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Welcome to the first ever Spring/Summer Issue - and the end of the magazine's very first year in publication. It has proved to be an adventure from start to finish. I learned a variety of things as I set out on this new venture but what I appreciated the most has nothing to do with graphic design, internet marketing or distribution. It has to do with the amazing people with whom I've connected and the importance of the relationships which sustain and surround us all. My thanks go out to all friends, family, acquaintances and business associates who shared a vision and helped it to become reality through encouragement and participation.

The magazine continues its evolution and a few new sections have been added for your convenience: *On the Cover* (to introduce and promote homeschool programs), and *Update on Unpaid Labour* (to keep readers up-to-date on this important issue).

The *Products & Services* and *Activities* Sections have been revised and expanded. In particular, check out the new layout for the *Calgary Program Summary* (bar charts have been replaced with a format similar to the Event Summary) and the *Activity Host Index* has been amalgamated with *Activity Details* so more information can be found in one spot.

Throughout the year we have tried to bring you inspirational and informative articles. Starting with this Spring/Summer edition we will try to focus each issue on a particular topic. In this issue the focus is on homeschooling children with **Special Needs**.



Theresa and her husband Dean with their three children: Calvin (9yrs), Charlotte (7yrs) and Elizabeth (4yrs).

A few last minute special needs resources worth noting are:

Homeschooling Mensans: is a special interest group affiliated with the American Mensa, the high IQ society. It is open to anyone interested in homeschooling gifted children. <http://groups.yahoo.com/group/homeschoolingmensans>

Athabasca University: This institution may allow gifted kids to take credit courses at any age. www.athabascau.ca

Thank you to everyone who recommended resources!

Questionnaires were sent out to both Alberta Education and schools that register homeschool students in an effort to identify any/all resources which may be available to special needs students. The result of both these questionnaires has been included in the magazine. What I realized upon receiving the answers to the questionnaires is that the conversation about homeschooling special needs has to expand and include our health system and other areas of government that have the opportunity of offering assistance to homeschooled students. Watch for follow-up information in future issues. Like Unpaid Labour, "special needs" is an issue which requires our ongoing attention to bring about change.

This issue continues its newfound tradition of sharing personal experiences as *Kerry Wasyliw* and *Tracy Rimmer* share their unique stories with special needs children. *Lorraine Person*, School of Hope Vice-Principal, joins us again with her insight on special needs and we welcome *Patricia Elford*, Brain Gym Consultant, as she provides a brief introduction on the field Brain Gym. **Brain Gym** is the movements connected with the field of Educational Kinesiology (Edu-K).

The Homeschooler's Guide will be hosting the Calgary Conference previously run by CHEERS. I would like to sincerely thank the members of CHEERS for endorsing this project. Hosting a conference is consistent with the Homeschooler's Guide mandate to "Connect Families with Resources". This year's Conference has (1) been moved to a new, expanded facility (2) changed to include all southern Alberta (3) been rescheduled from March to May.

The **Southern Alberta Homeschool Conference** (p.21) will be a celebration of what makes homeschooling in Alberta great. It will bring together resources from all across southern Alberta and kicks off with a **Welcome Reception** on the evening of

In the Next Issue!

Fall 2005 Issue Homeschool Success!

Do you know someone who was primarily homeschooled from K-12? We are looking for articles from former homeschoolers sharing their experience and success. What resources do you rely on most that contribute to your daily success?

Winter 2006 Issue Diet, Nutrition & Education

Research has shown that there is a link between diet and behaviour, including concentration levels. This issue provides the opportunity to share resources and experience related to food consumption and how it effects education.

Spring/Summer 2006 Issue Teaching a Second Language

Trying to teach a second language to your children when you are homeschooling is a definite challenge. What resources assist you in your quest to teach a foreign language?

Do you have a topic you would like to have covered in an issue of the Homeschoolers Guide?
Let us know! Email info@homeschoolersguide.ca

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For more information on the Head \$tart Program phone 669-5142 or email jaimees@telus.net

Jaimee E. Snider is the founder of Head \$tart. She brings with her expertise, a desire to work with children as well as 8 years experience from the financial planning industry.

Photo (Cover): Rachel (11 yrs), Jaimee Snider, Head \$tart Instructor, and Kathryn Josephs (11 yrs) analyzing their investment portfolios.

Photo (Below): Jaimee demonstrating the concepts of spending, saving, donating and investing to homeschool students.



May 27. This special evening has been arranged so that the homeschooling community can connect with each other, sharing ideas and information in a semi-formal atmosphere. Special invited guests include: Alberta Education, Conference Participants and Support Group Executive. Don't miss this unique opportunity!

Conference doors open at 8:30 AM! All activities start at 9:00 AM. Advance Tickets are highly recommended as they will expedite your admission to the facility. All sessions are available on a first-come-first-served basis. There will be a wonderful array of different speakers, workshops, presentations, and demonstrations to attend. The Exhibit Hall is already 50% sold out with more than 40 vendors booked!

Thank you to our Conference Sponsors:

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All Conference information can be found online at: www.albertahomeschool.ca. Registration Forms can be easily printed off the website, completed and mailed with a cheque. **Tickets increase in price effective April 15 so buy yours soon!**

I look forward to seeing you at the Conference on May 28! Thanks for an exciting first year!

Theresa Kondrat Bochulak B.A., B.Comm.
Publisher/Editor
editor@homeschoolersguide.ca

***Know of any parents
interested in homeschooling?***

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7:30 pm

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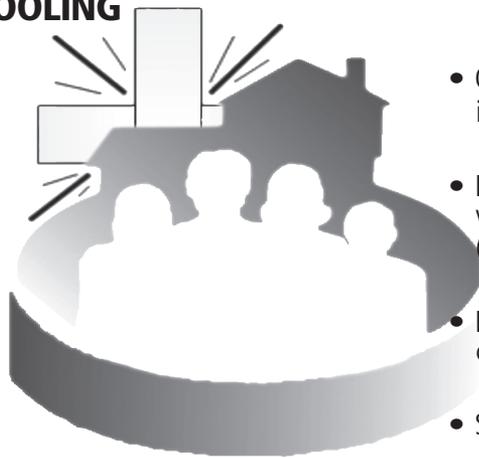
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A GREAT EDUCATION BEGINS @ HOME!

Brain Gym: Movement is the Door to Learning

by Patricia Elford B.Sc. M.Ed.

Dr. Paul Dennison, Ph.D. spent his years in the education system attempting to cope with numerous learning difficulties including severe dyslexia. Over a 19 year period, beginning in the 1970's, he was the director of eight Valley Remedial Group Learning Centers in California. During that time he researched and explored with the students specific movement patterns, exercises and techniques directed toward the development and restoration of the natural and unique potential of each person. The natural techniques he used focused on assisting the person in his or her own self-development process instead of attempting to bring in external influences. Dr. Dennison pioneered a whole new way of understanding the learning process. This new field is known as Educational Kinesiology (Edu-K) and the movements are called the Brain Gym movements.

Children with special needs, either "gifted" or those with severe learning difficulties, can benefit positively from the Brain Gym process. Dr. Hannaford, in her book *Smart Moves*, states, "They [Brain Gym Movements] help the young to get ready to learn, and the elderly to maintain active thinking and memory. But perhaps the most profound improvements from Brain Gym that I have witnessed were with adults and children labeled 'learning disabled,' 'Attention Deficit Hyperactive Disorder,' 'Emotionally Handicapped,' 'Down's Syndrome.' Brain Gym is drug-free, simple and highly effective." Dr. Hannaford also discusses in her books the effectiveness of Brain Gym in assisting with self-control, motivation, self-esteem, and anger management. Natural neurotransmitter production (GABA and dopamine) is stimulated when the whole brain is activated, as it is with Brain Gym. Hyperactive children and adults learn to slow and coordinate their movements, shift easily between details and the broad picture, and focus on learning. With daily Brain Gym the person gains more and more control as the frontal lobe and basal ganglion are being activated regularly. Dr. Hannaford sees only the need for one label, SOSOH (Stressed Out Survival Oriented Human). When each child and every person is seen as a unique learner with their own specific time line and pace of learning then we will be able to consciously eliminate all labels concealing the wonderfully unique individual beneath them.

Svetlana Masgutova is a Doctor of Developmental and Educational Psychology originally from Russia and now living in Poland. For the past 15 years she has been leading research work on Edu-K Methods, and studying the influence of movements on different aspects of a person and his or her learning challenges. Dr. Masgutova believes that movement control problems cause a wide spectrum of development challenges such as aggressive behaviour, laziness, lateness, worry and fear, dyslexia, delay in speech, intellectual development, etc. She states that, "Sometimes a very little knowledge of, and the appropriate correction of, a movement sphere can positively and deeply change the child's behaviour and make his or her life and communication socially suitable and full of joy."

Brain Gym – simple, easy to learn, fun and deeply profound.

Related Material

Dennison, Paul E., Ph.D. *Switching On: The Whole Brain Answer to Dyslexia*. Edu-Kinesthetics, Inc., Ventura, California. 1981.

Hannaford, Carla, Ph.D. *Smart Moves: Why Learning Is Not All In Your Head*. Great Ocean Publishers, Inc., Arlington, Virginia. 1995. ISBN 0- 915556-27-8

Hannaford, Carla, Ph.D. *Awakening the Child Heart: Handbook for Global Parenting*. Jamilla Nur Publishing, Captain Cook, Hawaii. 2002. ISBN 0- 0716647-0-6

Freeman, Cecilia M.Ed. with Gail Dennison. *I AM the Child: Using Brain Gym With Children Who Have Special Needs*. Edu-Kinesthetics, Inc. Ventura, California. 1998. ISBN 0-942143-1018

Masgutova, Svetlana, Ph.D. with Nelly Akhmatova, Ph.D. *Manual: Integration of Dynamic and Postural Reflexes Into the Whole Body Movement System*. Warsaw, 2004.

Web Sites

Educational Kinesiology Foundation: www.braingym.org

Brain Gym, Canadian site: www.braingymcanada.com

Svetlana Masgutova, Ph.D. International Neurokinesiology Institute of Movement Development and Reflex Integration™ Poland: www.neurokinesiology.pl

Patricia Elford, B.Sc., M.Ed. is a Licensed Brain Gym® Instructor/Consultant living in Calgary, Alberta. She has been an educator and consultant for over 35 years. Besides her private practice she leads in-service training workshops, speaks at conferences and retreats and instructs the courses Brain Gym 101, Optimal Brain Organization and Switched-On Golf™.

Brain Gym Workshop with P.Elford
Southern Alberta Homeschool Conference
May 28, 2005
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Gifted Learners: Opportunities, Disabilities & Strategies

By Lorraine C. Person

PART I: OPPORTUNITIES FROM HOME

Parents strolling past a busy playground or attending the annual Children's Concert can appreciate how differently children approach a similar situation. This uniqueness is the individuality that parents celebrate. In particular, 'gifted' children display some distinctive characteristics that set them even further apart from their peers. A growing number of Alberta families have chosen to provide the education of their children at home, where they can develop a stimulating program designed to meet the unique needs of their own gifted students.

Recognizing Giftedness

Giftedness, by definition, includes the ability to think in the abstract and acquire and process information quickly. Parents may not immediately recognize that their child is gifted until the child accomplishes something that is well beyond the expectations for their age. For instance, a young child may spontaneously participate in an adult conversation when the adults are not even aware that the child could understand the topic of discussion. A child may offer a correct response to a math problem with which an older sibling is struggling.

Young children may exhibit advanced physical skills such as accuracy in kicking or hitting a ball. Some children may display musical or artistic abilities that are well beyond the expectations for their age. As well, gifted learners may also have sensitive emotional and social needs that differ dramatically from their peers. Each of these factors is very important to consider when planning a complete program to meet the needs of a gifted child.

Working with Early Learners

Children who display gifted potential in their early development present parents with a prime opportunity to nurture a healthy interest in learning. When activities, such as counting toes and fingers or naming the colors of vegetables on their plate, are a part of the daily routine, curiosity is encouraged and parents are building lifelong learners.

Toys that engage the child in exploration and discovery through creative play will support problem-solving skills and instill learning patterns. However, the best learning tool for an inquisitive child is an adult willing to start them on their journey toward active problem solving.

Programming for School-Age Learners

Gifted students do not require a program that assigns more work, or harder work than their peers but they do need to be challenged to develop a higher level of thinking. Creativity is the key for planning a stimulating and challenging program that will excite learning.

Children need to be involved in experiences that lead them to expanded levels of exploration to mature their investigation, application and critical thinking skills. An ideal learning program includes challenges from several learning styles (seeing, hearing, touching, doing and experiencing) to round out their approach to in-depth learning.

A young math whiz who loves computer strategy games may resist developing areas of writing or reading because these areas may not seem as interesting as the computer games. Projects that work through the math interest area, such as exploring the lives of early mathematicians, may motivate the student to develop stronger literary skills.

Some gifted learners have such a broad field of interest and are so keen to investigate new areas that they tend to skim through a number of projects without fully completing them. These types of children benefit from assistance in planning a project from start to finish and having each task followed through to completion.

An Environment for Learning

Curiosity is a key to further learning and innovation. Early flying machines that eventually led to flights into space began with the study of birds and the design of their feathers. Perhaps someone asked the question, "What would happen if...?" and began to experiment. Such is the opportunity for discovering new skills at home.

The inquisitive child can explore different solutions to each challenge. To apply new concepts and test theories, curious learners need to move beyond reciting the facts. Such an approach would nurture their strong ability to think abstractly and to creatively integrate new concepts into unusual applications.

Learning through discovery at home can increase a child's understanding of different methods of solving problems. A child's curiosity in exploring an interest area such as sharks, ponies, rockets, gymnastics or drawing can lead to investigation of marine life, equestrian events, space travel, Olympic sports and art history. Within their own home, the curriculum is unlimited and their time frame is undefined.

Many home-based learners harness their child's energy by diving into complex or creative projects in the morning and using afternoon 'downtime' for athletic or artistic activities. From home, gifted students can set the pace and direction of their own learning plan, well beyond the curricular expectations of their particular grade level. A textbook's treatment of stars and constellations may stimulate a child's interests that can be followed up with evening trips to the planetarium, independent study courses through a university or winter travel to an observatory in a distant country.

Expanding the Home-based Classroom

The home is a learning opportunity undefined by walls or rooms. Whether the child is interested in gardening, building a shelf for a rock collection, creating curtains for a bedroom or measuring ingredients for an afternoon snack, tools can be applied to learning. Tools from the garage or garden shed and the baking utensils in the kitchen all provide prime learning challenges for the creative mind. The computer and the Internet have expanded the availability of resources for higher-level learning. Parents who are actively involved with their child's program have endorsed the potential of these tools as valuable instruments for learning. From the microscope to the telescope, the tools for gifted learners at

Gifted Learners continued on p.14

You Just Have to Love Homeschooling

by K. Wasyliw

We are presently in our fourth year of homeschooling. Our family is made up of Mom, Dad and two children, Michaela (almost 10yo - developmentally delayed) and Brayden (5yo).

Michaela attended two and a half years of preschool and a year of kindergarten in the Catholic school system. Michaela has always required an IPP/IEP with a modified program. She has used the assistance of an aid and required different therapies while in the classroom. We were made to feel that, as parents, we were not fit in some way to help supply her with the necessary skills to succeed. While Michaela was in school, we supplemented her education at home in order for her to handle everyday life in the classroom. Homeschooling was never an option that was presented to us nor was it something we fathomed doing. Mid-way through Kindergarten, we started to seek out alternatives in education for Michaela's sake. She was losing her hair, had developed nervous habits and was ill quite often. We realized that it was due to stress and sought out homeschooling. Our journey started that fall.

Our philosophy has changed over the years as our knowledge of homeschooling has increased. We were very much out to prove we could provide more than the school system was able too. We tried to be total 'school at home' type homeschoolers with a full range of busy work. Every

year we have become more comfortable and relaxed. The road has not always been smooth but we are finding our way to what seems to work. Now our days consist of lessons, fieldtrips, outings and classes (Calgary and area has a wealth of resources), and hands on learning (science experiments, reading and math games, Lego, KNEX, etc.).

As homeschooling parents, we are learning what works for each of our children; where their strengths and weaknesses lie. We have come to realize that if our children were in school, they would not be provided with the opportunities that homeschooling supplies for them. As we homeschool, our entire family learns together.

Michaela has come a long way from her Kindergarten days. Her nervous habits have decreased, her hair is wonderfully thick and she isn't as prone to illness. On the occasion that someone feels unwell we shift our activities to suit. Here is what one unique 'sick' day recently looked like in our house...

It is a Monday. No one is feeling totally up to par so I thought it would be an easy day of relaxation and watching television. That does not appear to be the case.

Brayden and I manage to get ourselves dressed and ready for our day. Michaela decides she is not quite feeling well enough to justify a clothing change and wears her pajamas downstairs. We start our morning like we usually do: slow,
You Just Have to Love . . . continued on p.8

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You Just Have to Love . . . continued from p.7

easy and typical. Michaela goes outside to get the newspaper and starts to flip through the pages. She reads some headlines but ultimately is looking for the score of last night's Hitmen Hockey game and their standings. We pull together a simple breakfast.

Michaela decides to make chocolate candy from a gift she received. I melt the chocolate in the microwave as the kids sit there and count down the seconds; 20, 19, 18...3, 2, and 1. Michaela uses up all the chocolate that we melt and makes up about a dozen different chocolates and chocolate suckers from the mold that is provided. Michaela decides who she was giving her chocolate creations to since she is unable to enjoy them herself.

Since we are on the topic of chocolate there is an experiment I want to try. I have a bag of M&M candies sitting up in the cupboard just waiting to get used. We put the candy in bowls of water "M" side up. One bowl has warm water. One bowl has cold water. The question is: Will the "M"s float to the top of the bowl?

It takes awhile but lo and behold the Ms begin to float! The colors left on the bottom of the bowl are interesting. Before we decide to try the experiment again, we mix the colors together to make a fine mess. After repeating the experiment we see that one temperature water works at releasing the "M"s quicker than the other. We also noticed that some colors released their "M"s sooner than others. What are those M's made of that makes them float?! This may require further investigation. Whatever it is, it leaves a nice buildup of gunk on the sides of the bowl!

We take, what I think is, a break and play with Brayden's Hot Wheels. We make a bunch of different tracks trying to get the cars to do the loops. We are figuring out which tracks work and which ones do not. The tracks that do not work, we try to figure out why they do not work and find a solution to get them to work: Is the type of car a factor? Do we need more slope to get the car going? Is the start track too long? It is amazing how much patience the kids have when they think they just having fun.

Michaela decides she wants to send a letter to a friend of hers. We work on proper spelling and printing. We talk about the proper way to write on the envelope in order to send a letter through the mail. Michaela works on her address and postal code. She writes out her friends address on the

envelope. Michaela decorates the back of the envelope with stickers and stamps it. Brayden then follows suit and writes out a little something for Grandpa in Saskatchewan. I can imagine before the end of the day we will be walking over to the strip mall to get these in the mailbox.

Michaela checks her chocolates. We stick them in the refrigerator to hurry the process along. When the chocolate are set, Michaela pops out the chocolates makes a box and wraps some of them in foil. She hides the chocolate for Dad when he comes home from work.

I make up some cinnamon dough to make some ornaments. The dough gets placed in the refrigerator for 30 minutes. Another count down of sorts starts as the kids try to determine how long 30 minutes is. Once the dough is ready Michaela, Brayden and I work on making different ornaments. We pull out the cookie cutters and start working away. We talk about why the ornaments will dry slower if they are too thick.

It isn't quite 3p.m., where has the time gone. The television has not been on at all today. Dad will be home from work in about an hour asking about the days events. Michaela has gone up to her room to play by herself for awhile and Brayden is at his Hot Wheels again. So much for having a 'sick' day!

There is a moment of peace as, for a moment, my young children occupy themselves.

Then... "MOM..."

The day is still young. There are still so many more things to do, learn, and create... you just have to love homeschooling.

Kerry Wasyliw and her husband, Steve, have been homeschooling their two children for the last 4 years. She recently started an online group for homeschool families dealing with special needs child(ren): Calgary Homeschool Special Needs (<http://groups.yahoo.com/group/calgaryhsspecialkids/>)

Meet & Greet (Special Needs) with K. Wasyliw
Southern Alberta Homeschool Conference
May 28, 2005
www.albertahomeschool.ca



Home Education and the Learning Challenged Child

by T. Rimmer

When we first began our homeschooling journey, it wasn't because our child was a special needs child. At least, not in the manner that most people think of it. Our elder son, Joey, was very advanced, frighteningly so sometimes, and the public system, for the two years we had him go, did little to encourage that.

We knew he was 'gifted'. This was the child who read practically before he could talk, came up with a 'new' way to count ("Look, Mummy! 'A' equals one, 'B' equals two, 'C' equals three... see? I can count different!") at three. He used to tell me the endings to his bedtime stories before I could finish them, not because he'd heard them a hundred times, but because his grandmother had bought him a book of fairy tales and he'd memorized it, word for word. Yes, we knew he was gifted, and like any 'good' parents, we knew that all we needed to do was get him into school, and all would be well. Well, it wasn't.

Within months of his proudly marching off to kindergarten, we sensed a change in him. By the beginning of the second grade, he was sullen, hated school, had a tummy ache every morning, and, worst of all, that bright flicker of joy - the joy of learning - had nearly been extinguished. We took a deep breath, and, holding tightly onto each other as a family, we took the plunge. We pulled our son out of the public education system, and began to homeschool. It was the best decision. Now, we wouldn't want to consider educating him in any other way.

That very year our younger son, Michael, was due to enter kindergarten. We thought long and hard about our options for him. He wasn't like his elder brother. As a matter of fact, looking back, I wonder if there could have been two more different children. I didn't recognize it at the time, my young child was just my child, perfect in every way. Of course he wasn't reading yet, but Joey had been exceptional and we had promised ourselves we would never 'compare' our children to each other. They were individuals, and would never be subjected to the "But your brother..." pressure.

But reading wasn't Michael's only difficulty. He couldn't even recognize his letters. Trying to get him to understand that these letters represented sounds that were different than the name we gave them was near impossible. He always seemed to understand, and could parrot back what you said, but by the next day, the next hour, it was gone.

And he could not sit still. He had difficulty paying attention, and he could not concentrate. Dreaded words flitted through our minds: ADD, ADHD, Ritalin, hyperactivity... and after some consultation with our family doctor... autism. Then, he complained that his eyes hurt him. Perhaps, just perhaps...? A trip to the optometrist removed that hope. He had perfect 20/20 vision. No worries there.

No worries... I think back to that time and wonder what the optometrist must have thought. Here was a woman who had just been told her child had perfect vision, and she seemed... disappointed? But I was. My child's difficulties couldn't be simply explained away. I was determined that

this child was not going to become a statistic. I began to do my own research.

I looked for weeks, months. I read everything I could get my hands on about autism, autistic spectrum disorders, ADD, ADHD, learning disabilities, behavioral difficulties, and, finally, I came across a book by a Dr Feingold: The Feingold Diet.

Everything the book said about children's behavioral issues being related to food allergies connected for me. Finally, something that made sense. We went at it religiously. We cut out all the foods that Dr Feingold told us could act as 'triggers' and moved on from there. The behavioral difficulties became less and less noticeable. My child was improving. But he still couldn't read. Temper issues reduced in frequency, he no longer got the sniffles, he no longer had to be physically restrained when he had a 'meltdown'... he didn't have meltdowns. At least, not like he had. He had other things going on, and I knew that my work had only just begun, but it was a beginning, and an encouraging one at that.

He still could not read. He was nearly eight years old, and he could not read. Our other son had been reading for nearly five years at this age. As much as I'd sworn I would never compare my children's accomplishments to each other, this, I knew, was not 'normal'.

I remember my low point. I remember it in Technicolor. I had just had my fall meeting with our school facilitator. I have

Learning Challenged Child continued on p.10



Status of Unpaid Labour in Alberta & Canada

The following are excerpts from Beverley's Newsletter which is being reproduced with permission. Subscriptions: bevgsmith@alumni.ucalgary.ca

Social Development Minister Ken Dryden with his provincial counterparts was unable to reach a pan Canadian agreement in recent consultations in Vancouver and has postponed the final decisions until later. Dryden came under criticism in the press and by some provinces for using a preferential funding formula to only recognize one way of rearing children – publicly funded daycare, ignoring private daycare, small dayhomes, informal sitters, tag-team parents, work-at-home parents, and parents who use grandma care, dad care or mom care. Dryden has announced he plans to meet again with the provinces, indicating he's 'looking to create a system' with 'rigour to it'. A petition online to suggest to him a more universal funding of children can be viewed and signed at <http://www.petitiononline.com/kidcare/petition.html>

Kids First president Helen Ward was on a national radio talk show on Sunday Feb 20th discussing the flaws of the Dryden plan and every person who called in agreed with her that funding only daycare is problematic. The Sun newspaper chain ran editorials in most of its member papers in Winnipeg, Toronto, and Edmonton entitled "Liberals' nanny state". The editorials suggested rather than funding only daycare that the government provide tax breaks to all parents. (Feb 18 2005)

Kids First Parent Assoc of Canada gives a complete *Learning Challenged Child* continued from p.9

so much to thank this kind, caring woman for, but for this, in particular, I will be eternally grateful to her. She told me that some children have difficulties that cannot be solved by patience and gave me the name of a reading consultant that she had worked with in the past.

She called me back the next day. I will never forget that phone call. I believe we spoke for over an hour. She asked me questions about Michael that, at the time, I couldn't perceive had any bearing on his reading issues. Had Michael had a traumatic birth experience? Yes. Was Michael a fussy eater? Yes. Did he seem to understand things, only to forget them by the next day? Oh, yes. Did Michael complain of headaches, or sore and tired eyes? Certainly. Did Michael ever 'zone out'? How did she know my child so well?

We made an appointment, and by the end of that first hour-long session, I understood so much more about how my child worked. Michael, indeed, had some issues... but she wanted him to see both an occupational therapist and an ophthalmologist. I told her that our own family optometrist had ruled out vision issues. That's when I learned that vision and sight are two very different things. Enter a specialist ophthalmologist and her vision therapy partner.

We dutifully went to the Ophthalmologist/Vision Therapist and the Occupational Therapist. And we learned. My, how we learned. Michael, while a normal little boy in every other respect, had a condition called Sensory Integration Disorder. He also suffered some pretty extreme visual/spatial issues. In essence, he had a neurological function disorder, and in addition, his eyes simply did not work the way other children's eyes did. The two together were a recipe for educational disaster.

background and context for its lobbying efforts at: <http://www.kidsfirstcanada.org>

Note by Beverley to subscribers: I have mailed the Attorney General March 10 2005 a request for his assistance in seeking a Supreme Court reference to see if the caregiving legislation in place in Canada equally treats all the nation's children or whether it discriminates against some styles of child-rearing. If you would like to add your voice to support this request in principle, just drop him a note at the Hon. Ron Stevens, Alberta Legislature Edmonton T5K2B6 or Calgary. glenmore@assembly.ab.ca

CTV (television network) has released results of a poll Feb 2005 asking who provided 'daycare' for your child. Of 7790 votes, 6,050 said they have a family member providing such care. 8% used not-for-profit care and 14% used for-profit care. The study was conducted in Alberta.

Prior to the budget the Canadian Taxpayers Federation recommended that the government drop proposals for daycare funding and instead have a per child tax credit from which all Canadian children could get equal benefit.

Editor's Note: The *Homeschooler's Guide* published the article "Do You Work?" (Winter 2005) by Beverley Smith, Researcher & Activist, which highlighted the status of unpaid labour in Canada. This column is dedicated to keeping homeschool parents updated on this issue.

I cannot tell you how hard we worked. The Occupational Therapist assigned a rigorous therapy program to be completed every day. We learned about Brain Gym (a spectacular program that I believe every child should be exposed to) and we did constant vision therapy. He improved.

It was long, it was difficult, and it took a lot of investment, but in the end, we had a child who was not stunted by repeated failure. He understood that his eyes worked differently than other children's, and he was eager to read. We retrained his eyes to look for details, to follow, to track, to move together. He was wearing glasses, this child with perfect vision, to strengthen the muscles that controlled his eye movements and to keep him from suffering from eye fatigue. Within six months of the daily occupational and vision therapy, he was reading.

I will never, ever forget the look on his face the first time he came out of a session with his vision therapist and read a sentence to me from one of her books. He was literally hopping up and down with joy. I will never forget what he said to me, "Mummy, Mummy, I can READ!" I sat in that waiting room, with my child in my arms reading to me, and I cried. I will never forget that his vision therapist cried, too.

I have so many people to thank for this gift to my son. Not the least of which is our school facilitator, the original reading consultant she sent us to and the therapists we employed. I cannot, however, say it has been an easy road. When I realized what the therapy was going to cost, I approached our school. Surely this would be covered? Well, yes... in a manner of speaking. We could certainly use our annual

Learning Challenged Child continued on p.11

Student Achievements

Congratulations to Nicole Eggen, Grade 5, for winning her school's competition as part of the CanSpell National Spelling Bee. With this win Nicole will be moving on to the next level of competition.

This year was the first ever CanSpell National Spelling Bee. Sponsored by CanWest Media Networks (Calgary Herald), CanSpell is an annual event which provides Canadian students with an international opportunity to showcase their spelling skills. Almost 10,000 southern Alberta students in grades 5-8 took part in the spelling bee.

Congratulations and good luck Nicole!

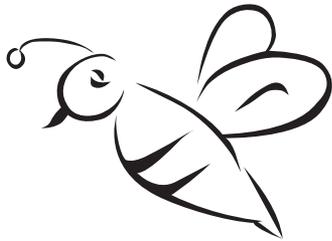


Photo: Mark MacDonald, Vice-Principal Centre for Learning@HOME presenting award to Nicole after winner declared.

Learning Challenged Child continued from p.10

funding to pay for it. Calculating this out, rather disbelievably, I found that our funding for both of our children would cover approximately three months of Michael's therapy. He needed at least a year, maybe more. That didn't leave any room for our curriculum for the actual school year. Our school was no help here, we were told that it was a medical issue, and we should go to our family doctor.

Our doctor was wonderful, considering he doesn't really get the whole homeschooling thing, and quickly told us that there was nothing medical or health related going on beyond the fact that our son had a learning disability, and further than that, it was our school's problem. We were caught between a rock and a hard place without funding from either school or medical system.

But Michael's Therapy wasn't optional; it was absolutely necessary. We decided that we would pay what needed to be paid, and worry about the rest later. It didn't matter that, had he been in the public education system, this would have been covered by our school with an appropriate diagnosis. Life isn't always fair. This was what our child needed.

My son is learning challenged. He faces challenges every day, and perhaps he always will. He still has some sensory difficulties, he has extreme physical sensitivities, and I know when we need to remove ourselves from an over-stimulating situation.

My child is learning challenged, but he now reads constantly, and his vocabulary and comprehension are unbelievably advanced. Because we homeschool, we have been able to devote the time that was necessary to overcome these

difficulties. He has learned, at his own pace, and in his own way. His reading skills are now at grade level. He has gone, in a little over a year, from a child who couldn't recognize letters and their related letter sounds, to a child who I have to tell to stop reading and go to sleep. Homeschooling has allowed us the freedom to teach him, to overcome his challenges.

We homeschool, we guide our child's education, we see to his needs, and we live. We have options, and our children are secure in the knowledge that they are who they are. We do what we need to do, when we need to do it. We respond to our children's educational needs as they arise.

Tracy Rimmer and her husband, Bill, have been homeschooling their two boys for the last three years. She is an avid reader who enjoys sharing her knowledge with others. She is well known in the homeschooling community for her extensive personal library.

**Join Tracy at the
Southern Alberta Homeschool Conference
for her talk on
Methodologies & Resources:
Making Choices for your Child's Best Education**

Q&A with Alberta Education on Special Needs Students

Q1. What resources does Alberta Education offer to Alberta students who are classified as “special needs”?

All Alberta students have access to education programs through their resident school boards. (School Act, RSA 2000, sec 45). School boards must direct each of their students to enroll in a particular school that the board operates. Parents may choose any public or separate school as long as the school board operating the school deems it to have enough space and resources to accept the student.

If a school board determines that a student is in need of a special education program then the board places the student in a special education program (School Act, RSA 2000, sec 47). The school board must consult with the student’s parent before placing the student. If a parent disagrees with the special education placement decision the parent may appeal the decision, and, if necessary, may ask the Minister of Education, to review the appeal decision. (School Act, RSA 2000, sec 123, 124) The Minister may support the school board or support the parent and direct the board to provide a program that meets standards.

Alberta Education provides funding to school boards so that boards can make local decisions about where and how the boards will offer education programs, including special education programs to students with special needs. Alberta Education does not specify particular amounts of money for special education programs but does review special education programs to ensure they meet the standards Alberta Education has established in the Standards for Special Education, Amended 2004:

http://www.education.gov.ab.ca/k_12/specialneeds/SpecialEd_Stds2004.pdf

Private schools do not operate under the same directives for special education. Private schools operate in a market relationship and if a private school does not provide parents with the programs they seek then parents will choose another school resulting in the loss of tuition fees. Designated special education private schools must meet additional requirements for funding but parents do not have access to appeal and review of special education decision by the Minister of Education.

Q2. What is the process an Alberta student must go through to become classified as “special needs”?

Students with special needs have been assessed and coded according to the Alberta Education Special Education Definitions and are receiving special education programming through the development and implementation of an Individualized Program Plan (IPP). The IPP provides documentation of the program and is a mandatory requirement for any student with special needs.

Q3. Who are the people/departments an Alberta student must contact to gain access to “special needs” resources?

Alberta Education has published numerous documents to support the development, implementation and evaluation of special education programming. These documents can be purchased through the Learning Resources Centre. Orders

can be placed on-line, 24 hours a day at: www.lrc.learning.gov.ab.ca. Parents may also gather information from their resident school board, that is, the school board that has jurisdiction over the community where the parent lives. In the case of a community that has a separate school board as well the parent should contact the board that reflects their faith.

If different, please answer questions 2 & 3 (above) but replace “Alberta Student” with “Alberta Home Education Student”.

Alberta parents who have chosen to home educate their child retain full responsibility for the provision of their child’s education program. In Alberta a funded student is defined as an individual who is attending a school or blended program in grades 1 to 12 of the current school year and is not a Home Education student. Alberta Education provides the school board or funded private school that has agreed to supervise the home education program with funds that the parent may use to purchase instructional materials and resources. When the home education student’s program meet the requirements of the Home Education Regulation neither the school board, the funded private school, nor the Minister of Education have the authority to direct any changes to the program.

A school board or funded private school supervising a home education program may choose to provide additional funds or services to a parent who is educating a student with special needs but Alberta Education does not require them to.

Home care and respite services may be available to home-educating parents through their local Child and Family Services Authority. Regional Health Authorities may also provide services to these families.

Editorial note: These questions were forwarded to Alberta Education by the editorial staff of the Homeschooler’s Guide as an introduction to the relationship between Alberta Education (formerly Alberta Learning) and Special Needs Students. Further exploration of this topic will continue in future issues.

**On November 24, 2004,
Alberta Learning was split into
Education and Advanced Education.**

Alberta Education K-12
www.education.gov.ab.ca

Hon. Gene Zwozdesky
Minister of Education

780.427.5010 (Toll Free 310-0000)
edmonton.millcreek@assembly.ab.ca
www.gov.ab.ca/home/index.cfm?page=58

Q&A with Schools on Special Needs

What information and support does your organization provide for students with special needs (gifted children and learning disabilities)?

CHRIST THE REDEEMER SCHOOL DIVISION - CENTRE FOR LEARNING AT HOME

Prior to registration, when the Centre for Learning@HOME is advised of a special needs issue, the parent is informed that we receive no additional funding for special needs students. Therefore we are unable to provide additional special needs funding or resources. After consultation, many families will register in our home education program. Home education consultants are supportive of parental choice and, in some cases, will advise parents to seek out experts in the field of their child's need(s). Parents then have the option of using their reimbursable funding to offset costs of professional assessment and programming assistance. In some circumstances, student needs can be met within our online program (especially gifted students). Additional short-term support is available to online students through our Learning Support program. This short-term support focuses on organizational and study skills. * Parents of any identified student who requires additional support is directed to register with their resident School division in order to receive appropriate services. Contact: Raychel Rose, Director of Special Education (403) 938-2658

MOORE ACADEMY CANADA

Individual programs are set up for each student enrolled. That means we set up the program for your child to meet their special needs (gifted or learning disabilities), learning

style and interests. We normally start with a Barb Modality tool to find their learning style and go from there. If the child is dyslexic there are different methods which we recommend for teaching the child.

THE HOME EDUCATION EXCHANGE (T.H.E.E.)

The Home Education Exchange exists to enable parents to provide a unique, meaningful home education program for children, gifted and learning disabled alike. In keeping with one's level of courage, curiosity, and individual needs, we endorse educational alternatives that prepare children to lead productive lives filled with possibilities for a rewarding future. Our home education team is familiar and experienced in home education; our support personnel provide services in Administration, Special Education, Reading, Program and Curriculum Consultation, and Relationship Management Consultation and Training.

WISDOM Home Schooling

WISDOM encourages families with special needs students to participate in the many camps and workshops that involve whole families. The WISDOM website hosts a confidential discussion room for parents of special needs children, providing information, resources, and support. Students with mild special needs are funded for access to the Student Health Initiative Program, and WISDOM provides a limited number of donations to special needs requests annually.

Editorial Note: This question was forwarded to all known schools in Alberta that accept homeschool students. For a list of schools see School Index on p.40

Enjoying art at the Wildflower Arts Centre!



The *Homeschooler's Guide* publishes activities offered during regular school hours and/or activities that are restricted to homeschool students for free, space permitting.

There are two types of activities found in the Activities Section of the *Homeschooler's Guide*: Events and Programs.

An **Event** is an activity that can be completed in one day, such as an open house or a field trip.

A **Program** is an activity that is completed in a series of classes, such as swimming lessons, choir, or art.

When there are a wide variety of activities offered in an area **Summary Page(s)** may be provided for convenient reference.

An **Activity Host** is the individual or organization hosting an activity published by the *Homeschooler's Guide*.

Contact the Activity Host directly to register.

Information in the Homeschooler's Guide is for your reference only.

Before registering, be sure to:

1. Confirm all information about the activity with the Activity Host. We do our best to ensure all information is correct at the time of print. Changes and cancellations may occur between printing and the time the activity is scheduled to begin.
2. Inquire about and understand the Activity Host's policies on payment, cancellation, transferring and withdrawals.

The *Homeschooler's Guide* does not accept registrations or payment for any activity unless specifically stated.

ALL ACTIVITIES CONTAIN INHERENT RISK.

If you have a disability, allergy, and/or medical condition you should communicate this information to the Activity Host when registering.

ABBREVIATIONS

M – Months
Y – Years
Gr – Grade
A – Adult

M – Monday
T – Tuesday
W – Wednesday
R – Thursday
F – Friday
Sa – Saturday
Su – Saturday

P – Parented
UP – Unparented
PP – Parent must remain on premises
PO – Parent Optional
PD – Professional Development

NCP – No charge for parent
SD – Sibling Discount available
MBR – Member
NMBR – Non-member

Gifted Learners continued from p.6

home are as unlimited as the potential for involved learning through discovery and investigation. Parents and children who share in the excitement of discovery can celebrate the accomplishment of newly acquired skills. Learning at home can be a spontaneous and timeless adventure.

PART II: GIFTED WITH LEARNING DISABILITIES

Images of Giftedness

If you're so smart, why can't you spell? Gifted children are magnets for high expectations from parents, teachers and peers. We assume they will excel consistently and remain at the top of all their academic classes. Even gifted students may be confused and frustrated when they sail through some subjects with ease, but are challenged by other subjects. Such is the nature of giftedness. The only certainty with gifted children is that each one is unique.

When children excel at some academic areas but struggle in other subjects, they become extremely frustrated with themselves for not meeting their personal expectations. When a student can recite all of the classifications of the insect world but has difficulty reading or writing at their grade level, it is no surprise that these students are misunderstood by teachers and parents. Such children are 'doubly blessed', with learning disabilities as well as gifted abilities.

Doubly-Blessed Children

Doubly blessed children present some unique learning challenges. They may score in a high IQ range and speak knowledgeably about a variety of complex topics, but their behaviors and learning disabilities may mask their gifts and skills. A grade one boy who collects coins from all over

the world and knows the values of each coin compared to Canada's currency is extraordinary.

However, his inability to legibly print letters and numbers on a page will raise more attention than his remarkable understanding of different values of money.

These are the children who may be labeled as unmotivated or lazy learners even though they may be a math whiz or gifted musician or aspiring author. Learning disabilities may not immediately surface in a gifted student but may emerge as a student who is reluctant in starting or finishing assignments and often displays reactionary outbursts and behavioral problems. Behaviors, resulting from a child's adverse reaction to the learning environment, often define the label by which the child will be identified.

Responding to Individual Differences

Students who are gifted with learning disabilities do not choose to be different or difficult but they do react to extremes and subtleties of their learning environment. Noises, sounds and bright lights are distractions that prevent some children from being fully engaged in learning. Often such reactions cause the learning disability to be identified before the giftedness, drawing more attention to the disability than to the child's other skills. A mathematical genius who solves complex scientific equations without the use of a calculator might be more noted for her inability to write a simple paragraph than her advanced mathematical gifts.

Children who have been diagnosed with autism, Asperger Syndrome or auditory processing and attention deficit disorders may suffer from severe forms of environmental

Gifted Learners continued on p.15

Mar 31 (R)	7:00 PM	Information Session/Open House Calgary, Alberta	Phoenix Home Education Foundation 403.265.7701 www.phoenixfoundation.ca
Apr 15 & 16		2005 Annual Convention Red Deer, Alberta	Alberta Home Education Association 403.236.1170 www.aheaonline.com
May 20 (F)	11:30 AM	Used Book/Curriculum Fair Calgary, Alberta	Phoenix Home Education Foundation 403.265.7701 www.phoenixfoundation.ca
May 10 (T) Ad p.3	7:30 PM	Home Education Parent Information Night Calgary Public Library (Country Hills)	Homeschooler's Guide 403.804.9498 www.homeschoolersguide.ca
May 12 (R) Ad p.3	7:30 PM	Home Education Parent Information Night Calgary Public Library (Fish Creek)	Homeschooler's Guide 403.804.9498 www.homeschoolersguide.ca
May 27 (F) Ad p.21	7:00 PM	Welcome Reception – Southern Alberta Homeschool Conference Calgary, Alberta	Homeschooler's Guide 403.804.9498 www.albertahomeschool.ca
May 28 (Sa) Ad p.21	8:30 AM	Southern Alberta Homeschool Conference Calgary, Alberta	Homeschooler's Guide 403.804.9498 www.albertahomeschool.ca
Jun 13 – 15		Western Canadian Catholic Home School Conference Edmonton, Alberta	King's University College 780.465.3500 www.kingsu.ab.ca

Gifted Learners continued from p.14

reactions, causing students to become easily unfocused and disruptive.

Being attentive to a child's distraction 'triggers' can effectively adapt the learning environment toward the child's success. The choice of lighting and the arrangement of the furniture are two factors that can have an impact on designing a successful work station. Gifted children need continual assistance and reassurance to develop coping strategies that can help them work with their learning problems. Starter solutions from parents may include the student's best time of day and the preferred learning style.

Reducing Environmental Factors

Children with an auditory processing problem may appear to have a hearing problem that may not even be revealed through a hearing test. In actual fact, this child can hear but cannot 'decode' the information that is heard and as such, is unable to understand what has been said. In a typical learning environment, most communication is auditory so children who have difficulties with auditory processing will not easily succeed without program assistance. For these children, listening to instructions would be similar to listening to conversations through a wall and being expected to repeat the conversation. Such children benefit from structured learning strategies such as lists or step-by-step instructions to help them concentrate and move to the next task.

Organizational Strategies

Some gifted children always seem to misplace their jacket or lose their books and papers and remain unaware that they are misplaced. Often, these children grow up to be

executives who lead a corporation to financial success but can never remember where they left their pen or car keys. The 'nutty professor' stereotype is common for gifted people with learning disabilities. Children who easily grasp difficult academic concepts but reveal organizational learning problems find task lists, daily assignments and calendars helpful to structure their work. Such strategies can help them to develop effective learning patterns, independence and guide them to stay 'on task' and avoid procrastination.

Children who easily grasp math or science challenges but are unable to commit this knowledge to paper may be diagnosed as having a disability known as dysgraphia. Parents or other adults can act as a scribe to write as the child tells the story or provides the answers to questions building the child's selfconfidence. Commercial learning programs can also guide the process from letter formation to words and eventually to sentences and stories. Without assistance, even simple keyboarding can become a laborious process for the child who struggles to write.

Planning for Success

Success for gifted children with learning disabilities is based on recognizing the gifts and talents of the student and applying personalized solutions to address the challenges presented by their disability.

Lorraine Person is Vice-Principal, Elementary and Special Education Programs, with the School of Hope in Vermillion, Alberta. Home-Based Learning and Special Education have been Lorraine's educational focus for the past ten years.

DATE	TIME	EVENT	AGES	ACTIVITY HOST	DETAILS
Apr 13 (F)	10:00 – 12:00	Open House	All	Centre for Gifted Children	p.23
Apr 20 (W)	1:00 – 3:00	Brain Gym – Part 1 of 3	Gr6-9	Chinook Learning Services	p.23
Apr 27 (W)	1:00 – 3:00	Brain Gym – Part 2 of 3	Gr6-9	Chinook Learning Services	p.23
May 2 (M)	10:00 – 2:00	Farmyard Visit!	All	Butterfield Acres	p.23
May 4 (W)	1:00 – 3:00	Brain Gym – Part 3 of 3	Gr6-9	Chinook Learning Services	p.23
May 5 (R)	9:00 – 4:00	International Space Day for Homeschoolers	K-12	Calgary Science Centre	p.23
May 16 (M)	9:00 – 3:45	Camp IT Digital – Day 1 of 3	12-17Y	Chinook Learning Services	p.24
May 17 (T)	3:00 – 4:00	Evergreen Theatre – How the West was Fun	All	Phoenix Home Education Foundation	p.17
May 18 (W)	9:00 – 3:45	Camp IT Digital – Day 2 of 3	12-17Y	Chinook Learning Services	p.24
May 20 (F)	9:00 – 3:45	Camp IT Digital – Day 3 of 3	12-17Y	Chinook Learning Services	p.24
May 30 (M)	1:00 – 3:30	Good Vibrations!	7Y+	Cantos Music Foundation	p.23
Jun 1 (W)	1:00 – 3:30	Measure 4 Measure: Discovering Math in Music	9-12Y	Cantos Music Foundation	p.23
Jun 3 (F)	9:30 – 2:30	Markerville Creamery & Hola School	All	Phoenix Home Education Foundation	p.17
Jun 3 (F)	2:00 – 6:00	Home School Band Open House	All	Cornerstone Music Studio	p.24
Jun 20 (M)	10:00 – 2:00	Farmyard Visit!	All	Butterfield Acres	p.23

2005 HOMESCHOOL CAMPS IN CALGARY

Altadore Gymnastics – May 2 – 5
(Monday – Thursday)

Details p.23

NEW!

Chinook Learning – May 16 – 20
(Monday – Friday)

Details p.23

Talisman Centre – May 9-13
(Monday – Friday)

See Ad p.26

To register for the following events, call Phoenix 265-7701
Event Details can be found at www.phoenixfoundation.ca

Your Neighborhood - April 5/7

Age 4-6: - Stranger Danger; Mini-Medics; Gym;

Age 6-8: Stranger Danger; Mini-Medic

Age 9+: Survivor; Beginner's First Aid; Career Expo; Gym

Age All: Build a Community

Character Counts - Week of April 12/14/15

Age 4-6: Gym; Character Counts; Forgetting Manners

Age 6-8: Don't Laugh at Me; Character Counts; Gym

Age 9+: Make a Difference Project; Mustard Seed;

The Masks We Wear; Don't Laugh at Me; Gym

Age All: Feelings; Flamenco Dancing; In-Line Skate School

Earth Care - April 19/21/22

Age 4-6: Gym; Don't Pollute; Earth Care

Age 6-8: Needs of Plants; Rainforests of the World; Gym

Age 9+: Growing Things; Trees/Forests, Recycling; Gym

Age All: Rainforest Crafts; Graffiti; Bottle Drive Fieldtrip

Animal Care - April 26/28/29

Age 4-6: Freaky Frogs; Gym; Trouble with Pets; Caring for Pets

Age 6-8: Needs of Animals; Pet Appeal; Gym

Age 9+: Endangered Species; Animal Care; Gym

Age All: Dogs Reporting for Duty; SPCA fieldtrip;

Our Country & It's Connections - May 3/5/6

Age 4-6: Make Pinata; Gym; Dora the Explorer; Mexico

Age 6-8: Mexico at a Glance; Gym

Age 9+: Across Canada; Arriba! Let's Go to Mexico;

What is Cinco de Mayo?; Gym

Age All: Make a Pinata; Ribbon Dancing; Maraca Making;

Mexican Feast; Drop-In Gym; Mexican Flower Making

First Nations - May 10/12/13

Age 4-6: Inuit; Medicine Bag & Wheel; Gym

Age 6-8: First Nations Tribes; Buffalo Bits; Inuit;

Medicine Bag & Wheel; Gym; Drumming

Age 9+: Blackfoot Nation; Louis Reil – Rebel or Great

Canadian; Inuit; Ways of the Buffalo; Native Beliefs; Gym

Age All: Wrappin' About Reptiles; PowWow with Native

Guest Speaker; Native Hoop Dancer; Native Crafts;

Native Diet Sampling

Pioneers - May 17/19/20

Age 4-7: Please see website for upcoming events

Age 8+: Drumming; Gym

Wild, Wild West - May 24/25/26

Age All: Frank Slide; Head Smashed In Buffalo Jump;

Fort McLeod fieldtrips.



PHOENIX

Home Education Foundation

"Come soar with us!"

The **Phoenix Home Education Foundation** is a non-profit society operating a non-denominational private school board created by home educators for home educators. Our aim is to be financially accountable to families while providing unique learning opportunities for children.

WE OFFER:

- Generous Supplemental Funding (\$700 - \$1600)*
- Minimal Paperwork
- Easy Access to Funding
- Additional Resources
- On-Going Support
- Parent Workshops
- Multiple Program Options including Traditional
- Extensive Class / Event Options
- Kindergarten Program
- Awards Ceremony
- *AND SO MUCH MORE!*

*Enrollment is limited!
Phoenix will only be accepting a maximum of 300 students total for 2005-06 school year.*

Register Now!

265-7701

Email: info@phoenixfoundation.ca
Website: www.phoenixfoundation.ca

Subject to the new regulations, funding amounts available from AB Education and parent's program choice

CALGARY PROGRAM SUMMARY

TIME	START DATE	PROGRAM	AGES	ACTIVITY HOST	DETAILS
Mondays					
3:30 PM	ongoing	Band Program	Advanced	Calgary Home School Band	p.23
4:15 PM	ongoing	Band Program	Beginner	Calgary Home School Band	p.23
2:30 PM	ongoing	Taekwondo	6-17Y	Calgary Taekwondo Academy	p.23
Tuesdays					
9:00 AM	May 3	Basic Fine Art	14Y-Adult	South Fish Creek Rec. Assoc.	p.25
9:00 AM	May 3	Spanish	6-9Y	South Fish Creek Rec. Assoc.	p.25
9:00 AM	May 3	Drama	10-13Y	South Fish Creek Rec. Assoc.	p.25
9:45 AM	Apr 5	Singing Peter Pan!	7-12Y	Children Sing Broadway!	p.23
10:00 AM	Apr 19	Homeschool Art	9-12Y	Wildflower Arts Centre	p.27
10:30 AM	May 3	Advanced Fine Art	14Y-Adult	South Fish Creek Rec. Assoc.	p.25
10:30 AM	May 3	Drama	6-9Y	South Fish Creek Rec. Assoc.	p.25
10:30 AM	May 3	Spanish	10-13Y	South Fish Creek Rec. Assoc.	p.25
12:30 PM	Apr 4	Gymnastics	6-9Y	Stampede City Gymnastics	p.27
2:00 PM	Apr 4	Gymnastics	6-9Y	Stampede City Gymnastics	p.27
1:00 PM	May 3	Basic Fine Art	10-13Y	South Fish Creek Rec. Assoc.	p.25
1:00 PM	May 10	Gymnastics	3-14Y	Altadore Gymnastic Club	p.23
1:00 PM	Apr 19	Focus on Painting	9-12Y	Wildflower Arts Centre*	p.27
1:00 PM	Apr 19	Homeschool Art	6-8Y	Wildflower Arts Centre	p.27
1:00 PM	May 3	Drama	14Y-Adult	South Fish Creek Rec. Assoc.	p.25
1:15 PM	Apr 19	Clay Discovery	4-5Y	Wildflower Arts Centre	p.27
1:15 PM	Apr 19	Art Start	3-4Y	Wildflower Arts Centre	p.27
2:15 PM	Apr 19	Dance for Preschoolers	3-5Y	Wildflower Arts Centre*	p.27
2:30 PM	May 3	Advanced Fine Art	10-13Y	South Fish Creek Rec. Assoc.	p.25
2:30 PM	May 3	Spanish	14Y-Adult	South Fish Creek Rec. Assoc.	p.25
Wednesdays					
2:30 PM	ongoing	Taekwondo	6-17Y	Calgary Taekwondo Academy	p.23
Thursdays					
9:00 AM	May 5	Queasy Cuisine	6-9Y	South Fish Creek Rec. Assoc.	p.27
9:00 AM	May 5	Outdoor Education	10-13Y	South Fish Creek Rec. Assoc.	p.25
10:00 AM	Apr 6	Gymnastics	6-9Y	Stampede City Gymnastics	p.27
10:00 AM	Apr 28	Discoveries Big & Small	3-11Y	Glenbow Museum	p.24
10:30 AM	May 5	Outdoor Education	6-9Y	South Fish Creek Rec. Assoc.	p.25
10:30 AM	May 5	Queasy Cuisine	10-13 Y	South Fish Creek Rec. Assoc.	p.25
1:00 PM	May 5	Martial Arts, Level I & II (Aikido)	6-9Y	South Fish Creek Rec. Assoc.	p.25
1:00 PM	May 5	Character Development	14Y+	South Fish Creek Rec. Assoc.	p.25
1:00 PM	May 5	Outdoor Education	14Y-Adult	South Fish Creek Rec. Assoc.	p.25
2:30 PM	May 5	Introductory Fine Art	6-9Y	South Fish Creek Rec. Assoc.	p.25
2:30 PM	May 5	Martial Arts, Level I & II (Aikido)	10-13Y	South Fish Creek Rec. Assoc.	p.25
2:30 PM	May 5	Martial Arts, Level I & II (Aikido)	14Y-Adult	South Fish Creek Rec. Assoc.	p.25
Fridays					
10:00 AM	Apr 29	Discoveries Big & Small	3-11Y	Glenbow Museum	p.24
1:00 PM	Apr 29	Financially Savvy Kids	9-12Y	Head \$tart	p.24
2:30 PM	ongoing	Taekwondo	6-17Y	Calgary Taekwondo Academy	p.23



www.adlc.ca

Alberta Distance Learning Centre

Barrhead (Main) 1-866-774-5333

Edmonton (780) 427-2766

Calgary (403) 290-0977

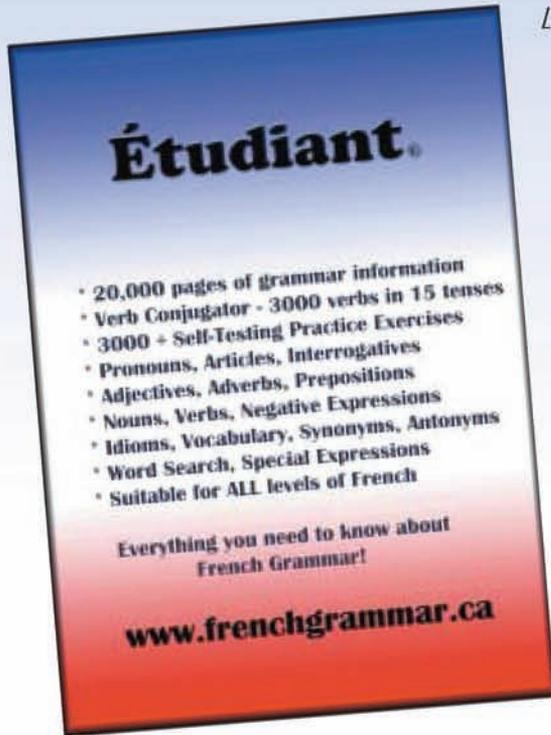
Lethbridge (403) 327-2160

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Looking for a new French grammar resource for you and your students?

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Étudiant is a fantastic **20,000 page** grammar e-book on CD ROM that is comprehensive, user-friendly, and extremely valuable to both students and teachers. It is an excellent grammar resource already being used by **thousands of students and French teachers in 600 schools** across Canada and the United States. You need not know anything about computers in order to use this e-book!

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Everything you need to know is easy to find on this one amazing CD ROM.



- ✓ All categories of grammar - adjectives, adverbs, nouns, verbs, pronouns, prepositions, negatives, interrogatives, idiomatic expressions & more - are clearly explained, fully supported and tested in this e-book for students to use in school or at home on PC or MAC computers. (PC - Windows 95 & up, Mac OSX)
- ✓ For the same price as an hour or two of tutoring, students can have a comprehensive 20,000 page resource that can be used from beginning French right through University-level French and beyond!
- ✓ Includes 3000 self-testing exercises, a word-search, a verb conjugator, vocabulary search and much more. **Étudiant** is THE grammar resource for étudiants!
- ✓ Teachers have responded with unparalleled enthusiasm for a resource that they believe is long overdue, both for themselves and their French students.

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2 - 5	\$90.00 CDN
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For more information & testimonials, visit us at:

www.frenchgrammar.ca

SOUTHERN ALBERTA HOMESCHOOL CONFERENCE

May 28, 2005 9:00 am – 4:00 pm

Coast Plaza Hotel & Conference Centre 1316 - 33 St. NE Calgary, AB T2A 6B6

Phone 403.804.9498 Fax 403.685.9424 info@albertahomeschool.ca www.albertahomeschool.ca



Conference Doors Open at 8:30 AM!
Ticket information and Registration Forms available online!

Brought to you by the Homeschooler's Guide www.homeschoolersguide.ca

Speakers

LEAVE YOUR LEGACY!
Marilyn Hahn B.Ed

METHODOLOGIES & RESOURCES
Tracy Rimmer

HOMESCHOOLING THROUGH HIGH SCHOOL
J. Pollock B.Ed & J. Miller B.Ed

PERSONALITY: WE ALL HAVE ONE!
Harriet van Zyderveld

NEW HOME EDUCATION REGULATION
Paul Jeffrey LL.B. (HSLDA)

Meet & Greet

Amy Hensch - Homeschool Preschool
Kerry Wasyliw - Homeschool Special Needs

Demonstrations

Celebrate homeschool activities with demonstrations from a variety of groups: gymnastics, band, dance, choir, comedy, & drama!

Workshops

START HOMESCHOOLING TODAY!
Margaret Ashley

LEGO MINDSTORMS
Paul Desrosiers

BRAIN GYM
Patricia Elford B.Sc., M.Ed.

WP PUPPET
Wendy Passmore

Exhibitors

Canadian Space Agency
Calgary Science Centre
Olds College
Naval Museum
Schools
Book & Curriculum Suppliers
& many more!

Door Prizes & Draws!

Shawnessy YMCA

333 Shawville Blvd. SE
256-5533

Swimming Pool

See the pool schedule on our website for open swim times or call for group lesson bookings.

Weight Floor

Available for ages 12 and up (must receive orientation). Call for details on personal training.



Gym and Climbing Wall

Open gym and open climbing times throughout the day. Climbing lessons also offered.



YMCA
We build strong kids,
strong families, strong communities.

ymcocalgary.org



Children's Link

Personalizing Resources for Families with Special Needs



... a central source of information
for families of children
with special needs
in the Calgary Rocky View Region

#2, 4412 Manilla Road S.E, Calgary, Alberta T2G 4B7
(403) 230-9158 • www.childrenslink.ca

CALGARY - ACTIVITIES

Altadore Gymnastics..... Ad p.29
www.altadoregymnastics.com
101, 3603 – 30 Street SE
Contact: 720-2711

All athletes charged \$15 for annual insurance.

Gymnastics (UP)

May 10 – Jun 21
3-5Y 1:00 – 2:00 \$70/7 classes
6-14Y 1:00 – 2:30 \$84/7 classes

Gymnastics Camp

May 2 – May 5 (4 days)
Camp is designed to give the kids the opportunity to get on all the equipment in the gym and to improve their skill in a fun filled environment. With skill development being the primary focus kids will also enjoy an age-appropriate craft and participate in a physical ability test to see how strong and flexible they are.

Lunch supervision provided for those that want a full day.

3Y+ 9:00 – 12:00 \$85 / camp
3Y+ 1:00 – 4:00 \$85 / camp

Butterfield Acres..... Ad p.25
www.butterfieldacres.com
254077 Rocky Ridge Rd NW T3R 1A6
Contact: Skye 239-0638
Registration: Drop-In

Farmyard Visit!

May 2 (M) & Jun 20 (M) 10:00 – 2:00
Drop-in and meet the animals, milk a goat and take a tractor ride!
Cost: \$4.99/person

Calgary Science Centre
www.calgaryscience.ca
701 – 11 Avenue SW T2P 2M5
Contact: 268-8311

International Space Day!

May 5 (R) 9:00 – 4:00
Join us for some space-age fun!
Cost: Regular school rates apply

Calgary Home School Band
angdersquire@shaw.ca
9 Bernard Drive NW T3K 2B4
Contact: Angela 295-8506
Registration: ongoing

Home School Band

Jan 10 – May 26 (M)

Repertoire is well rounded, including some classical, movie themes, and contemporary. Concerts 2-3 times during the year.
Band Program - Beginner 4:15 – 5:00
Band Program - Advanced 3:30 – 4:15
Cost: \$200 (NCP)

Calgary Taekwondo Academy. Ad p.24
www.calgarytkd.com
#1-2711 17 Avenue SW
Contact: 201-5737
Registration: Ongoing

Learn the martial art of Taekwondo - "the way of the foot and the fist"
Attitudes of non-violence and respect are highly stressed.

6-17Y 2:30 – 3:30
Cost varies with age & time commitment: \$67/mo - \$86/mo (SD).
Classes available M,W,F.

Cantos Music Foundation
www.cantos.ca
134 – 11 Avenue SE T2G 0X5
Contact: Ingrid 543-5119
Registration Deadline: May 20

Additional attendees >6yrs welcome at regular rates. No children aged 1-6Y.

Good Vibrations: Understanding Hearing and Sound (PO)

May 30 (M)
This interactive program takes advantage of the Cantos Music Collection and our resident music experts to explore concepts of acoustic and electronic sound production. Every student has the opportunity to hear, feel, see and create music in this highly successful program. Curriculum: Gr3
8-10Y 1:00 – 3:30 \$3/student (NCP)

Measure 4 Measure: Discovering Math in Music (PO)

Jun 1 (W)
Through hands on activities with our keyboard collection students discover the math that permeates music and the world around them. Curriculum: Gr. 4-6
9-12Y 1:00 – 3:30 \$3/student (NCP)

Centre for Gifted Children.... Ad p.36
EDC 170 University of Calgary
Calgary NW
Contact: 220-7799

Open House

Apr 13 10:00-12:00
Visit the Centre and find out more about our library resources and programs for gifted children.

Children Sing Broadway!

karlsson@telusplanet.net
Contact: Joanne BA BMus MAMus
249-5703
Registration Deadline: Mar 31

Children Sing Broadway! (PO)

Wentworth Manor 5717-14 Ave. SW
Apr 5 – May 28 (T)
Children learn 8 songs from Walt Disney's Peter Pan, including "You Can Fly!" and "Never Smile at a Crocodile". Instruction is given on singing technique, movement and performance etiquette. The children take joy in their love of music, have fun as they gain new disciplines and skills, and the excitement builds as we work toward the concert on the final day.
7-12Y 9:45-11:00 \$78/9 classes (SD)
Classes extend to 11:15 for last 4 classes

Chinook Learning Services

www.chinooklearningservices.com
Contact: Lori 777-7566
Registration: 777-7224
See the website for more details and course pre-requisites.

Brain Gym (UP)

Registration Deadline: Apr 13 (40509)
Location: South Fish Creek Recreation Complex, 333 Shawville Blvd SE
April 20, 27 & May 4 (W)
Discover your own unique brain dominance towards learning and learn to use this effectively to your advantage. Learn how to manage test anxiety successfully and improve reading, math and writing skills. Quick and fun activities will assist you in any learning situation.
Instructor: Steven Ockey.
Gr6-9 Cost: \$79 / 3 classes

Spring Camp (UP)

Registration Deadline: May 2
Location: South Fish Creek Recreation Complex, 333 Shawville Blvd SE

Calgary Activities continued on p.24

ACTIVITY DETAILS

Calgary Activities continued from p.23

May 16 – 20 (M-F)

Join us for a week of Creative and Report Writing, Drawing, Painting, Brain Gym, Forensic Science (CSI)!
10-13Y 9:30 – 3:45

* \$329 / 10 classes

*Supervised lunch. Please bring a bag lunch.

Camp IT Digital (UP)

Registration Deadline: May 9

Location: South Fish Creek Recreation Complex, 333 Shawville Blvd SE

May 16, 18 & 20 (M,W,F)

Become a Media Shaker. Learn to create powerhouse presentations in PowerPoint, interactive animations in Flash, design it in PhotoShop, and put it all together in Dreamweaver. Finally, join the thousands of youth engaged in instant publishing using the free tools at Blogger.com.

12-17Y 9:00 – 3:45

* \$199 / 3 days (6 classes)

OR \$65 / class (call for scheduling details)

*Supervised lunch. Please bring a bag lunch.

Cornerstone Music Studio

megan_postin@hotmail.com
139, 14919 Deer Ridge Dr SE
Megan Postin 278-3070

Open House for 2005 Home School Band Program

Jun 3 (F) 2:00 – 6:00

The Open House will provide information on the Home School Band Program to be offered in the fall of 2005. The program will offer a combination of private lessons, band rehearsals, concerts and a variety of musical styles including jazz, popular and classical. The Open House will give students and parents an opportunity to meet with teachers, the band director and get information on scheduling, instrument rentals, sibling discounts, registration and more

Glenbow Museum

www.glenbow.org
130 – 9 Avenue SW
Info/Registration: 268-4110

Apr 28 - May 19 (R) or Apr 29 – May 20 (F)

Explore line, shape, colour and story through the images and artifacts of the Bow River in the Discovery Room.
3-7Y (P) 10:00 – 11:15
8-11Y (UP) 10:00 – 11:15
Mbr \$45/family, NMbr \$55/family
for 4 classes

Head Start..... On the Cover p.3

e.jaimees@telus.net

Contact: Jaimee 669-5142

Registration Deadline: Apr 15

Financially Savvy Kids (PO)

Memorial Library 1221 – 2 Street SW
Apr 29 – Jun 17 (F)

Save it! Spend it! Invest it! Donate it!
Children learn about financial choices and discover it is not only fun, it is rewarding to make savvy money decisions by setting financial goals, creating personal budgets and starting their own business. Cost includes materials, workbook, money bank & field trip.

9-12Y 1:00 - 3:00 \$125 / 8 classes

Discoveries Big & Small

Calgary Activities continued on p.25



Calgary Taekwondo Academy



#1-2711 17 Avenue SW,
(403) 201-5737
www.calgarytkd.com
dougkim@telus.net



Taekwondo is a martial art and Olympic Sport.

At Calgary Taekwondo Academy, we encourage our students to have attitudes of non-violence, respect, and modesty.

Children will develop concentration and focus, which often translates to higher academic success.

Taekwondo training helps develop a strong body and mind and strengthens self-confidence.

Calgary Taekwondo Academy has classes specifically for homeschoolers!

Monday, Wednesday, Friday
2:30 PM to 3:30 PM
Starting January 2005.

All Homeschoolers will receive an additional 10% off our rates.

Calgary Activities continued from p.24

Phoenix..... Ad p.17
Home Education Foundation
 www.phoenixfoundation.ca
 375 Bermuda Drive NW T3K 2J5
 Info/Registration: 265-7701

For details on all activities see p.17

South Fish Creek Recreation Assoc.
 www.southfishcreekrec.com
 #100, 333 Shawville Blvd SE T2Y 4H3
 Contact: 201-8652

May 3 – Jun 21 (T) 8 classes
Cost: \$70 mbr, \$75 non-mbr

Advanced Fine Art

Further exploration of the basic principles of drawing but adds the dynamic of colour. It is free form art using pastels, acrylics, watercolors and/or modeling clay. Students will complete a painting from a photograph and review the work in class. Students have the opportunity to work at their own pace in their chosen medium.

10-13Y 2:30-3:50
 14Y-Adult 10:30-11:50

Basic Fine Art

This class covers sketching and its requirements: measuring, seeing, values, proportion, shape, line versus mass, and perspective with concentration on use of pencil. This is a structured course with homework assignments and incorporates theory and art history.

10-13Y 1:00-2:20
 14Y-Adult 9:00-10:20

Drama

Gain the fundamentals of acting, including improvisation and text work. It also teaches voice projection, articulation, imaginative thought, listening and breathing techniques. Performance on last day.

6-9Y 10:30-11:50
 10-13Y 9:00-10:20
 14Y-Adult 1:00-2:20

Spanish

Students learn conversational Spanish along with grammar and vocabulary. By the end of class students will be able to carry on a basic conversation in this language.

6-9Y 9:00-10:20

10-13Y 10:30-11:50
 14Y-Adult 2:30-3:50

May 5 – Jun 23 (R) 8 classes
Cost: \$70 mbr, \$75 non-mbr

Character Development

Using the story "All Summer in a Day" by Ray Bradbury as a basis students will delve into the world of character development with Marilyn Hahn. This unit of study should help students understand and build admirable character traits.

14Y+ 1:00 – 2:20

Introductory Fine Art

Basic Instruction on sketching and painting with an introduction to shading, mixing colours, perspective and more. Supplies included.

6-9Y 2:30-3:50

Martial Arts, Level 1 & Level II (Aikido)

The power of an attack is controlled and redirected, not confronted, allowing a suitable throw or pinning technique to be applied. Level 1 is for beginners, Level II is for higher belt levels.

6-9Y 1:00-2:20

Calgary Activities continued on p.27



BUTTERFIELD ACRES FARM

GREAT SUMMER DAY CAMPS!!!

For all Animal lovers ages 3-14!

☞ *Create memories that will last a lifetime* ☞

Week-long Day Camps run from June 27th - August 19th

ButterfieldAcres.com

For information on our other programs, including scheduled "Home School Days", call us at (403) 239-0638

HOME SCHOOL PROGRAMS

Talisman Centre is excited about the opportunity to partner with the Homeschool community to create healthier futures for children & youth!

Talisman Centre phys-ed programs for the Homeschool community focus on fostering an active lifestyle and promote skill development through play and a fun. Information-rich programs for children age 3-16Y are designed to support and celebrate their successes. The programs will be delivered by sport and activity experts from Talisman Centre.

Camps!

May 9-13th

10 a.m. - 4 p.m.

Before Care: 9:30-10 a.m.

After Care: 4-4:30 p.m.

Ages: 5-14 years

Cost: \$115 / 5 days

Activities will include daily swim instruction, basketball, creative games, soccer, volleyball and more!

Annual pass holders receive a 20% discount on all Talisman Centre programs, including homeschool programs.

Corporate Membership

With as few as 5 homeschool families purchasing a 4-month or Annual pass, your association is eligible for corporate rates. Payment plans are available for the Annual Pass (initial payment plus eight payments that begin on the same month the pass is activated).

Aquatic and sport programs for youth and adults!

Details will be posted on our web site when available.

www.talismancentre.com



Make A Splash!

Sears I Can Swim Program
Dolphins 1-3 and Stages 1-3
I Can Swim All Season

Get Moving!

All Sport Sampler
All Sport Specific (*fencing, martial arts, badminton and track & field*)

Talisman Centre

for sport and wellness

2225 Macleod Trail South, Calgary, Alberta T2G 5B6

For more information or to register for programs call Aimee Rowles at 233-8393.

Calgary Activities continued from p.25

10-13Y 2:30-3:50
14Y-Adult 2:30-3:50

Outdoor Education

Learn about nature and adapting to the environment through age appropriate activities such as orienteering, plant and tree identification, and nature/wetland studies. Class will also focus on wildflowers, bike safety and include a bike trip.

6-9Y 10:30-11:50
10-13Y 9:00-10:20
14Y-Adult 1:00 – 2:20

Queasy Cuisine

Marilyn Hahn will once again have your children excited as they research and write about the world's grossest foods! Class includes written and oral presentation skills, blended language arts requirements, and a variety of research methods and tools. Students will journey to the onsite kitchen to prepare their own version of these stomach-turning dishes!

6-9Y 9:00-10:20
10-13Y 10:30-11:50

Stampede City Gymnastics Club

www.gym4fun.com
#123, 2323-32 Ave NE
Contact: Debbie Shelstad 275-4722
Registration Deadline: Ongoing

Gymnastics

Apr 4 – Jun 23 (T)
6-9Y 12:30-2:00 or 2:00-3:30 (UP)
\$153/12 classes (SD)

Apr 6 – Jun 25 (R)
6-9Y 10:00 – 11:30 (UP)
\$153/12 classes (SD)

Talisman Centre..... Ad p.26

www.talismancentre.com
2225 Macleod Trail SE
Info/Registration: 233-8393

Spring/Summer Camp!
May 9 – 13 (M-F)
5-14Y 10:00 – 4:00
See ad for details!

Wildflower Arts Centre

www.calgary.ca/recreation
3363 Spruce Drive SW T3C 3A3
Program Info: Christen/Lisa 249-3773
Registration: 268-3800
Registration Deadline: First Class

All Activities Apr 19 – Jun 14 (T)

Art Start (UP)

This program provides a positive and encouraging art experience. Projects include painting, collage and three-dimensional art.

3-4Y 1:15 – 2:15 \$63 / 9 classes

Clay Discovery (UP)

Let your child's imagination run wild creating mythical monsters, crazy containers and other captivating projects as they learn the basic skills of pinch, coil, slab and hollow building.

4-5Y 1:15 – 2:15 \$68 / 9 classes

Homeschool Art (UP)

Focuses on four major components of Alberta Art curriculum, while experimenting with an exciting variety of two and three dimensional art activities.

6-8Y 1:00 – 3:00 \$128 / 9 classes

Homeschool Art (UP)

Focuses on four major components of Alberta Art curriculum, while experimenting with an exciting variety of two and three dimensional art activities.

9-12Y 10:00 – 12:00 \$128 / 9 classes

*** The following are custom Wildflower classes which are being organized via Calgary Homeschool Activities**
<http://groups.yahoo.com/group/calgary-hsactivities/>
Contact: Danette 269-2526

Dance for Preschoolers (UP)*

Gently structured class emphasizes exploration, movement, creativity and imagination. Excellent preparation for ballet and modern dance.

4-5Y 2:15-2:45

Focus on Painting (UP)*

Spend 9 classes focused on the art of painting.

9-12Y 1:00-3:00

AIRDRIE - ACTIVITIES

East Lake Recreation & Wellness Centre

800 East Lake Boulevard T4A 2K9
Contact: 948-8804

Sports Spectacular

Apr 22 – Jun 10 (F)
Children will try basketball, soccer, badminton and some other spectacular sports.

5- 8Y 9:00 – 9:45 \$42 / 8 classes
9- 12Y 10:00 – 10:45 \$42 / 8 classes

Moving and Grooving

Apr 22 – Jun 10 (F)
Hip Hop, Jazz and grooving to the beat. This class will cover a variety of dance types.

5- 8Y 12:00 – 12:45 \$42 / 8 classes
9- 12Y 11:00 – 11:45 \$42 / 8 classes

Crafty Creations

Apr 22 – Jun 10 (F)
Make a different project every week!

5- 8Y 11:00 – 11:45 \$52 / 8 classes
9- 12Y 12:00 – 12:45 \$52 / 8 classes

Weight Training for Teens

Apr 19 – May 24 (T)
Weight room orientation, proper safety and use of weight room, basic nutrition, program design, and overall effect of weight training. Upon successful completion participants will be eligible for P.E. credits.

13-17Y 2:15 – 3:15 \$63 / 6 classes

May 11 – Jun 29 (W)

Tadpole (UP)

Orientation to the pool with skills assisted.

3-5Y 11:50 - 12:20 \$40 / 8 classes

Minnow/Shark (UP)

Focus on submersion, deep water activities, and floats.

3-5Y 11:50 - 12:20 \$40 / 8 classes

Dolphin/Whale (UP)

Focus on glides, flutter kick and eggbeater.

3-5Y 11:50 - 12:20 \$40 / 8 classes

AQ 1/2

Focus on personal water safety and an introduction to deep water with Personal Floatation Devices.

6Y+ 12:25 – 12:55 \$40 / 8 classes

AQ 3/4

Introduction to side glides and front swim. Safe boating and how to contact EMS.

6Y+ 12:25 – 12:55 \$40 / 8 classes

AQ 5/6

Front crawl and back crawl.

6Y+ 12:25 – 12:55 \$40 / 8 classes

AQ 7/8

Whip kick for breast stroke and back crawl.

6Y+ 11:50 – 12:50 \$55 / 8 classes

A/Q 9/10

Sun safety, surface dives, intro to sidestroke and dolphin kick.

6Y+ 12:55 – 1:55 \$55 / 8 classes

Airdrie Activities continued on p.36



CANADIAN

**Identity
History
Humanity
Leadership
Pride**

GRADES 1-12

Curriculum-based history programming

We've done our homework, so you don't have to!

**WE'VE SET ASIDE SIX DAYS IN THE COMING YEAR
EXCLUSIVELY FOR HOME SCHOOLING PARTICIPANTS:**

For booking guidelines and special dates for homeschooling groups
contact Carolyn Foard-McPhail: 403-974-2869 or moredu@telusplanet.net

-or-

www.museumoftheregiments.ca



Coming This Fall...

**CALGARY
HOME EDUCATION
CONCERT BAND**

- No Experience Necessary
- Individualized Instruction
- Team Building
- Travel

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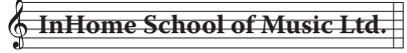
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Airdrie Activites continued from p.27

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When I Was Five

By Tylan Greiner age 6

(inspired by When I was Five by Arthur Howard)

When I was five, I sometimes made Dayne cry.

I slept in a low bed and

I wanted to be a policeman

When I was five.

When I was five, I needed a push on the swing

and I was in Hap Ki Do.

When I was five, Cayd was my best friend.

Cayd and I played superheroes.

Now I am 1...2...3...4...5...6!

I do not make Dayne cry,

I sleep in a bunk bed and

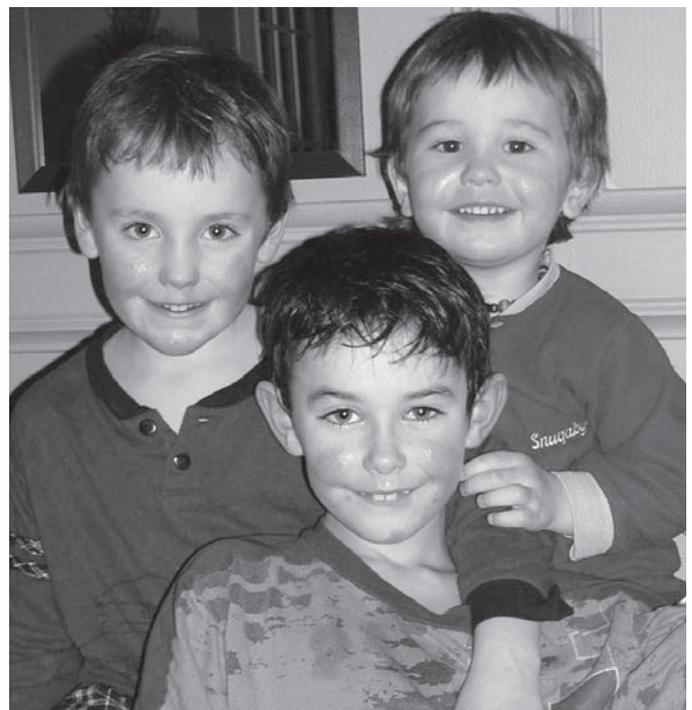
I want to be a propane seller.

Now that I’m six, I can pump on the swing,

and I play hockey.

And my best friend is still Cayd.

Some things never change



The following are a list of Alberta schools that register homeschool students:

Ad Inside Cover	Argyll Home Education Centre	www.epsb.ca
	Cbe-learn	www.cbelearn.ca
Ad p.4	Centre for Learning@HOME	www.centreforlearning.ca
Ad p.31	Choices Academy	www.choicesacademy.com
Ad p.31	Community Connections School	www.homeeducation.ca
	Education Unlimited	www.educationunlimited.ca
	Families Learning Together	www.familieslearningtogether.ca
Ad p.7	Home Education Exchange, The (THEE)	www.thee.ca
	Hope Christian School	www.hopechristianschool.ca
Ad p.31	Moore Academy Canada and Bookstore	mfca@telus.net
Ad p.17	Phoenix Home Education Foundation	www.phoenixfoundation.ca
Ad Outside Cover	Rocky View Virtual School	www.rvvs.com
	ROOTS	www.roots-homeschooling.com
Ad Inside Cover	School of Hope / Vermilion Home Schooling	www.schoolofhope.org
Ad p.31	Timothy Centre for Scholarship	www.timothycentre.com
Ad p.31	WISDOM Home Schooling	www.wisdomhomeschooling.com

Homeschooling Defined!

For the purposes of this publication the following definitions apply:

Home Education Program is a program which falls under the Alberta Home Education Regulation. A Home Education Program may be referred to as "basic" or "traditional".

Home-Based Education Program is a program which may or may not include part of a Home Education Program. A Home-Based Program may be referred to as "blended", "online", "virtual", or "fully-aligned". Alberta Education term: Funded Student

Homeschooling is the process of either Home Educating or Home-Based Educating your child in the province of Alberta.

Note: Different rights and responsibilities apply depending on the homeschool program chosen. Ask schools which homeschool programs they offer prior to registration.

For more information:

Alberta Home Education Regulation

<http://www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/5homeed.asp>

Alberta Home Education Policy

<http://www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/112.asp>

New Home Education Regulation Coming Soon!

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Join Paul Jeffrey LL.B. (HSLDA) for a discussion of the new regulation at the Southern Alberta Homeschool Conference May 28, 2005 www.albertahomeschool.ca

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