



# PREPARING A HOME EDUCATION LEARNING PLAN GUIDELINES FOR PARENTS

## Supporting Your Home Education Plan

**We consider it our privilege to support your Home Education program.** It is also our responsibility to support you in the development of the plan (at your request) and to evaluate the progress of your child. We've prepared this document to guide and clarify any questions you may have about the process and requirements of the Learning Plan.

After you have completed your plan, please share it with your support teacher. (If you do not have a support teacher yet, please forward it to our Program Director). **Original copies of the signature page (page 1) must be sent to the Koinonia Christian School Red Deer campus as Alberta Education requires original signatures on all documentation.**

It is important to understand that the **completion and approval of your Home Education plan is necessary to finalize your registration with Koinonia@Home.** After your plan is approved, you will receive official notification from us that your registration is complete.

However, we also want you to know that **you have the option to change the plan during your year** in response to the needs of your child/student and your family. Please discuss significant changes with your teacher.

The Koinonia@Home Learning Plan has two parts.

**Page 1:** Please use our fillable form for this part of your planning.

- **Visits** – please list the approximate month of your visit. This information helps us to plan our administrative responsibilities to support your program. For effective assessment of your program, we would like the first visit to occur between the last week of October and mid-January. Please consider planning the second visit any time after April 1<sup>st</sup> and before June 15<sup>th</sup>.
- **Testing** – Alberta Education requires us to offer these testing services to you and we are glad to fulfill that responsibility should you decide it is something you want in your program.
- **Signature:** Please send the original of this form to us in the mail. Alberta Education has requested that we have an original hard copy on file.
- **Planning Considerations:** The Home Education Regulation (6a) requires that Home Education plans **include an “explanation as to how the activities will enable the student to achieve the ultimate goals.”** We want to support and understand your long-term and short-term goals as best we can. The information you provide in this area will help us support the unique learning needs of your child and the learning environment you are creating in your home. The [Home Education Handbook](#) for parents has some suggestions you may want to consider before planning your program (page 1). Here are some suggestions for the type of information you might want to include in this section on the form.



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- Children’s interests, learning styles, strengths and needs
- Family beliefs and values
- Character traits your family is making a priority this year
- Skills you would like your child to learn
- Service projects with your church or community
- Costs and financial supports/resources
- Time (planned vacations, seasonal family activities)
- Post-secondary plans (high school students)

You may also want to include information about how your child learns best. You will likely want to emphasize activities that match your child’s learning style or you may want to develop some of their skills in different learning styles. Below is a chart of some suggested learning preferences for you to consider.

<b>Learning Preferences</b> (adapted from the <a href="#">Home Education Handbook</a> , p.10)		
Visual (Seeing)	Kinesthetic (Doing)	Auditory (Listening)
<ul style="list-style-type: none"> <li>● Video instruction</li> <li>● Movies, Documentaries</li> <li>● Painting, Drawing diagrams or graphics to display ideas.</li> <li>● Creating Timelines</li> <li>● Charts, graphs, maps</li> <li>● Creating displays, models</li> <li>● Viewing through a Microscope</li> <li>● Taking Notes or reviewing notes</li> <li>● Poster Summaries</li> </ul>	<ul style="list-style-type: none"> <li>● Experiments</li> <li>● Creating dioramas</li> <li>● Dramatizing or role-playing</li> <li>● Puppetry</li> <li>● Demonstrating a skill</li> <li>● Collecting</li> <li>● Constructing</li> <li>● Games, puzzles</li> <li>● Field Trips</li> <li>● Math – using math manipulatives (objects for counting, patterns, shapes)</li> </ul>	<ul style="list-style-type: none"> <li>● Panel discussions</li> <li>● Family discussions</li> <li>● Story-telling</li> <li>● Giving Presentations</li> <li>● Directing</li> <li>● Choral reading</li> <li>● Debating</li> <li>● Listening to lectures</li> <li>● Music</li> <li>● Reading aloud</li> <li>● Peer Revisions and Editing</li> </ul>

## Page 2: Detailed Description of Your Home Education Plan

We have provided a template for your planning that we hope may be helpful to you. You can use our fillable form on your computer or print off the forms and fill them out by hand. If you need tech support, please contact us or complete an update to your Adobe program.



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## Section 1: Choosing Areas of Study

According to the Home Education Regulation, “a basic education must provide students with a solid core program including language arts, mathematics, science and social studies.” Detailed plans are only required for those areas of study where you will be designing your own program. If you are planning to follow the Alberta Program of Studies, we only need a list of resources you are planning to use.

Please check the appropriate boxes to indicate which areas of study you are planning for your program in the section that indicates *either* a personalized plan or a plan that follows the Alberta Program of Study.

## Section 2: Choosing Learning Outcomes for the Personalized Areas of Study

Considering **only those areas of study that are personally designed by you**, check off all of the Learning Outcomes that apply from the Home Education Schedule of Outcomes in the Regulations.

### Remaining Pages: Proposed Learning Plans for Personalized Areas of Study

The remaining planning pages are only for specific areas of study you have chosen **that do not** follow the Alberta Program of Studies. For each area of study, please fill out a separate page to describe your specific plans, including:

- **Area(s) of Study:** Try to choose a descriptor that best describes a focus. You might include options like Bible, Christian studies, scripture memorization, character studies, history, math, English, reading, writing, music, community service, science, biology, chemistry, physics, nature studies, geography, philosophy, political studies, etc. You might choose to combine your studies. For example, humanities is an area that could include an integrated focus on Bible, English and history.
- **Specific Learning Objectives:** These statements are useful to describe “how” you plan to meet the broad Learning Outcomes from the Schedule in the Regulations. **If you prefer, this section may be completed at your fall visit with your support teacher.** Specific learning objectives provide more detail to focus your learning activities and identify the knowledge, skills and attitudes/values that you want your child to attain. Some of your print resources may provide detail in their table of contents or teacher’s guides. Your teacher or our Program Director can assist you with the development of these statements. In Appendix 1 at the end of this document is a chart of additional suggestions and examples of the type of information you could include in this area.
- **Frequency and Methods of Evaluation:** Please indicate the frequency of your assessment/evaluation **and** what method(s) of assessment/evaluation you are planning to use from the drop down menus. There is also an area to include methods that may not be on the list.



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If you are handwriting your Learning Plan, here are some options to consider:

- Frequency: daily, weekly, biweekly, monthly, end of unit
- Type of Evaluation: checklists, chapter tests, journal writing, conversations, observations, certificates/credentials (like a swimming badge), writing portfolios, project rubrics, photos, videos of demonstrations, standardized tests.
- **Instructional Activities/Methods:** Think about what **your child will be doing**. This area gives us a formal “window” into the learning environment you are creating in your home and community. The drop-down menus include a long list of choices for you to consider. Select as many of the main activities that you want your child to experience in your Home Education program. If you do not find an activity listed, please select “other” at the bottom of the list and provide a brief description in the space provided.

If you are handwriting your Learning Plan, here are some options to consider: drama activities, book club discussions, collecting, composing, writing (creative, essay, poetry, etc.), debating, demonstrating skills, designing/inventing, field trips, game-based learning, family or group projects, interviewing, journaling, mapping, listening, peer editing and revision, reading, recitation, speaking, travel, viewing, workbook based activities, community volunteering.

- **Resource Choices:** For **each resource** choose the category and then list the specific title or description for the resource(s). **It is especially important to provide a specific description of any items you will likely be seeking reimbursement for in the future.** Below are some examples of resources in each category. Please refer to our funding guidelines or ask your teacher if you have any questions about reimbursement for resources in your program.

### Categories:

- electronic resources: internet, computer, iPad, camera, lab equipment
- community-based resources: group or private lessons, home-school days, Koinonia Community Activities, K-Days, Koinonia Excursions, recreation center or museum passes, library pass.
- digital resources: subscriptions, software, language programs, Alberta Distance Learning resources.
- material supplies: e.g. math objects, games and puzzles, art supplies; food and cooking supplies, lab materials, construction materials, gardening materials, etc.
- print resources: textbooks, workbooks, curriculum packages (e.g. Sonlight or Abeka)
- tutors/Instructors: Online or face to face tutorials or lessons, community experts or volunteering/service project opportunities
- Other: use this space to provide a description of any item/resource that doesn't fit the categories listed.

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### Changes to Your Home Education Plan

**Your plans may change during the year.** We understand that a rich, Christ-led Home Education experience requires flexibility. For example, your family plans for community commitments, travel or projects may change, your children's passions for topics may change, your choice of resources may change, you may decide to change how your child's learning is assessed and evaluated. We want to support your flexibility; however, we are also required to keep a record of major changes to your original plan. This record is especially important for reimbursement records because receipts we receive from you must match resources listed on your plan to maintain accountability to Alberta Education for the funding provided to Home Education families.

To assist the process, we have a **Learning Plan Addendum** form you can use or you can email changes to your teacher who can record your changes for you. Alberta Education requires original signatures on the form. Please mail a copy to our campus school or hand your signed form to your teacher at your home visit or a Koinonia Community event. We will attach it to the Learning Plan in your child's official file.



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### Appendix 1 – Writing Specific Learning Outcomes

Thinking Skill	Start with a Verb	Examples of Activities Related to Outcomes	Examples of Possible Samples of Student Learning Related to Outcomes
<b>Remembering</b>	<b>Copy, Count, Define, Draw, Fill in., Find, Identify, Label, List, Locate, Match, Quote, Recall, Underline</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Recites a poem</li> <li>• Recalls a list of steps</li> <li>• Labels a diagram or map</li> <li>• Inserts facts in a chart</li> <li>• Answers True/False or Fill-in-the-blank questions</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Map</li> <li>• Quiz</li> <li>• Recitation</li> <li>• Personal dictionary/glossary</li> <li>• Worksheet</li> </ul>
<p>List the provinces of Canada. Recite scripture memory verses. Define new vocabulary from the story. Spell words accurately. Identify they types of triangles. Label the parts of the digestive system. Describe colors in a variety of paintings.</p>			
<b>Understanding</b>	<b>Chart, Describe, Discuss, Edit, Explain, Give examples, Interpret, Re-order, Review, Summarize</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Explains (in his/her own words) the steps for performing a task.</li> <li>• Summarizes the meaning of a story or paragraph</li> <li>• Prepares a flow chart to tell the sequence of a story</li> <li>• Writes a news report</li> <li>• Draws a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Collection</li> <li>• Dramatization</li> <li>• Explanation</li> <li>• List of examples</li> <li>• Quiz</li> <li>• Show and Tell</li> <li>• Short answers on a test</li> <li>• Written report or summary</li> </ul>



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		<ul style="list-style-type: none"> <li>• Creates a timeline</li> </ul>	
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<p>Explain how water changes when temperature changes. Summarize the main events in the story <i>Where the Red Fern Grows</i>. Draw a picture to represent the setting in three chapters of the novel <i>Mrs. Frisby and the Rats of NIMH</i>. Describe how a bee pollinates a flower. Create a timeline of major events in the Renaissance. Reorder the objects so that they form a repeating pattern. Describe the variables in an experiment.</p>			
<p><b>Applying</b></p>	<p>Apply, Calculate, Change, Choose, Compute, Demonstrate, Draw, Organize, Schedule, Solve</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Arranges photographs to illustrate a theme</li> <li>• Calculates the solution to a math problem</li> <li>• Constructs a model to show how something works</li> <li>• Creates a diorama to demonstrate learning</li> <li>• Adds information to a timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Diorama</li> <li>• Experiment</li> <li>• Illustration</li> <li>• Interview</li> <li>• Journal</li> <li>• Map</li> <li>• Performance (music, drama, PE)</li> <li>• Poster</li> <li>• Scrapbook</li> <li>• Research Report</li> </ul>
<p>Demonstrate juggling a soccer ball. Perform a sonata. Perform a song at church. Create a poster of the life cycle of a butterfly. Construct a model of a Roman town. Conduct an experiment of the effects on the magnetic properties of objects. Develop a report on the effects of wind energy on the environment. Calculate the averages of temperature in different climate zones. Create a diorama of a battle in the War of 1812. Map the exploration of Henry Hudson.</p>			
<p><b>Analyzing</b></p>	<p>Analyze, Appraise, Categorize,</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Troubleshoots a problem on the computer</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Conclusion</li> <li>• Debate preparation</li> </ul>



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	<p><b>Compare, Diagram, Inspect, Prioritize, Predict, Solve</b></p>	<ul style="list-style-type: none"> <li>• Completes a family tree with details about relationships</li> <li>• Designs a questionnaire</li> <li>• Writes or gives a critique of a piece of art or music using elements of design</li> <li>• Solves a problem and displays the solution using models, graphs and/or diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Diagram</li> <li>• Graph</li> <li>• Spreadsheet</li> <li>• Summary</li> <li>• Presentation</li> </ul>
<p>Appraise the value of a used car. Categorize the tissues in the digestive system. Design a questionnaire to poll voters in the Canadian election. Write an essay describing the main themes in a play. Create a chart comparing the painting of 5 painters in the Renaissance.</p>			
<p><b>Evaluating</b></p>	<p><b>Assess, Critique, Defend, Discuss, Estimate, Evaluate, Justify, Prioritize, Prove, Rank, Recommend, Score, Validate</b></p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Prepares a list of criteria and evaluates a product or work of art</li> <li>• Writes a letter of recommendation</li> <li>• Delivers a speech in opposition or support of a social change</li> <li>• Justifies a personal budget or career plan</li> <li>• Proves a solution is the most effective</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> <li>• Editorial</li> <li>• Speech</li> <li>• Evaluation</li> <li>• Investigative Report</li> <li>• Evaluative Report</li> <li>• Report of conclusions</li> <li>• Book/Art/Music Club Discussion</li> </ul>





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Debate the proposal of a new law related to use of farm land. Recommend a restaurant. Evaluate a movie. Participate in a book club discussion. Explain the reasons for choosing a vacation destination. Justify the need for a budget cuts or expenditures. Prove the theory of gravity. Score the performances of skaters in a competition.

<b>Creating</b>	<p><b>Adapt, Assemble, Collaborate, Construct, Design, Develop, Integrate, Invent, Manage, Model, Negotiate, Perform, Produce</b></p>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Writes a manual</li> <li>• Designs a machine to perform a task</li> <li>• Composes music</li> <li>• Paints a landscape</li> <li>• Plans a marketing campaign</li> <li>• Designs a book cover</li> <li>• Develops a code</li> <li>• Creates a puppet show</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cartoon</b></li> <li>• <b>Collage</b></li> <li>• <b>Creates a new game</b></li> <li>• <b>Invention</b></li> <li>• <b>Painting</b></li> <li>• <b>Play</b></li> <li>• <b>Poem</b></li> <li>• <b>Sculpture</b></li> <li>• <b>Song (original)</b></li> <li>• <b>Story</b></li> <li>• <b>Website</b></li> </ul>
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Construct a model of the skeletal system. Manage a lemonade stand. Design a home page for a personal website. Write a song. Create a cartoon about the outcome of the Canadian federal election. Paint a picture of your family.