

HOME SCHOOLING



Mission: Educating Tomorrow's Citizens Today

Vision: The Calgary Board of Education is the dynamic learning community of choice.

Values: Students come first.
Learning is our central purpose.
Public education serves the common good.

Calgary Board of Education End Statements:

- E-1: Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.
- E-2: Each student will possess the knowledge, skills and attitude required for academic success and be effectively prepared for life, work and further learning.
- E-3: Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.
- E-4: Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.
- E-5: Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

Welcome to Homeschooling



At CBe-learn we are committed to providing and supporting **flexible, customized learning experiences for all children and families**. In this coming school year the CBe-learn is looking to work with families in homeschooling and blended learning programs to build upon foundations and opportunities for the future of the CBE Homeschooling Program.

To that end we will continue to provide:

- Dedicated classroom and meetings facilities offered to Homeschooling families to provide both learning and sharing opportunities throughout the school year.
- Access to certificated teachers who will support learning needs in both classroom and drop in settings.
- Parent's participation in the CBe-learn Council to direct future offerings by the CBE in the area of Homeschooling.
- The identification of learning needs, learning resources and providing access to learning specialists throughout the CBE and beyond will be key to building learner success.

We want to welcome all new and returning families and hope that you will find these ongoing developments useful in creating the type of learning environment that supports you in all your educational needs.

We invite you to take the time to browse this website and view our new features and our existing programs for the 2007/2008 academic year!

Regards,

Cathy Faber

Director – Innovative Learning Services

Calgary Board of Education

Home Education

Home schooling with the Calgary Board of Education provides and supports flexible, customized learning experiences for all children and families.

The Calgary Board of Education is committed to providing quality educational experiences for all families, through both homeschooling and blended learning programs.

To that end we look to new opportunities by providing:

- Support for families, in program planning, to help them to meet curricular goals that will prepare them for diploma exams or other specified outcomes.
- Course Challenges that will give them the necessary accreditation to apply for post secondary and career options.
- Career planning that targets career goals and the required steps to attain those goals.

PROGRAMS AT A GLANCE		
	<i>Parent Accountability</i>	<i>Teacher/Parent Accountability</i>
	Homeschooling	Blended
Definition	A Home Education Program that meets the requirements of the Home Education Regulation .	Blended Program means an educational program consisting of a school provided program where a teacher employed by a school board or accredited-funded private school is responsible for providing the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta Programs of Study.
Parent Role	Develops, administers, manages and evaluates the progress of the student, and maintains a record of their studies. The parent accepts 100% of the responsibility.	Dependent upon combination of programs chosen: Parent is responsible for 50% of the learning outcomes and develops, administers, manages and evaluates the progress of the student, and maintains a record of their studies.
Student Role	Fulfill planned expectations and complete studies consistently.	Fulfill planned expectations and complete studies consistently.
Teacher Role	As required, a minimum of two home visits per year.	Dependent upon combination of programs chosen: Teacher(s) is/are responsible for 50% of the curricular outcomes and develops, administers, manages and evaluates the progress of the student, and maintains a record of their studies.
Curriculum	Parent designed and planned.	Dependent upon combination of programs chosen: Teacher designed and planned. Parent designed and planned.

See Funding Manual –

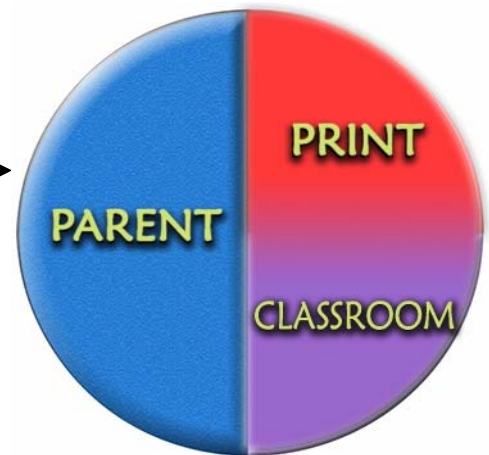
<http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf>

Homeschooling →



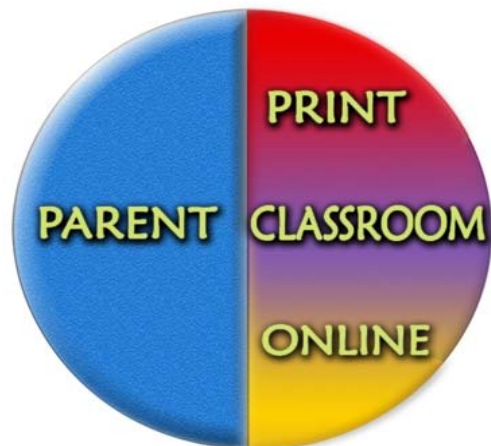
Blended Program →

Grades 1 – 6
50% Parent
and 50% Teacher combination
of **Print** and/or **Classroom**



Blended Program →

Grades 7 – 9
50% Parent
and 50% Teacher
combination of **Print** and/or
Classroom and/or **Online**



Homeschooling

Homeschooling is designed for families who wish to be responsible for offering a program of studies for their child by developing, administering, managing and evaluating the progress of the student, and maintaining a record of those studies for their children.

Requirements

- A parent who intends to provide a home education program for a student during a school year must notify the Calgary Board of Education and must continue to do so each year.
- A parent is required to offer a program that has been accepted by the Calgary Board of Education and align with the Calgary Board of Education Learning Plan.
- Families participate in evaluating the student's progress.
- The Calgary Board of Education ensures that the student is meeting designated outcomes and that assistance and advice from facilitators and counselors is provided, that records are provided and maintained, that the parents are made aware of the limitations of their choices, that the parents are aware of services and resources available.

Responsibilities and Roles

Parents are responsible for student learning.

The parent is responsible for curricular choice while ensuring that the program is consistent with the student learning outcomes listed in Alberta's current Home Education Regulation. Assessment is parent-directed according to the child's needs.

Calgary Board of Education is responsible for student evaluation.

Evaluation of the student's progress is done a minimum of twice a year where a certificated teacher evaluates the student and reviews the student portfolio. Please see [Home Education Information](#).

The Learning Plan for Homeschooling in the CBE

Developing a learning plan is not only a requirement of the Calgary Board of Education, but it becomes an essential tool for planning and developing quality learning. This brief, step by step guide has been developed to assist you in building a quality learning program for your child.

There are six steps to developing your learning plan with the CBE.
(See [Appendix 1](#) for full details)

Working Copy

Step 1

Gathering Information

Step 2

Learning Outcomes

Step 3

Assessment

Step 4

Resources

Step 5

Choosing a Program

Step 6

Submit your Home Education Learning Plan.

After working through this document, you will then be ready to submit either the 100% Parent Accountable Learning Plan or the Blended Program Learning Plan

**[Home Education Learning Plan –
100% Parent Accountable Program](#)**

**[Home Education Learning Plan –
Blended Program](#)**

CBE Facilitators / Teachers

Responsibilities

Facilitators are certified Alberta teachers employed by the Calgary Board of Education. Their responsibilities are:

- To facilitate student learning by providing assistance and advice to the parent
- To make recommendations to the parents on matters that will assist the student in attaining a higher level of achievement
- To advise the parents on the progress of the student, based on evaluations of the progress of the student and a review of the portfolio at the end of each school term
- To collaborate with parents on maintaining records of student progress for future reference
- To indicate the services and resources provided by the Calgary Board of Education that are available for use by the parent and student.

Teacher / Facilitator Contact

Home Education Facilitators can be contacted through our learning management system e-mail, which is password protected and allows secure communications between facilitators and students.

Parents will also have e-mail accounts through which they will be able to contact their child's facilitator.

Support Services

Calgary Board of Education provides the following services and resources for all programs:

- Fully Accredited course materials for the Alberta Programs of Study portion of blended (CBe-learn online or ADLC print packages)
- Parents choose type of assessment: Provincial Achievement Test or Canadian Test of Basic Skills or Alternative Assessment for Traditional programming portions. The CBE assumes the responsibility to assess the student enrolled in the Alberta Programs of Study portion of the blended program of studies as per Alberta Education Regulations
- Access to individual program planning and assistance with well-trained facilitators
- One-on-one help with certified teachers
- Test writing centers for Alberta Programs of Study exams
- Flexible scheduling
- Special classes, workshops and activities hosted at CBE facilities including used curriculum fairs
- Career Counseling Services (7-9)
- Parent Workshops – topics chosen by PAC
- Meeting facilities – groups under 15 person
- Resources purchased with supplemental funding need not be returned
- Reimbursement available three times per school year
- Two “in-home” facilitator visits as per Alberta Government Education Regulations
- On-line tutorial assistance
- On-line library access
- D2L Technical Help Desk support
- On-line learning strategies assistance
- Guidance Counselor
- Reference Centre
- Student Mail: students can create/send/receive electronic data in the form of text, audiovisual materials, graphics, multimedia clips, presentations, photos, visual art and video
- Designated Facilities
- Access to teacher time for planned learning activities



- CBe-learn Resources and Program Access
- e-PD Teaching and Learning Online
- Newsletter
- Special/Social Activities hosted at CBE designated facilities
- Parent and Student workshops and seminars

Funding

All parents of students registered in the Homeschooling Program by September 30 will be eligible to receive supplemental funding, according to the Alberta Education Funding Manual to augment their learning, in addition to the many services available at CBe-learn. Supplemental Funding is monies provided to allow parents to access resources, services, facilities and supplies not directly provided by CBe-learn.

Supplemental funding is currently \$747.00

<http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf>

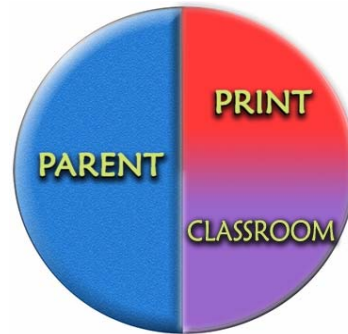
To Register

1. Gather together the following documentation:
 - a. a copy of a birth certificate for each child, and
 - b. copies of any IPP's or any recent special educational assessments pertinent to your child's educational needs.
2. Enroll by going on-line to
 - a. www.calgaryhomeschooling.com then
 - b. click on the link "Building a Home Education Learning Plan".

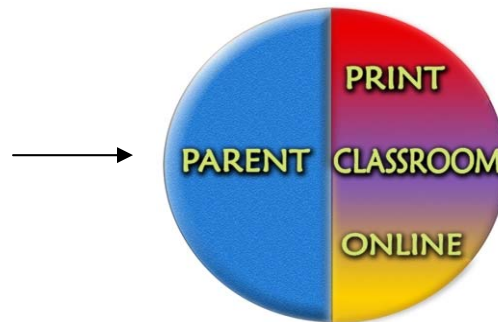
Blended Program

Elementary and Junior High Blended Program

Grades 1 – 6
50% Parent
and 50% Teacher combination
of print and/or classroom →



Grades 7 – 9
50% Parent
and 50% Teacher
combination of print and/or
classroom and/or online →



'**A Blended Program**' means an educational program consisting of two distinct parts:

Part 1: A school provided program where a **teacher** employed by a school board or accredited-funded private school **is responsible for providing for the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta Programs of Study; and**

Part 2: A Home Education Program that meets the requirements of the **Home Education Regulation**.

'**Funded Blended Program**' in the Home Education Program means: "a blended program where a teacher employed by a school board or an accredited private school, is responsible for the delivery and evaluation of courses amounting to at least 50% of the student's program in grades 1-9 and at least 20% of the student's program in grades 10-12."

[-http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf](http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf)

Responsibilities and Roles

This program is a combination of parent and teacher directed learning.

The blended program **requires certificated teachers to be responsible for that portion of the student's education program.** The teacher's responsibility is to develop, administer, manage and evaluate the progress of the student and for maintaining the student record.

Support Services

Calgary Board of Education provides the following services and resources for all programs:

- Fully Accredited course materials for the Alberta Program of Studies portion of blended (CBe-learn online or ADLC print packages)
- Parents choose type of assessment: Provincial Achievement Test or Canadian Test of Basic Skills or Alternative Assessment for Homeschooling programming. The CBE assumes the responsibility to assess the student enrolled in the Alberta Programs of Study within the blended program.
- Access to individual program planning and assistance with well-trained facilitators
- One-on-one help with certified teachers
- Test writing centers for Alberta Programs of Study exams
- Flexible scheduling
- Special classes, workshops and activities hosted at CBE facilities including used curriculum fairs
- Career Counseling Services (7-9)
- Parent Workshops – topics chosen by PAC
- Meeting facilities – groups under 15 person
- Resources purchased with supplemental funding need not be returned
- Reimbursement available three times per school year
- Two "in-home" facilitator visits as per Alberta Government Education Regulations

- On-line tutorial assistance
- On-line library access
- D2L Technical Help Desk support
- On-line learning strategies assistance
- Guidance Counselor
- Reference Centre
- Student Mail: students can create/send/receive electronic data in the form of text, audiovisual materials, graphics, multimedia clips, presentations, photos, visual art and video.
- Designated Facilities
- Access to teacher time for planned learning activities
- CBe-learn Resources and Program Access
- e-PD Teaching and Learning Online
- Newsletter
- Special/Social Activities hosted at CBE designated facilities
- Parent and Student workshops and seminars

Parent Advisory Council (PAC)

School Councils are provincially mandated advisory bodies that play a significant role in creating and guiding individual school communities.

The CBe-learn School Council meets the second Tuesday of every month from 6:30 pm - 8:00 pm in the Computer Lab at Manning Centre.

Parents of any CBe-learn students are welcome to attend.

The role of the School Council is to:

- Advise the principal and the board respecting any matter relating to the school
- Consult with the principal so that the principal may ensure that students in the programs have the opportunity to meet the standards of education set by the Minister
- Consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent

- Provide input for parents in the development of the mission of the school and in the attainment of that mission
- Promote and support educational activities of the school and the school community
- Support the creation of a sense of community and spirit of cooperation among teachers, students, parents and the community at large; serve as a liaison between the parents and the school
- Promote parent understanding of the education system and teaching and learning processes

Funding

All parents of students registered in the Blended Program will receive funding if at least 50% of the program addresses their learning plan outcomes for grades 1-9. For grades 10-12, blended funding is determined within a 80/20 split. All blended funding is up to a **maximum of \$960.00.**

<http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf>

Registration

1. Gather together the following documentation:
 - a. copy of a birth certificate for each child, and
 - b. copies of any IPP's or any recent special educational assessments pertinent to your child's educational needs.
2. Enroll by going on-line to
 - a. www.calgaryhomeschooling.com then
 - b. click on the link "Building a Home Education Learning Plan".



Windsor Park Centre

Located at 5505 - 4a Street S.W., Windsor Park provides the families with the following:

- Four spacious activity/classrooms (one equipped with computers and wireless accessible)
- Separate entrance for Homeschooling families
- Large hall space for display of projects/student work
- Lunchtime supervision
 - Students need to make sure hands are clean before eating
 - Students are to eat what they bring for lunch and take leftovers home
 - Students do not share or trade food (to avoid causing allergic reaction for another student)
 - Students are to clean up after themselves and be willing to help others
 - Students need to finish eating before engaging in other activities
- Top of the line playground facilities
 - Students are to be considerate of each other, staff and other adults (be it on the playground or within the building)
 - To demonstrate proper respect and care of articles belonging to self, school and others
 - To display appropriate positive and polite behaviour in gatherings
 - To move in the hallways in an orderly fashion which is quiet and non-disruptive to others
 - Students are to play safely on the playground: no climbing up the slide, always hold on to the railing when



students are on the upper level, no running into one another, watch out for each other.

- Students signed out for the playground time need to stay with the group and not go back in whenever they feel like leaving.
- Activities such as tobogganing, tubing, crazy carpeting and sledding are not permitted on School Board properties related to non-time activities.
- Space and opportunities for online and print based students to meet and work (teacher support available)
- Activities and classes (teacher-directed) for grades 1-6 and 7-9 please see [program schedule](#)
- Library access
- Accessible parking



Important Dates:

School Year begins September 17 through to June 8

Halloween Party – October 31

Christmas Party – December 6

Year-End Party – Week of June 6



2007 - 2008 Calgary Board of Education Home Education Windsor Park Center

The Calgary Board of Education Home Education Windsor Park Center is accessible to all Calgary Board of Education Home Schooling families. It is located in the south wing of Windsor Park Elementary School at 5505 - 4A Street SW. Windsor Park Center has a variety of services to offer including:

- Curricular activities for grades 1 through 9 including education Kits, guest presenters and field trips
- Extracurricular activities including music, drama, physical activities and technological workshops
- Alberta certified teachers plus access to counselors
- Access to professional resources
- Four classrooms including a full computer lab and a parent lounge

Due to supply and demand of resources, our schedule is adaptable and flexible.

Here are just some examples of educational activities that are planned for the coming year!

- ★ Educational Kits
- ★ 2 Field Trips a month
- ★ Interest based activities (music, drama, technology, etc.)
- ★ Guest Presenters

2007/2008 Windsor Park General Weekly Schedule				
Time	Monday	Wednesday	Thursday	Friday
	<i>Core Classes (Blended)</i>	<i>Core Classes (Blended)</i>	<i>Extended Core/ Drop-in (Trad & Blended)</i>	<i>Field trips and Club days</i>
10 – 12	Div I: Thematics* Div II: Social Div III: Sci	Div I: Thematics* Div II: LA Div III: Math	Div I: Thematics* Div II & III: Social/ LA (Alternate weeks)	<i>Alternate weeks: Field Trips Club Days</i>
1 – 3	Div I: Thematics* Div II: Sci Div III: Social	Div I: Thematics* Div II: Math Div III: LA	Div I: Thematics* Div II & III: Science/ Math (Alternate weeks)	

Division I: Grades 1 – 3

Division II: Grades 4 – 6

Division III: Grades 7 – 9

For a description of Thematics, please see [frequently asked questions](#).

* Division I students can attend **either** Monday **or** Wednesday for Thematics and every alternate Thursday. The exact schedule of which Thursdays will need to be attended will be released in September.

Frequently Asked Questions

What does Thematics mean?

Thematics is a way of teaching math, science, social studies and language arts in an integrative fashion. Each topic is taught as a theme that is inclusive of all four subjects rather than as separate subjects.

For example, in social studies we may be studying pioneers and learning about the shelters they live in. In science we will learn how to build these shelters using different materials. In math we will measure the amount of material needed and in language arts, we may write a story about the pioneers and their shelters. In a Thematics course, we would teach this as one topic by talking about the pioneers and their shelters, writing a story about them and then building the shelters using specified dimensions and materials.

When is my child required to be at the center if he/she is registered in teacher accountable classroom programs?

Your child is required to be at the center for all of the classes that they are blended in, which may include field trips that are specific to that specific class.

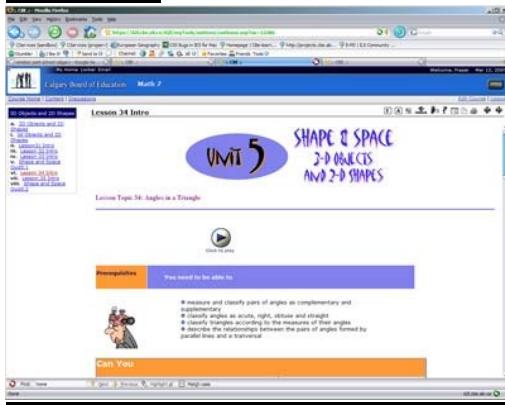
Can my child come to the classes if they are not blended in the class being offered?

All families are welcome to the drop-in classes on Thursdays as well as the general fieldtrips. As space is limited you must pre-register on our online community website. Access to this website will be granted to families once the school year begins. Only students who are registered in the blended classes on Monday and Wednesday may attend these courses.

How will my child be assessed in teacher accountable classroom programs?

You child will be assessed in a variety of informal and formal ways. A final assessment will be completed at year end and placed in the student's file. Parents are welcome to inquire about the progress of their child at anytime during the year.

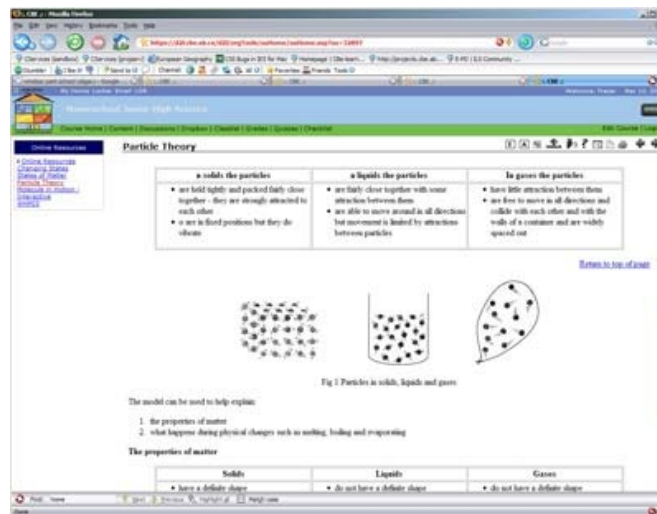
Online



- In the Online Program, students from Grades 7 –12 use on-line based (computer) programs that have been designed and developed, according to the [Alberta curriculum](#), by [CBe-learn](#) teachers and staff.
- CBe-learn offers a full complement of junior high courses to facilitate full-time or part-time studies. Here is a list of the junior high courses that you can choose to take on-line:
- Option Courses include:
 - [Outdoor Education](#)
 - [First Aid/Babysitting Certification](#)
 - [Computer Applications](#)
 - [Community Service Option](#)
 - [Foods](#)
 - [French](#)
 - [Leadership](#)
 - [Music](#)
 - [Enterprise and Innovation](#)
- Core Courses include:
 - [English Language Arts 7](#)
 - [English Language Arts 8](#)
 - [English Language Arts 9](#)
 - [Social Studies 7](#)
 - [Social Studies 8](#)
 - [Social Studies 9](#)
 - [Science 7](#)
 - [Science 8](#)
 - [Science 9](#)
 - [Math 7](#)

- [Math 8](#)
- [Math 9](#)
- [Lifeskills 7](#)
- [Lifeskills 8](#)
- [Lifeskills 9](#)
- [Physical Education](#)

- Course content materials are delivered via the Internet through a secure learning management system that allows students continuous access.
- Interactive materials encourage student connection to materials and concepts.
- Immediate feedback on self-marking quizzes and self-tests allow for instant self-evaluation to enhance student progress.
- Student assignments and activities are sent to teachers via the learning management system (D2L) where they are evaluated, given feedback and graded.



Particle Theory

Solids	Liquids	Gases
• are held tightly and packed fairly close together - they are strongly attracted to each other	• are fairly close together with some attraction between them	• have little attraction between them
• are in fixed positions but they do vibrate	• are able to move around in all directions but movement is limited by attractions between particles	• are free to move in all directions and collide with each other and with the walls of a container and are widely spaced out

Fig 1 Particles in solids, liquids and gases

The model can be used to help explain:

- the properties of matter
- what happens during physical changes such as melting, boiling and evaporating

The properties of matter

Solids	Liquids	Gases
• have a definite shape	• do not have a definite shape	• do not have a definite shape

Print Based Program for Homeschooled/Blended Students



Responsibilities and Roles

Teachers are responsible for student learning.

[Print Based](#) Program - [Alberta Distance Learning Centre \(ADLC\)](#)

Students from Grades 1-12 use the print materials of the ADLC. The ADLC materials follow the Alberta Programs of Study.

Students send their assignments into the ADLC for grading, and all corrected assignments are returned to the address provided on the lesson record form of the student.

Parent responsibility:

Home Education students require guidance and supervision in order to receive efficient and effective instruction. It is expected that the parent/guardian of the student studying at home will serve as a positive and supportive partner in the education process.

- Assist the student in the selection of the appropriate courses in the registration process
- Ensure that the student has all the necessary supplies to complete the courses successfully
- Be the contact person with the staff at the (ADLC)
- Ensure that the student has a suitable study area in which to work
- Supervise the correction of self-assessment exercises
- Correct the student answers to the activities in the modular courses by using the suggested answers in the Student Support Guide or answer keys where applicable.
- Review the corrected lessons and assignment booklets with the student when they are received from the ADLC
- Monitor the student's progress and achievement
- Assist in the scheduling of midterm and final exams



ADLC has an intensive contact program to make sure that home Education students are succeeding. Teachers are contacted up to three times a year by phone for elementary and junior high students. Full-time high school Home Education students are also “tracked” and a counseling program via telephone encourages them to stay focused and determine a workable schedule so that the work can be completed on time.

Students and parents may phone the ADLC office (8:00 am – to 4:30 pm) Monday – Friday toll free 1-866-774-5333.

A Cbe-learn (ADLC dedicated) teacher/facilitator is available for one on one or group sessions to assist students with their learning. Help can be accessed by appointment.

Curriculum

All ADLC courses registered through the Calgary Board of Education are teacher accountable and follow the Alberta curriculum. All courses taken from ADLC are accepted as if students had taken the courses in a regular school.

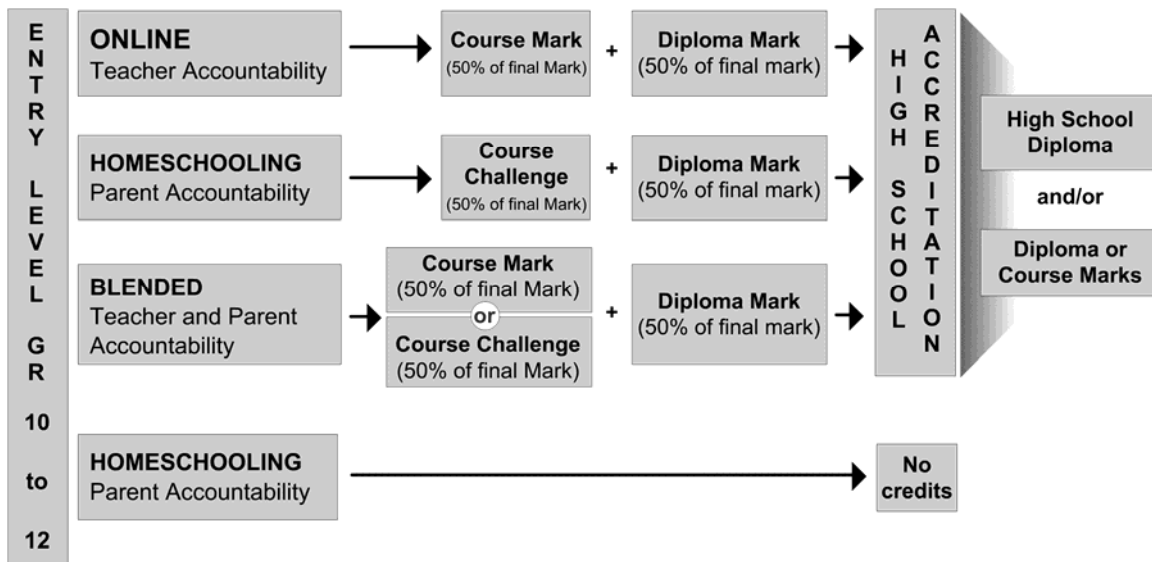
Eligibility

- Students in Grades 1-9 and students who are less than 20 years of age on September 1 in the school year in which he/she would like to register.



High School

Mapping Choices for High School Completion



Teacher Led Activities

Automatically have a course mark built in and prepare the students for a diploma exam. Both parts are required for a final transcript course completion mark.

Parent Led Activities

Are not eligible for a course mark and therefore disqualify the student to write a diploma exam, **but** when a parent and student work together to prepare the student for a [Course Challenge](#) they can then, upon successful completion of the Challenge, be eligible for a mark assigned by the supervising school board and, in so doing, become eligible to take the diploma exam.

Blended activities

Combine the teacher led and parent led activities that ultimately culminate to accreditation. We see in the chart above 50% course mark + 50% diploma mark as the teacher led portion and 50% course challenge + 50% diploma mark for the parent led portion.

Students wishing to apply for post secondary education or career opportunities will need to consider the following:

- Attaining a high school diploma (100 specified credits)
- Attaining a grade 12 level course mark by:
 - Taking a teacher led course which results in a course mark
 - Fulfilling the requirements of a "Course Challenge"
- Attaining a diploma mark for those grade 12 level courses that require them.

Note: It is important to check the specific requirements of each of the institutions to which the student may be applying, as the specifications for admittance will vary. Some institutions may not require a high school diploma, but will require core course marks, which are made up of the course mark plus the diploma mark.

Those students who wish to challenge the grade 12 level course mark, and are successful, will be given credits (not a course mark) for both the grade 10 and 11 levels, as well, of the same course sequence.

Course 'Challenge' Requirements

Students opting to 'challenge' a grade 12 level course will have to complete a specific 'Challenge' for each course. Each Challenge will include the following:

- An interview and/or portfolio of specified work that gives evidence of student curricular knowledge and highlights understanding of the course objectives and outcomes
- Project based on curricular outcomes
- 2 – 4 hour exam based on curriculum outcomes



Found in the Challenge instructions will be specific directions, timelines and support material that will help to make the process clear and easy to follow.

One 'Challenge' per course per calendar year will be allowed.

Students may challenge a grade 12 level course at any high school grade level. (This means that any student who feels that he/she meets the curricular understanding of the specified course regardless of his age or grade level may challenge that specific course.)

Please carefully check the requirements for course challenge in the Guide to Education –

<http://www.education.gov.ab.ca/educationguide/guide.asp?id=0810>

Grades at a glance

For grades at a glance please contact [Alberta Education](#)

(Curriculum summaries at a glance are produced by Alberta Education)





Appendix 1

HOME EDUCATION LEARNING PLAN GRADES 1 - 12

WORKING COPY

This working copy of the Learning Plan has been designed to support your child's Learning Program.

We recommend that you complete this working copy before completing the Learning Plan that will be submitted to CBe-learn.

Step 1 – Gathering Information

Gather information that will help you to decide your child's learning program.

As you think about program choices, you will need to consider:

- **How** does my child learn most successfully?
- Does my child have **special needs or aptitudes** that will influence my choice of learning environments?
- Does my child have **special needs or aptitudes** in different subject areas, i.e. math, reading, science, etc?
- How do you plan on **assessing** your child's progress?
- What are my child's **possible future career pathways or preferences?** Will university entrance credentials or specific requirements for a trade or certification process be needed?

Of a practical nature, you will need to consider:

- Are there **transportation** or accessibility issues?
- Does a particular time-table **fit** with my family's schedule?



And finally,

- **What** am I comfortable teaching?

WHAT CHOICES ARE AVAILABLE TO ME AS A HOMESCHOOLING PARENT?

Read an overview of Home Schooling from Alberta Education, by going to the following link:

(<http://www.education.gov.ab.ca/educationsystem/HomeEdInfo.pdf>)

This document explains the rights and responsibilities of Home schooling from a School Board and from a parent's point of view, as defined by laws concerning education in Alberta. The "question and answer" section is quite helpful. It is useful to read this document to see the history of home schooling in the province, how it is funded, and how it is governed. It explains basic information that most home schooling parents ask, like: "Does my child have to write the Provincial achievement tests?" and "What am I responsible for as a parent...?"

It might be helpful to examine subjects normally covered within teacher led programs. Start with the following link and choose the grade that your son/daughter will be in for the next home schooling year: <http://www.education.gov.ab.ca/parents/handbooks/summaries/> (*This would be an excellent document to print out and post on the fridge or somewhere handy throughout the year)

Remember this is written for all parents, including those with children in a school building, so the document covers many things that may or may not be of interest to you. However, after choosing the appropriate grade for your child, scroll down the parent's handbook till you come to the area entitled "REQUIRED SUBJECT AREAS". This will introduce you to each required subject, as well as the learning outcomes for each subject at your child's particular grade level.
<http://www.education.gov.ab.ca/parents/handbooks/>

Also examine the Calgary Board of Education's Parent Homeschooling Handbook by going to the following link:
<http://www.calgaryhomeschooling.com/documents/2007-2008handbook.pdf>



This will start to give you a sense of some of the key concepts around home-schooling, as well as the unique menu of possibilities that we are offering at CBE this year.

Homeschooling parents are NOT required to follow the Alberta Programs of Study and may identify learning outcomes and programs from alternative sources or approaches.

Step 2 – Learning Outcomes

Choose which *type* of learning outcomes (goals) you will build into your child’s program for the year by becoming familiar with the choices available to you...

- Learning outcomes state what a learner will know or be able to do as a result of your teaching. **You will need to make an assessment of these learning outcomes within your role as homeschooler (to be discussed in Step 3)**

There are essentially 3 ways of defining learning outcomes according to the laws governing home schooling:

- A. **One way is** to adhere to the learning outcomes as prescribed in the Alberta curriculum. These are found in the links in Step 1 as mentioned above. For example, Alberta learning outcomes for grade 4 math in this model would be as follows:

The following learning outcomes are selected from the Grade 4 Mathematics Program of Studies. Number

- demonstrate a number sense for whole numbers 0 to 10 000, and explore proper fractions
- apply arithmetic operations on whole numbers, and illustrate their use in creating and solving problems

Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

- use and justify an appropriate calculation strategy or technology to solve problems
- demonstrate an understanding of addition and subtraction of decimals



Patterns and Relations

- investigate, establish and communicate rules for, and predictions from, numerical and non-numerical patterns, including those found in the community

Shape and Space

- estimate, measure and compare, using decimal numbers and standard units of measure
- describe, classify, construct and relate 3-D objects and 2-D shapes, using mathematical vocabulary
- use numbers and direction words to describe the relative positions of objects in two dimensions, using everyday contexts

Statistics and Probability

- collect first- and second-hand data, assess and validate the collection process, and graph the data
- design and use simple probability experiments to explain outcomes

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students are expected to learn how to:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- relate and apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies as a tool to solve problems
- use visualization to assist in solving problems, processing information and making connections.

- As we have already stated above, this format is extremely structured. Some home schooling parents prefer this, and seek out textbooks to teach the above-mentioned learning outcomes.
- If you choose to follow the learning outcomes as prescribed by Alberta Education you may “cut and paste” these directly from web information into the template below.



B. **Another way is** to choose the following set of learning outcomes, also laid out by Alberta Education, but which are more general:

STUDENT LEARNING OUTCOMES

- 1 A basic education must provide students with a solid core program including language arts, mathematics, science and social studies.
- 2 Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to
 - (a) read for information, understanding and enjoyment;
 - (b) write and speak clearly, accurately and appropriately for the context;
 - (c) use mathematics to solve problems in business, science and daily-life situations;
 - (d) understand the physical world, ecology and the diversity of life;
 - (e) understand the scientific method, the nature of science and technology and their application to daily life;
 - (f) know the history and geography of Canada and have a general understanding of world history and geography;
 - (g) understand Canada's political, social and economic systems within a global context;
 - (h) respect the cultural diversity and common values of Canada;
 - (i) demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals;
 - (j) recognize the importance of personal well-being and appreciate how family and others contribute to that well-being;
 - (k) know the basic requirements of an active, healthful lifestyle;
 - (l) understand and appreciate literature, the arts and the creative process;
 - (m) research an issue thoroughly and evaluate the credibility and reliability of information sources;
 - (n) demonstrate critical and creative thinking skills in problem solving and decision making;
 - (o) demonstrate competence in using information technologies;
 - (p) know how to work independently and as part of a team;
 - (q) manage time and other resources needed to complete a task;
 - (r) demonstrate initiative, leadership, flexibility and persistence;
 - (s) evaluate their own endeavours and continually strive to improve;
 - (t) have the desire and realize the need for life-long learning

- These are called simply "Student Learning Outcomes", and you may recognize them from the Home Education Information package which you read in Step One. *It is interesting to note how general the outcomes are for math, for example.



Step 3 – Assessment

Assessments can be classified into four categories: tests, product/project assessments, performance assessments and process skills assessments. All types are useful, however, each has limitations. As a home schooling parent, you will want to consider a balance of these assessment strategies as you plan and develop your program.

Below are listed a variety of activities that may be used in assessing your child's learning. This is just an idea list; it is not the intent of this learning plan to provide in-depth information about each of the items listed

Assessment Ideas for Individuals and Groups

Tests	Products/Projects		Performances	Process Skills
Essay	Ads	Mobiles	Activities	Anecdotal records
Multiple-choice	Advice columns	Models	Announcements	Checklist observations for processes
	Artifacts	Movie reviews	Anthems	
Matching	Audiocassettes	Newspapers for historical periods	Apologies	Concept mapping
	Autobiographies		Ballads	Conferences: teacher and peer
Short answer	Banners	Pamphlets	Beauty tips	Debriefing interviews
	Blueprints		Patterns	
True/False	Book reviews	Peer editing	Campaign speeches	Debriefing questioning for lesson closure
	Books	critiques	Character sketches	Experiences checklists
True/False	Brochures	Pen-pal letters	Charades	
	Bulletin boards	Photographs	Commercials	
True/False	Cartoons	Picture dictionaries	Conferences	Interviews
	Case studies	Portfolios	Cooperative learning group activities	Invented dialogs
True/False	Collages	Posters	Dances	Journal entries regarding processes
	Computer creations	Product descriptions	Debates	
True/False	Costumes of characters	Projects	Demonstrations	Learning logs
	Crossword puzzles	Proposals	Discussions	
True/False	Databases	Protest letters	Dramas	Metaphor analyses
		Questionnaires	Exercise routines	
True/False	Diaries of historical periods	Research centers	Experiments	Observations
	Directories	Research papers	Explanations	
True/False	Displays	Results of surveys	Fashion shows	Oral questioning
	Drawings	Resumes	Field trips	
True/False	In-class group essays	Reviews of TV programs	Interactive book reviews	Process-folios
		Scrapbooks	Interviews	
True/False	Job applications	Short stories	Introductions	Question production
	Job descriptions	Simulation games	Jingles	
True/False	Journals	Slide presentations	Job interviews	Responses to reading
		Soap opera parodies	Jump-rope rhymes	
			Laboratory experiences	Telling how they did



Lab reports Learning centers Learning logs Letters to parents, editor, TV station, or a business Maps	Story illustrations Student-kept charts Tests Timelines Travel folders Videotapes Want ads Work products Writing portfolios	Person-on-the-street interviews News reports Oral histories of events Pantomimes Plays Presentations Psychomotor skills Puppet shows Reports Role plays Sales pitches Simulations Singing of songs from historical periods Skits Song writing to fit a topic Speeches Spoofs Storytelling Surveys Tongue twisters TV talk shows Verbal comparisons Warnings Weather reports	something and justifying the approach used
-----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------

Tests

Tests typically are standardized to meet specific learning outcomes and are designed by communities. These may be purchased or accessible from a variety of curricular groups or through [Alberta Education](http://www.alberta.ca).

Product/Project Assessments

A project can be an assessment task given to an individual child or a group of children on a topic related to learning outcomes. The project results in a product that is assessed. The processes used during the project could also be assessed. The project should be primarily a learning experience, not solely an assessment task.

There are a number of advantages of project assessment tasks:

1. Allow children to formulate their own questions and then try to find answers to them



2. Provide children with opportunities to use their multiple intelligences to create a product
3. Allow you to assign projects at different levels of difficulty to account for individual learning styles and ability levels
4. Can be motivating
5. Provide an opportunity for positive interaction and collaboration if conducted within a group
6. Provide an alternative for children who have problems reading and writing
7. Allow for children to share their learning and accomplishments with others

Using Rubrics

A rubric can be defined as "a scoring tool that lists the criteria for a piece of work or 'what counts'".

A good rubric also describes levels of quality for each of the criteria, usually on a point scale.

Sample Rubrics:

Here is a sample music rubric:

Beginning	Basic	Proficient	Advanced
Breathy; Unclear; Lacks focus; Unsupported	Inconsistent; Beginning to be centered and clear; Breath support needs improvement	Consistent breath support; Centered and clear; Beginning to be resonant	Resonant; Centered; Vibrant; Projecting

Here is a more advanced presentation rubric:

<http://www.ncsu.edu/midlink/rub.pres.html>

Here is an example of an advanced writing rubric:

http://www.uen.org/Rubric/rubric.cgi?rubric_id=23



Why use rubrics?

- They help define "quality" learning
- When children use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.
- Rubrics makes it easier for parents to explain how their child is achieving outcomes
- Parents usually like the rubrics concept once they understand it, and they find rubrics useful to know exactly what their child needs to do to meet learning outcomes

Rubric Collections and Information

- <http://www.aac.ab.ca/>
- <http://www.aac.ab.ca/assessment.html>
- <http://www.aac.ab.ca/assesspublic.html>
- <http://www.usd.edu/teachered/rubricscontents.html>
- [Chicago Public Schools: Rubric Bank](#)

These rubrics are only samples of how to support approaches to assessment for, of and as learning.

Step 4 – Resources

Examine the resources you will access to build your child's Learning Plan.

- A) Resources identified by Alberta Education through curriculum Homeschooling.
http://ednet.edc.gov.ab.ca/k_12/curriculum/parent.asp
- B) Accessing the Professional Resource Centre at Highfield
<http://www.cbe.ab.ca/curriculum/libraries/default.asp>
- C) On-line resources available through Innovative Learning Services
<http://projects.cbe.ab.ca/sss/ilscommunity/resources/index.asp>



List the specific resources you have identified:

Also specify and document any of the following which would support your learning plan:

- Field trips
- Activities at home
- Human resources
- Resources available through Calgary Home Schooling
- Resources available on the internet



Step 5 – Choosing a Program

Now you are ready to select which program serves your child's learning needs!

First you must choose if you will be providing all the learning opportunities for your child or if you wish to choose a blended program.

Ask yourself the following questions:

___ Will I teach all of the Homeschooling courses?

If you choose this program, go straight to [Appendix 2](#) to complete your final learning plan.

Or,

___ Will I choose a Blended Program?

'A Blended Program' means an educational program consisting of two distinct parts:

Part 1: A school provided program where a **teacher** employed by a school board or accredited-funded private school **is responsible for providing for the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta Programs of Study; and**

Part 2: A Home Education Program that meets the requirements of the **Home Education Regulation.**

If you have chosen the Blended program – which Blended option best serves your child (you may select amongst all three).

- ___ a) at home through Print-Based materials sent between a teacher and home (grades 1-9)
- ___ b) at home through Online courses accessed through the computer in which a teacher plays a dynamic teaching role (grades 7-9)
- ___ c) face to face at Windsor Park School with teachers in innovative, student-centered settings (grades 1-9)



Which areas of study will be parent accountable?

Which areas of study will be blended?

If you choose this program, go straight to [Appendix 3](#) to complete your final learning plan.

Your final plan will be submitted to counselors at CBe-learn to complete your registration process.



Appendix 2

HOME EDUCATION LEARNING PLAN 100% PARENT ACCOUNTABLE

(THIS IS A LIVING DOCUMENT AND CAN BE CHANGED THROUGHOUT THE SCHOOL YEAR IN CONSULTATION WITH YOUR FACILITATOR.)

Name of Student: _____

Birthdate: _____ Gender: _____

Grade: _____

Contact Information

Parent / Guardian: _____

Address: _____

Phone: Home _____ Work _____ Cell _____

Email: _____

Emergency Contact

Name: _____

Phone: Home _____ Work _____ Cell _____

Relationship: _____

Past Homeschooling Experience:



If moving from a school environment, please identify past student achievement:

Homeschooling Goals:

What will be the learning outcomes for each area of study:

Subject	Learning Outcome	Assessment Strategy
<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>
	<hr/>	<hr/>

Please take as much space as you need to list all of your subjects, the learning outcome for each and the assessment strategy you will use.



What **Resources** have you identified to address these learning outcomes?

*for the most up-to-date facilitator information, please check our website at www.calgaryhomeschooling.com

Date: _____

Parent Signature: _____

Counsellor Signature: _____



Appendix 3

HOME EDUCATION LEARNING PLAN BLENDED PROGRAM

(THIS IS A LIVING DOCUMENT AND CAN BE CHANGED THROUGHOUT THE SCHOOL YEAR IN CONSULTATION WITH YOUR FACILITATOR.)

Name of Student: _____

Birthdate: _____ Gender: _____

Grade: _____

Contact Information

Parent / Guardian: _____

Address: _____

Phone: Home _____ Work _____ Cell _____

Email: _____

Emergency Contact

Name: _____

Phone: Home _____ Work _____ Cell _____

Relationship: _____

Past Homeschooling Experience:



If moving from a school environment, please identify past student achievement:

Homeschooling Goals:

Which **Type** of Blended Program are you choosing:

- _____ Print-Based (ADLC)
- _____ Online (CBe-learn – Grades 7 to 12)
- _____ Classroom at Windsor Park

Or which combination of these:



What areas of study will be parent led (cores and/or options)?

What will be the learning outcomes for each area of study:

Subject	Learning Outcome	Assessment Strategy
_____	_____	_____
	_____	_____

Please take as much space as you need to list all of your subjects, the learning outcome for each and the assessment strategy you will use.

What **Resources** have you identified to address these learning outcomes?

*for the most up-to-date facilitator information, please check our website at www.calgaryhomeschooling.com

Date: _____

Parent Signature: _____

Counsellor Signature: _____