providing an annual report to the state board on its activities.

Ed 315.11 Membership Selection and Term of Appointment.

(a) Membership selection shall be as specified in RSA 193-A:10, I, and all members shall be appointed by the commissioner.

(b) The commissioner shall appoint all members to 3-year terms.

(c) Terms of appointment as provided in (a) above shall end on June 30 of the year in which the term is completed. The conduct of business shall not depend on the maintenance of full council membership.

(d) In the event of vacancies, replacement members shall be appointed as required under RSA 193-A:10 to fill the unexpired term.

Ed 315.12 Records of the Advisory Council. The records and minutes of the home education advisory council shall be filed and maintained in the department.

Ed 315.13 Funding and Support of Council Activities. The members of the home education advisory council shall serve without compensation. Subject to available funds, the department shall financially support the activities of the council, including but not limited to such expenses as mileage, secretarial assistance, and meeting facilities.

Ed 315.14 Grievance Committee.

(a) The grievance committee shall be a subcommittee of the home education advisory council appointed by the chairperson, consisting of no more than 5 members, a majority of whom shall be representatives of home education associations. One member of the grievance committee shall be appointed by the chairperson to preside at grievance conferences.

(b) The grievance committee shall hear all grievances referred to it by the commissioner.

(c) The grievance committee shall call upon consultants and conduct interviews for the purpose of gathering relevant facts if the committee lacks relevant expertise. The grievance committee shall keep a written account of its investigations and shall submit such an account, together with its findings, to the commissioner within 30 calendar days of the commissioner's referral.

Ed 315.15 Request for Grievance Conference.

(a) Any party to a home education program may request a grievance conference as follows:

(1) Such request shall be in writing to the commissioner;

(2) The request shall state in detail the reasons for the request for a grievance conference and name the parties involved;

(3) The commissioner shall notify the requestor within 5 business days in writing that he/she has scheduled a grievance conference in accordance with Ed 315.16 or that he/she requires additional information to clarify the issues;

(4) The requestor shall have 10 calendar days from receipt of the commissioner's request for additional information to respond with the requested information; and

(5) The commissioner shall, upon receipt of the requested information, forward the request to the chairperson of the home education advisory committee who shall schedule a grievance conference in accordance with Ed 315.16(b).

Ed 315.16 Grievance Conference.

(a) Upon receipt of a request pursuant to Ed 315.05(e)(10) or concerning an action taken under these rules, the commissioner shall notify the chairperson of the home education advisory council of the request for a grievance conference, and the grievance conference shall then proceed in accordance with this section.

This Document did not include a Page 9 of 10

hearing. Such notice shall state whether or not new evidence, the same evidence, or legal argument will be presented at the hearing.

(g) In accordance with RSA 193-A:7, I, in order to be granted acknowledgment of notification, the parent at such hearing shall establish by a preponderance of evidence, and the hearing officer shall so find, that both the parent and home education program comply with RSA 193-A:4, I and RSA 193-A:5, II.

(h) For an order of termination to be issued for a program which has been acknowledged, the resident district superintendent, nonpublic school principal or the commissioner shall have the burden of proof that the parent or the home education program has substantially failed to or cannot provide the child with the minimum course of study as required by RSA 193-A:4, I.

(i) The hearing officer shall render a decision within 10 calendar days pursuant to the provisions of RSA 193-A:8. The decision shall list the pertinent facts found by the hearing officer. The decision shall take effect immediately unless an appeal is made pursuant to Ed 315.17. A copy of the decision shall be mailed by certified mail, return receipt requested, to all parties named in the order of notice.

Ed 315.18 Appeal of Decision. In accordance with RSA 193-A:8, II the parent or the commissioner may appeal the decision of the hearing officer to a court of competent jurisdiction within 30 calendar days of the decision. Pending appeal, the home education program shall continue.

DAVE KOVAKA
33 MAPLE STREET
WEST LEBANON, NH 03784
(603) 298-2993

February 6, 2009

Emma Rouse
Chairperson Education Committee
64 Adams Point Rd
Durham, NH 03824-3406

Dear Chairperson Rouse

I am writing to ask you that the following be read as testimony in hearing on House Bill 367, scheduled for February 11, 2009

Cherish Education

On February 11 the Education Committee of the New Hampshire House of Representatives will consider a two bills, House Bill 367 and 368, which would drastically increase the intrusions of the state into the lives of some families. Among other provisions, they specify exactly which tests must be used to evaluate homeschoolers.

Tests, more than any curriculum documents, define the content of education. Simple compassion motivates any competent teacher who knows her students will be tested at the end of the year to prepare them for that. As long as there are children in a classroom who are struggling with material to be tested, it is difficult to expand the scope of the class.

The perverse logic behind the multiple choice and short answer formats which dominate standardized test, while well suited for puzzle books and parlor games, grossly pervert the purposes of education. And the dual nature of these tests is despicable. We use these tests to grade teachers, schools and school systems. But then, having determined that none of these are up to snuff, we tell the student he has failed as well. Having wasted a student's time on bureaucratic bookkeeping, we then break his heart as well.

In public education a teacher may need to keep track of 100 students, an administrator may be overseeing 100 teachers and a bureaucrat may have responsibility for 100 schools. Perhaps this testing regimen has some use where students are so distant as to be reduced to data points. But even a teacher with 100 students usually knows well in advance which ones are going to excel on these tests. Up close, these tests reveal little. Now the legislature proposes to push these tests down to the family level.

My teaching career goes back to 1979 and currently includes homeschooling my own children. Allowing my children to escape the corrosive effects of standardized testing was a large motivation in my decision to teach my own. These tests are completely inappropriate in the intimate educational environment which characterizes homeschooling.

In a recent email exchange, a public official expressed the following belief : "The state constitution very strongly requires the state government to ensure an education to every citizen so that the whole society may benefit."

I think many people might let that statement pass unchallenged, but in fact our constitution is much wiser than that. The court's interpretation of the constitution is that the state must make education available – it does not require citizens to accept it. Routinely requiring citizens to do things so that the whole society may benefit is anathema to the American concept of government.. When it is done, as in the draft or eminent domain, it is only under exigent circumstances and it is always controversial. Nowhere is that more true than in New Hampshire, the Live Free or Die state.

Famously, the constitution actually requires us to cherish education.

What better way is there to cherish education than to provide it to your children yourselves. How could you better demonstrate that you cherish education than to sacrifice half your family's income to stay home and provide it.

My children are getting older now and I may go back to school teaching soon. I hope that by the time I get there the legislature will have found some way to be sure that every student, teacher and administrator in my school cherishes the opportunity to educate and be educated as well as homeschoolers do. What a school that would be.

David Kovaka

Dave Kovaka
West Lebanon

cc: Judith Reever, Vice Chairperson, House Education Committee

cc: Barbara Shaw, Clerk, House Education Committee

Thomas R. Larson, Ph.D. and Sherri P. Larson
104 Parker Station Rd
Goffstown, NH 03045

Members of the Education Committee
New Hampshire State House of Representatives
Concord, NH

Dear Member of the Education Committee:

We oppose HOUSE BILLS 367 and 368 for a several reasons. In general, we believe that it is right and just for parents to be free to oversee the education of their children. In the order of nature it is parents first and foremost who have the responsibility and obligation to raise and educate their children. With this responsibility, as with any responsibility, there goes corresponding right and authority to judge and do what must be done to fulfill the charge. This natural order is more fundamental than any man-made law. So, parents have a natural right to educate their children, and the state should not infringe on this right.

We oppose HB 367, in particular, for several reasons.

First, the bill is unnecessary. The current requirements for evaluating the progress of homes schooled students are sufficient. They are already evaluated annually by either a portfolio review or a standardized test (both at the parents' expense). The state and school districts ought to be satisfied with this requirement, since there is no reason to think that it is an insufficient measure of progress.

Second, by requiring both a portfolio review and a standardized test to evaluate progress, the HB 367 would put an undue financial burden on families with multiple children.

Third the bill states that *"The evaluation shall not be administered or monitored by a parent."* We do not see why this is being imposed on families. We have heard no evidence that to suggest that there is a problem of parents improperly administering these exams. And we would be insulted if the assumption behind this requirement is that parents are helping their children cheat on these exams. (What if this same assumption were made regarding teachers in the public schools?) Parents should never be forbidden to monitor their child or children! Nor should they be prohibited from administering exams, since the parents are themselves the educators of their children.

This bill would put undue burdens on families who are home educating their children. It would infringe upon parental rights. It would cost both parents and the state resources and energy. It would do nothing good that the current law is not already doing. Please kill this bill.

Sincerely,

Thomas R. Larson, Ph.D.

Sherri P. Larson

122 Taylor Road
Hopkinton, NH 03229

March 3, 2009

Representative Judith Reever
Vice-Chairman, House Education Committee
327 Mechanic Street
Laconia, NH 03246-2570

Dear Vice-Chairman Reever:

I am writing to you to express my strong opposition to HB 367 and 368. I am an attorney who has put my practice on hold while homeschooling my children, ages ten and seven. HB 367 is a terrible bill for several reasons. First, by seeking to change the annual evaluation requirements, it addresses a nonexistent problem. There is simply no need for the bill as the current statute adequately regulates homeschooling. The statute holds homeschool parents accountable for the educational progress of their children, and assures that the children's educational progress is evaluated and reviewed at the end of each year. It sets forth clear review requirements for parents and supervising agencies (the commissioner of education, school district superintendents, and principals of nonpublic schools) to follow and appropriately balances the parent's right to homeschool with the State's interest in assuring an adequate education for all children. Neither the Homeschool Education Advisory Committee nor the homeschool study commission appointed last term by the legislature has recommended any changes to the law. If there is any cause for complaint about the present law, it is that it is somewhat overreaching in its regulation of homeschooling. The New Hampshire homeschool statute already provides for more regulation than the laws in most other states. Moreover, the statute's requirement for standardized achievement test scores holds homeschooled children to a higher standard than their counterparts attending school.

There is little cause for legislative concern about the education of homeschooled children. As the evidence at the Committee hearing demonstrated, homeschooling is a very successful educational alternative. Not surprisingly, the bill's sponsor, Representative Judith Day, has been unable to offer evidence that the present law is inadequate in terms of evaluating homeschooled children's yearly educational progress. The statute provides several evaluation options, any one of which protects the State's interest in assuring that homeschooled children have made satisfactory educational progress. While there has been some suggestion by the bill's proponents that the portfolio evaluation by a certified or non-public school teacher can be subjective, it is no more subjective than the grades issued by the same teachers to school students which are schools' basic measure of the progress made by their students. Indeed, Representative Day presumably does not really take issue with the adequacy of the statutory evaluation methods since she maintains the two most commonly used methods, the portfolio evaluation and standardized testing, in the proposed bill.

The second major problem with the bill is that the changes it seeks to make are not logically related to any justifiable end. While the bill would require homeschooled children to have a portfolio review and take a standardized test every year, proponents offer no basis to conclude that doing so would increase the reliability of the evaluations. Indeed, the justifications offered during testimony at the Education Committee hearing addressed other matters and were themselves highly questionable. For example, the suggestion by a school superintendent that this bill would somehow deter parents who are not serious about homeschooling from pulling their children out of school to avoid truancy charges makes no logical sense. Homeschooling parents are already required to demonstrate annually that a child is making satisfactory educational progress under the homeschooling program. A parent who might attempt to use the homeschooling law as a way to avoid truancy problems would be no less likely to do so if two forms of evaluation were required at the end of the year than one. As that superintendent conceded at the hearing, his concern is really one about the truancy law rather than the homeschooling law. Moreover, the evidence of parents who might abuse the homeschooling law in that way has been scattered anecdotes speculating about the parents' motivations for homeschooling. This suggests that, far from being a widespread problem that needs to be addressed with legislation, any such parents are merely an unquantifiable handful of cases. The superintendent who offered that rationale for the bill, for example, said that he knew of only two such cases in his tenure.

In contrast, the burdens the bill would place on the time and finances of thousands of homeschooling families are real and measurable. Homeschooling families already bear a considerable financial burden. They shoulder the expenses of their children's schoolbooks, curricular materials, and field trips. Many parents choose not to work and to have the family live on a single income, or to work at night, in order to homeschool their children. They also pay the cost of a portfolio evaluation by a teacher or the cost of a standardized test to satisfy the annual evaluation requirement. Under HB 367, families would bear the cost for a second method of evaluation as well, for each homeschooled child in the family. Additionally, the standardized test would be even more expensive than it is now because the parents would have to pay someone to administer the test as they would not be allowed to do so themselves, even though that is permitted by some companies who make standardized achievement tests (like the California Achievement Test). These additional expenses imposed by the bill could be substantial since many homeschooling families have multiple children. Thus, the bill would place added burdens on homeschooling families and remove their freedom to choose the best evaluation method for their individual child, without improving the quality of the homeschooled children's educational experience. That would be legislating at its worst.

Third, and perhaps most troubling, the bill would strip the homeschooling law of the very flexibility and objective measures that assure a meaningful annual review of each homeschooled student's educational progress. The existing statute provides an appropriately flexible standard for the portfolio evaluation: the teacher must determine if a child has made "educational progress at a level commensurate with the child's age and ability." RSA 193-

A:6, III (2007 Supp.) This allows the teacher to take into account the child's individual abilities, a standard which is particularly necessary for the evaluation of students with special needs. HB 367 would remove that flexible standard. The second evaluation method, standardized testing, fares no better under the proposed bill. The present statute provides a clear objective standard: if the composite score on the child's test results is at the 40th percentile or above for that grade level, that is deemed to be "reasonable academic proficiency." RSA 193-A:6, II(b) (2007 Supp.) HB 367, however, would remove both the objective statutory standard for assessing standardized test results and the flexible standard that allows portfolio evaluations to be individualized to each child's abilities. In their place, the bill would grant unlimited discretion to school superintendents and nonpublic school principals to decide if, in their individual judgments, a child has demonstrated "satisfactory academic growth over the course of the school year." Without any definition of that standard or objective measurement, the question of whether home education programs are satisfactory would be decided by superintendents and principals imposing their own subjective, and presumably varying, ideas of what is satisfactory. This would likely lead to the application of widely differing standards across the state. Without any advance notice of what standards a particular superintendent or principle would be applying, a parent could not even try to meet the standards. For those reasons, were the proposed legislation to pass, it would be easily challenged in court.

HB 368 is also problematic. That bill would require parents to submit an annual written statement affirming that the home education program shall comply with RSA 193-A:4, I, which defines home education as consisting of various subjects, including the history of the state and federal constitutions. These subjects are age-inappropriate for children just beginning their schooling and are presumably not taught to first and second graders in public and private schools. By requiring parents to affirm that they are complying with the requirements of RSA 193-A:4, I, the bill would inject confusion into the expectations of parents and supervising agencies and suggest that homeschoolers are held to a different standard than schoolchildren.

For these reasons, I request that you vote against both HB 367 and HB 368 as Inexpedient to Legislate, since they are. I look forward to hearing your response by telephone or e-mail. I can be reached at bcdjc@comcast.net or 225-5935. Thank you for your time and attention to this matter.

Sincerely,

Cynthia L. White

Cynthia L. White

# Voting Sheets

## HOUSE COMMITTEE ON EDUCATION

## EXECUTIVE SESSION on HB 368

**BILL TITLE:** **relative to annual goals in a home education program.**

**DATE:** March 5, 2009

**LOB ROOM:** 207

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, Interim Study, Retain (Please circle one.)

Moved by Rep. J. Day

Seconded by Rep. R. Burke

Vote: 11-9 (Please attach record of roll call vote.)

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

**CONSENT CALENDAR VOTE:**

(Vote to place on Consent Calendar must be unanimous.)

**Statement of Intent:** Refer to Committee Report

Respectfully submitted,
Rep. Barbara Shaw
Rep. Barbara E. Shaw, Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 368

BILL TITLE: **relative to annual goals in a home education program.**

DATE: 3/5/2009

LOB ROOM: 207

**Amendments:**

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

**Motions:** OTP, OTP/A, ITL, ~~Interim Study~~ (Please circle one.) Retain

Moved by Rep. Days

Seconded by Rep. Burke

Vote: (Please attach record of roll call vote.)

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: 11-9 (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

**Statement of Intent:** Refer to Committee Report

Respectfully submitted,
Barbara Shaw
Rep. Barbara E. Shaw, Clerk

OFFICE OF THE HOUSE CLERK 2009 SESSION

## EDUCATION

**Bill #:** HB368 Title: relative to annual goals in a home education program.

PH Date: 2/11/2009 Exec Session Date: 3/5/2009

**Motion:** retain Amendment #:

| MEMBER | YEAS | NAYS |
|---|---|---|
| Rous, Emma L, Chairman | ✓ | |
| Reever, Judith T, V Chairman | ✓ | |
| Yeaton, Charles B | ✓ | |
| Clarke, Claire D | ✓ | |
| Shaw, Barbara E, Clerk | ✓ | |
| Merrick, Scott A | ✓ | |
| Shaw, Kimberly C | ✓ | |
| Day, Judith E | ✓ | |
| O'Neil, James M | ✓ | |
| Burke, Rachel B | ✓ | |
| Harvey, Philip R | ✓ | |
| Price, Pamela G | VA | ✓ |
| Ingbretson, Paul | | ✓ |
| Stiles, Nancy F | | ✓ |
| Hutchinson, Karen K | | ✓ |
| Boehm, Ralph G | | ✓ |
| Laurent, John J | | ✓ |
| Ward, Brien L | | ✓ |
| Fleck, Joseph W | | ✓ |
| Ladd, Rick M | | ✓ |
| | 11 | 9 |
| TOTAL VOTE: | | |

Printed: 1/12/2009

## HOUSE COMMITTEE ON EDUCATION

## EXECUTIVE SESSION on HB 368

**BILL TITLE:** **relative to annual goals in a home education program.**

**DATE:** November 19, 2009

**LOB ROOM:** 207

**Amendments:**

| | | | |
|---|---|---|---|
| Sponsor: Rep. Rous, Yeaton, & Fleck | OLS Document #: | 2009 | 2537h |
| Sponsor: Rep. Rous, Ladd, Clarke, & Harvey | OLS Document #: | 2009 | 2538h |
| Sponsor: Rep. | OLS Document #: | | |

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Yeaton
Seconded by Rep. Fleck
Vote: 10-10 (Please attach record of roll call vote.)

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Ladd
Seconded by Rep. Day
Vote: 10-10 (Please attach record of roll call vote.)

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.) **RECONSIDERATION OF #2537h**

Moved by Rep. Day
Seconded by Rep. Clarke
Vote: 6-14 (Please attach record of roll call vote.)

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Day
Seconded by Rep. Ladd
Vote: 5-15 (Please attach record of roll call vote.)

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Reever
Seconded by Rep. Day
Vote: 7-13 (Please attach record of roll call vote.)

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Merrick
Seconded by Rep. B. Shaw
Vote: 14-6 (Please attach record of roll call vote.)

**CONSENT CALENDAR VOTE:** NO

(Vote to place on Consent Calendar must be unanimous.)

**Statement of Intent:** Refer to Committee Report

Respectfully submitted,

Rep. Barbara E. Shaw, Clerk

**HOUSE COMMITTEE ON EDUCATION**

**EXECUTIVE SESSION on HB 368**

**BILL TITLE:** **relative to annual goals in a home education program.**

**DATE:** November 19, 2009

**LOB ROOM:** 207

**Amendments:**

Sponsor: Rep. Rowe — OLS Document #: 2537h

Sponsor: Rep. Ladd — OLS Document #: 2538h

Sponsor: Rep. — OLS Document #:

(1) Amend. 2537h

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Yeaton

Seconded by Rep. Fleck

Vote: 10-10 (Please attach record of roll call vote.)
no recommendation

(2) Amend 2538h

**Motions:** OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Ladd

Seconded by Rep. Day

Vote: 10-10 (Please attach record of roll call vote.)
no recommendation

(3) motion for reconsideration of 2537h
moved: Day
2nd: Clarke
Vote: 6-14 failed

(4) motion OTP HB 368
moved: Day
2nd: Ladd
vote 5-15 failed

(5) motion INTERIM STUDY HB 368
moved: Reever
2nd: Day
vote 7-13 failed

**CONSENT CALENDAR VOTE:**

(Vote to place on Consent Calendar must be unanimous.)

**Statement of Intent:** Refer to Committee Report

(6) HB 368 ITL
moved: Merrick
2nd: BShaw
vote 14-6
passed

Respectfully submitted,

Rep. Barbara E. Shaw, Clerk

blurb BShaw ✓

~~Merrick~~ attached to Emma by 11/23 (ema

## EDUCATION

Bill #: HB 368 Title: amendment to HB 368 relative to annual goals in a home education program

PH Date: ____/____/____ Exec Session Date: 11/19/09

Motion: OTP Amendment #: 2537h

| MEMBER | YEAS | NAYS |
|---|---|---|
| Rous, Emma L, Chairman | ✓ | |
| Reever, Judith T, V Chairman | ✓ | |
| Yeaton, Charles B | ✓ | |
| Clarke, Claire D | ✓ | |
| Shaw, Barbara E, Clerk | | ✓ |
| Merrick, Scott A | ✓ | |
| Shaw, Kimberly C | | ✓ |
| Day, Judith E | ✓ | |
| O'Neil, James M | ✓ | |
| Burke, Rachel B | ✓ | |
| Harvey, Philip R | ✓ | |
| Price, Pamela G | | ✓ |
| Ingbretson, Paul | | ✓ |
| Stiles, Nancy F | | ✓ |
| Hutchinson, Karen K | | ✓ |
| Boehm, Ralph G | | ✓ |
| Laurent, John J | | ✓ |
| Ward, Brien L | | ✓ |
| Fleck, Joseph W | | ✓ |
| Ladd, Rick M | ✓ | |
| TOTAL VOTE: | 10 | 10 |

Printed: 1/12/2009

no recommendation

## EDUCATION

**Bill #:** HB368 **Title:** amendment - evaluation portion

PH Date: ___/___/___ Exec Session Date: 11 / 19 / 09

**Motion:** OTP Amendment #: 2538h

| MEMBER | YEAS | NAYS |
|---|---|---|
| Rous, Emma L, Chairman | ✓ | |
| Reever, Judith T, V Chairman | ✓ | |
| Yeaton, Charles B | ✓ | |
| Clarke, Claire D | ✓ | |
| Shaw, Barbara E, Clerk | | ✓ |
| Merrick, Scott A | ✓ | |
| Shaw, Kimberly C | | ✓ |
| Day, Judith E | ✓ | |
| O'Neil, James M | ✓ | |
| Burke, Rachel B | ✓ | |
| Harvey, Philip R | ✓ | |
| Price, Pamela G | | ✓ |
| Ingbretson, Paul | | ✓ |
| Stiles, Nancy F | | ✓ |
| Hutchinson, Karen K | | ✓ |
| Boehm, Ralph G | | ✓ |
| Laurent, John J | | ✓ |
| Ward, Brien L | | ✓ |
| Fleck, Joseph W | | ✓ |
| Ladd, Rick M | ✓ | |
| TOTAL VOTE: | 10 | 10 |

Printed: 1/12/2009

no recommendation

## EDUCATION

(3)

Bill #: _____ Title: _____

PH Date: ____/____/____ Exec Session Date: 11/19/09

Motion: to reconsider 2537 h Amendment #: _____

| MEMBER | YEAS | NAYS |
|---|---|---|
| Rous, Emma L, Chairman | ✓ | |
| Reever, Judith T, V Chairman | ✓ | |
| Yeaton, Charles B | ✓ | |
| Clarke, Claire D | ✓ | |
| Shaw, Barbara E, Clerk | | ✓ |
| Merrick, Scott A | | ✓ |
| Shaw, Kimberly C | | ✓ |
| Day, Judith E | ✓ | |
| O'Neil, James M | | ✓ |
| Burke, Rachel B | ✓ | |
| Harvey, Philip R | | ✓ |
| Price, Pamela G | | ✓ |
| Ingbretson, Paul | | ✓ |
| Stiles, Nancy F | | ✓ |
| Hutchinson, Karen K | | ✓ |
| Boehm, Ralph G | | ✓ |
| Laurent, John J | | ✓ |
| Ward, Brien L | | ✓ |
| Fleck, Joseph W | | ✓ |
| Ladd, Rick M | | ✓ |
| | 6 | 14 |

TOTAL VOTE:

Printed: 1/12/2009

OFFICE OF THE HOUSE CLERK (4) 2009 SESSION

**EDUCATION**

**Bill #:** HB 368 Title: relative to annual goals in a home education program

PH Date: _____/_____/_____ Exec Session Date: _____/_____/_____

**Motion:** OTP Amendment #: _____

| MEMBER | YEAS | NAYS |
|---|---|---|
| Rous, Emma L, Chairman | ✓ | |
| Reever, Judith T, V Chairman | ✓ | |
| Yeaton, Charles B | | ✓ |
| Clarke, Claire D | ✓ | |
| Shaw, Barbara E, Clerk | | ✓ |
| Merrick, Scott A | | ✓ |
| Shaw, Kimberly C | | ✓ |
| Day, Judith E | ✓ | |
| O'Neil, James M | | ✓ |
| Burke, Rachel B | ✓ | |
| Harvey, Philip R | | ✓ |
| Price, Pamela G | | ✓ |
| Ingbretson, Paul | | ✓ |
| Stiles, Nancy F | | ✓ |
| Hutchinson, Karen K | | ✓ |
| Boehm, Ralph G | | ✓ |
| Laurent, John J | | ✓ |
| Ward, Brien L | | ✓ |
| Fleck, Joseph W | | ✓ |
| Ladd, Rick M | | ✓ |
| | 5 | 15 |

TOTAL VOTE:

Printed: 1/12/2009

fails

OFFICE OF THE HOUSE CLERK (5) 2009 SESSION

## EDUCATION

Bill #: _____ Title: _____

PH Date: ____/____/____ Exec Session Date: ____/____/____

Motion: interim study Amendment #: _____

| MEMBER | YEAS | NAYS |
|---|---|---|
| Rous, Emma L, Chairman | ✓ | |
| Reever, Judith T, V Chairman | ✓ | |
| Yeaton, Charles B | ✓ | |
| Clarke, Claire D | ✓ | |
| Shaw, Barbara E, Clerk | | ✓ |
| Merrick, Scott A | | ✓ |
| Shaw, Kimberly C | | ✓ |
| Day, Judith E | ✓ | |
| O'Neil, James M | | ✓ |
| Burke, Rachel B | ✓ | |
| Harvey, Philip R | ✓ | |
| Price, Pamela G | | ✓ |
| Ingbretson, Paul | | ✓ |
| Stiles, Nancy F | | ✓ |
| Hutchinson, Karen K | | ✓ |
| Boehm, Ralph G | | ✓ |
| Laurent, John J | | ✓ |
| Ward, Brien L | | ✓ |
| Fleck, Joseph W | | ✓ |
| Ladd, Rick M | | ✓ |
| | 7 | 13 |

TOTAL VOTE:

Printed: 1/12/2009

fails

## EDUCATION

Bill #: HB368 Title: relative to annual goals in a home education program

PH Date: ____/____/____ Exec Session Date: 11/19/09

Motion: ITL Amendment #:

| MEMBER | YEAS | NAYS |
|---|---|---|
| Rous, Emma L, Chairman | | ✓ |
| Reever, Judith T, V Chairman | | ✓ |
| Yeaton, Charles B | ✓ | |
| Clarke, Claire D | | ✓ |
| Shaw, Barbara E, Clerk | ✓ | |
| Merrick, Scott A | ✓ | |
| Shaw, Kimberly C | ✓ | |
| Day, Judith E | | ✓ |
| O'Neil, James M | ✓ | |
| Burke, Rachel B | | ✓ |
| Harvey, Philip R | | ✓ |
| Price, Pamela G | ✓ | |
| Ingbretson, Paul | ✓ | |
| Stiles, Nancy F | ✓ | |
| Hutchinson, Karen K | ✓ | |
| Boehm, Ralph G | ✓ | |
| Laurent, John J | ✓ | |
| Ward, Brien L | ✓ | |
| Fleck, Joseph W | ✓ | |
| Ladd, Rick M | ✓ | |
| | 14 | 6 |

TOTAL VOTE:

Printed: 1/12/2009

passed

# Committee Report

REGULAR CALENDAR

December 1, 2009

# HOUSE OF REPRESENTATIVES

# REPORT OF COMMITTEE

**The Majority of the Committee on EDUCATION to which was referred HB368,**

**AN ACT relative to annual goals in a home education program. Having considered the same, report the same with the following Resolution: RESOLVED, That it is INEXPEDIENT TO LEGISLATE.**

**Rep. Barbara E Shaw**

**FOR THE MAJORITY OF THE COMMITTEE**

Original: House Clerk
Cc: Committee Bill File

# MAJORITY
# COMMITTEE REPORT

| | |
|---|---|
| Committee: | **EDUCATION** |
| Bill Number: | **HB368** |
| Title: | **relative to annual goals in a home education program.** |
| Date: | **December 1, 2009** |
| Consent Calendar: | **NO** |
| Recommendation: | **INEXPEDIENT TO LEGISLATE** |

## STATEMENT OF INTENT

After much debate, numerous subcommittees and committee discussion the committee has agreed that no changes in current law should be made at this time.

Vote 14-6

Rep. Barbara E Shaw
FOR THE MAJORITY

Original: House Clerk
Cc: Committee Bill File

REGULAR CALENDAR

EDUCATION

**HB368,** relative to annual goals in a home education program. **INEXPEDIENT TO LEGISLATE.** Rep. Barbara E Shaw for the **Majority** of EDUCATION. After much debate, numerous subcommittees and committee discussion the committee has agreed that no changes in current law should be made at this time. **Vote 14-6.**

Original: House Clerk
Cc: Committee Bill File

HB 368 Majority

ITL

After much debate, numerous subcommittees and committee discussion the committee has agreed that no changes in current law should be made at this time.

Barbara Shaw

ER

# COMMITTEE REPORT

**COMMITTEE:** Education

**BILL NUMBER:** HB 368

**TITLE:** Relative to annual goals in a home education program

**DATE:** 11-19-09 **CONSENT CALENDAR:** YES ☐ NO ☑

☐ **OUGHT TO PASS**

☐ **OUGHT TO PASS W/ AMENDMENT**

☑ **INEXPEDIENT TO LEGISLATE**

☐ **INTERIM STUDY** (Available only 2nd year of biennium)

**Amendment No.** _____

**STATEMENT OF INTENT:**

After much debate, numerous subcommittees and committee discussion the committee has agreed that no changes in current law should be made at this time. ~~It is recommended that any changes be made with common approval between DE and the HEAC (home education advisory council).~~

**COMMITTEE VOTE:** 15-1

RESPECTFULLY SUBMITTED,

- Copy to Committee Bill File
- Use Another Report for Minority Report

Rep. Barbara Shaw
For the Committee

Rev. 02/01/07 - Yellow

REGULAR CALENDAR

December 1, 2009

# HOUSE OF REPRESENTATIVES

# REPORT OF COMMITTEE

**The Minority of the Committee on EDUCATION to which was referred HB368,**

**AN ACT relative to annual goals in a home education program. Having considered the same, and being unable to agree with the Majority, report with the following amendment, and the recommendation that the bill OUGHT TO PASS WITH AMENDMENT.**

**Rep. Judith E Day**

**FOR THE MINORITY OF THE COMMITTEE**

Original: House Clerk
Cc: Committee Bill File

# MINORITY
# COMMITTEE REPORT

| | |
|---|---|
| Committee: | **EDUCATION** |
| Bill Number: | **HB368** |
| Title: | **relative to annual goals in a home education program.** |
| Date: | **December 1, 2009** |
| Consent Calendar: | **NO** |
| Recommendation: | **OUGHT TO PASS WITH AMENDMENT** |

## STATEMENT OF INTENT

Current law requires certain subjects to be taught in a home education program, but there is no specification for how often even core subjects are studied. 2) Current law does not require written notification of the intent to home educate, creating ambiguous situations about truancy. 3) Current law requires the parent to provide yearly results of either the results of one standardized test OR an evaluation of the child's portfolio (for which there are no standards. Evaluations are brief; the evaluator need not meet with the child, parents pay the evaluator and can shop for positive evaluations; and parents who are certified or private school teachers can write their own evaluations). There is no way to know whether students who choose the test option are keeping portfolios. Administrators do not have sufficient information to determine whether a home education program needs remediation or should continue. The minority amendment addresses each of these problems. Half of the committee do not believe greater accountability is excessively burdensome to parents who have chosen to take on this type of education and concurrent great responsibility. Half do believe each and every child is of precious value and deserving of education and meaningful oversight of that education.

Rep. Judith E Day
FOR THE MINORITY

Original: House Clerk
Cc: Committee Bill File

Original: House Clerk
Cc: Committee Bill File

REGULAR CALENDAR

EDUCATION

**HB368,** relative to annual goals in a home education program. **OUGHT TO PASS WITH AMENDMENT.**

Rep. Judith E Day for the **Minority** of EDUCATION. Current law requires certain subjects to be taught in a home education program, but there is no specification for how often even core subjects are studied. 2) Current law does not require written notification of the intent to home educate, creating ambiguous situations about truancy. 3) Current law requires the parent to provide yearly results of either the results of one standardized test OR an evaluation of the child's portfolio (for which there are no standards. Evaluations are brief; the evaluator need not meet with the child, parents pay the evaluator and can shop for positive evaluations; and parents who are certified or private school teachers can write their own evaluations). There is no way to know whether students who choose the test option are keeping portfolios. Administrators do not have sufficient information to determine whether a home education program needs remediation or should continue. The minority amendment addresses each of these problems. Half of the committee do not believe greater accountability is excessively burdensome to parents who have chosen to take on this type of education and concurrent great responsibility. Half do believe each and every child is of precious value and deserving of education and meaningful oversight of that education.

Original: House Clerk
Cc: Committee Bill File

Final vote on HB368, 14/6
Minority report: OTPA

Two amendments to HB368 resulted in tied 10-10 votes. HB368A is the result of two years of research, review of our home education law RSA 193-A, and testimony from many stakeholders. In 2008, three legislators were added to the Home Education Advisory Council. Information gathered was exclusively anecdotal as, other than numbers participating, the state collects no data on home education. Over 4,000 students are home educated in NH, many in excellent programs. Half of the committee believes it is both the moral and legal obligation of the state to ensure *all* children have an opportunity to obtain an education--both for the good of each child and of the state. Half do not believe current law provides *any* meaningful oversight of home education. 1) Current law requires certain subjects to be taught in a home education program, but there is no specification for how often even core subjects are studied. 2) Current law does not require written notification of the intent to home educate, creating ambiguous situations about truancy. 3) Current law requires the parent to provide yearly results of either the results of one standardized test OR an evaluation of the child's portfolio (for which there are no standards. Evaluations are brief; the evaluator need not meet with the child, parents pay the evaluator and can shop for positive evaluations; and parents who are certified or private school teachers can write their own evaluations). There is no way to know whether students who choose the test option are keeping portfolios. Administrators do not have sufficient information to determine whether a home education program needs remediation or should continue. The minority amendment addresses each of these problems. Half of the committee do not believe greater accountability is excessively burdensome to parents who have chosen to take on this type of education and concurrent great responsibility. Half do believe each and every child is of precious value and deserving of education and meaningful oversight of that education.

Rep. Judy Day for the minority