

The **Inform**er

Summer 2016

a publication of the Indiana Association of Home Educators

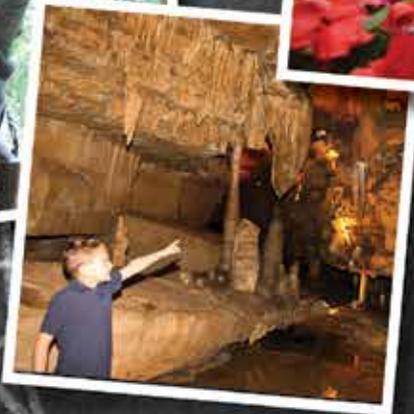
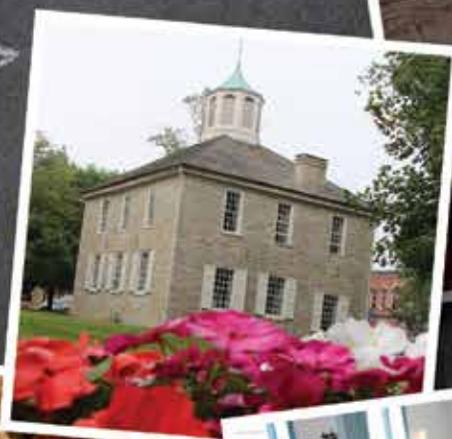
Could Grading be  
*Crucial*  
to Your Writer's Success?

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Homeschooling in the PREschool Years

Providing an  
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Education

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## The Informer Core Values

- To be Christ-focused
- To be Indiana-focused
- To be encouraging
- To be a resource

## IAHE

The IAHE is a not-for-profit organization founded in 1983 for the purpose of serving the Lord Jesus Christ by supporting and encouraging families interested in home education. We define home education as parent-directed, home-based, privately-funded education.

Our primary functions are maintaining visibility as home educators with civil government leaders, influencing the legislative process, sponsoring seminars for parent education, and publishing.

The IAHE is governed by a volunteer board of directors. Sixteen regional representative couples are in direct contact with local support groups across the state.

Our major source of income is our annual convention. With the growth of the home education movement, both our needs and responsibilities continue to grow, and we welcome your tax deductible contributions.

### Indiana Association of Home Educators

PO Box 217 Stilesville, IN 46180

317-467-6244

Fax: 317-467-6246

iahe@iahe.net

www.iahe.net

Find us on Facebook.com/IAHEfb



### BOARD MEMBERS

Steve & Penny Taylor

Phil & Debi Ketron

Mark & Tara Bentley

Greg & Kimberly Laskowski

### EXECUTIVE DIRECTOR

Tara Bentley

### MANAGING EDITOR

Tara Bentley

inform@iahe.net

### DESIGN DIRECTOR

Amanda Runge

design@iahe.net

### WRITING DIRECTOR

Tawnee Hinton

### EDITING DIRECTOR

Cassie Bottorff

Copy Editors: Theresa Slinkard

Amanda Alexander

### ADVERTISING SALES CONSULTANT

Amanda Runge

amanda.runge@iahe.net

### COVER PHOTO

DepositPhotos.com:

#11053322

### INTERIOR PHOTOS PGS 3 & 4

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# Welcome

*a note from the editor*

Picnics, lazy days by the pool... and lesson plans?

For most people, summer is a time to set aside all thought of homework and school books. And while the summer is a time to break away from the routine of the school year, it's also the perfect time to review the past, recharge yourself, and thoughtfully prepare for a fresh start.

### How will you use this summer to enrich your school year?

- 1) Pray.  
Ask God what direction He has for your family.
- 2) Rest.  
Take the time to recharge yourself physically and mentally.
- 3) Play.  
Spend time with your family to enjoy the little things.
- 4) Read.  
Invest in your own education.
- 5) Plan.  
Curriculum, co-ops, and reading lists. Academic achievements and goals. What do you want to accomplish in the new year?

Taking time during the summer months to plan ahead will set a firm foundation for an incredible year!

### The Informer Magazine

The Informer is published quarterly by the Indiana Association of Home Educators (IAHE) to provide information, inspiration, and support to homeschool families. Subscriptions are FREE upon request. The mailing list for The Informer is never sold or rented.

The articles in this magazine reflect the freedom of home educators in Indiana to choose from a wide variety of homeschool philosophies and teaching methods. Opinions and attitudes expressed in articles do not necessarily reflect the beliefs of the Indiana Association of Home Educators. IAHE does not endorse or advocate any one method or philosophy. The Board encourages each home educator to seek God's will in determining what is best for him, his school, and his students.

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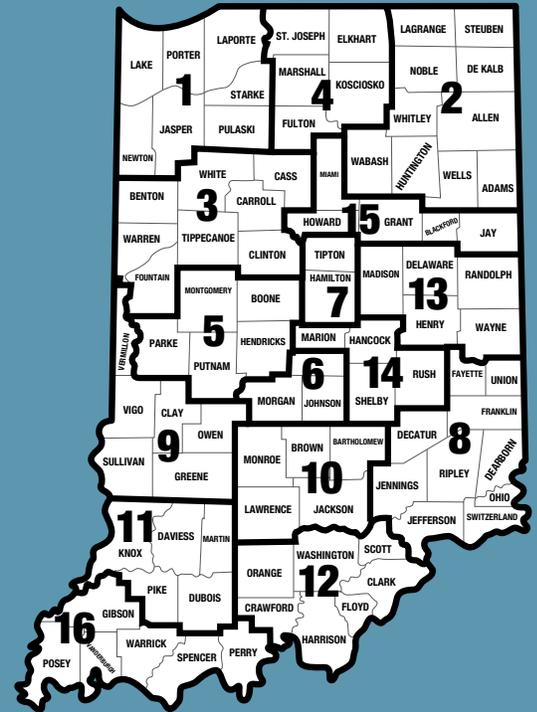
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## IAHE Regional Representative Map



To reach your Regional Representative please call **317-467-6244** and dial your Region Representative's extension.

*If you do not receive a response in a timely manner, please contact the IAHE office.*

### Regional Representatives

serve the homeschooling community throughout Indiana. Each representative is a veteran homeschooler who can help answer the questions of a family just starting out. They also communicate with local support groups in their region and keep them up to date on changes in the law and activities throughout the state.

You can contact your regional representative for information about spelling bees, sport clubs, book fairs, curriculum advice, workshops, standardized testing and convention information. They can also help you find a support group in your area, or if none is available, they'll help you start one.

#### Region 1

Frank & Jessica Dunlap  
Ext: #201  
r1@iahe.net

#### Region 2

Kris & Stephanie Reckers  
Ext: #202  
r2@iahe.net

#### Region 3

Please contact the IAHE Office  
317-467-6244  
office@iahe.net

#### Region 4

Pat & Kathy Balke  
Ext: #204  
r4@iahe.net

#### Region 5

Dwayne & Melissa Sawyer  
Ext: #205  
r5@iahe.net

#### Region 6

Chris & Betty Broshears  
Ext: #206  
r6@iahe.net

#### Region 7

Shawn & Amy Canaday  
Ext: #207  
r7@iahe.net

#### Region 8

Doug & Tina Nelson  
Ext: #208  
r8@iahe.net

#### Region 9

Dwight & Marsena Hatfield  
Ext: #209  
r9@iahe.net

#### Region 10

Marty & Lisa Pieper  
Ext: #210  
r10@iahe.net

#### Region 11

Tim & Becky Zook  
Ext: #217  
r11@iahe.net

#### Region 12

Jeff & Millie Leis  
Ext: #212  
r12@iahe.net

#### Region 13

Steve & Rebecca Barnes  
Ext: #213  
r13@iahe.net

#### Region 14

Jeremiah & Amanda Alexander  
Ext: #214  
r14@iahe.net

#### Region 15

Jeff & Tammy Hierholzer  
Ext: #215  
r15@iahe.net

#### Region 16

Shawn & Theresa Slinkard  
Ext: #216  
r16@iahe.net

# New Reps for Region

# 9

Dwight & Marsena  
Hatfield

Dwight and Marsena Hatfield live in Sullivan, where Dwight is the pastor of a small church. Believing that it's their duty to "train up a child" in every area of life, they have always homeschooled their four children. Now that their oldest is in college, they desire to help and encourage other homeschoolers. ■



# New Reps for Region

# 11

Tim & Becky  
Zook

Tim & Becky Zook reside in Jasper, Indiana where they have been homeschooling their 2 boys, ages 11 and 8, for 4 years. They are very involved in their church and community as well as their local homeschool community. Tim works for the municipal government in Jasper. Becky has been active in promoting the Struggling Learners program within the IAHE family. ■



# We're Social. Are YOU?

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Thank you to Noah Prail for creating  
the first IAHE Mobile App!



## Could Grading Be **CRUCIAL** to Your Writer's Success?

—Sharon Watson

You are slicing tomatoes for dinner when your child presents you with a piece of school paper. It is an assigned essay, double-spaced, and on time. You feel elated. You want to hug him. You want to cook his favorite meal. And then you remember something awful—you have to grade this beautiful gift.

What was last year like? Did you accumulate a sickening tower of ungraded essays on your desk? Did you avoid writing class because you were unsure how to grade? This year can be different. With the proven ideas found here, you can establish new patterns for your middle school or high school writing class and improve teacher/student interactions. Effective grading will breed success, with welcome side benefits thrown in.

### Why Grade at All?

First, grading provides you with a realistic record of your students' abilities. This is important for you and for any schools or colleges that might ask for your students' transcripts. Second, effective grading evaluates your students' progress. You'll want to know if they are absorbing and applying the material found in their writing curriculum; grades will show you and your students how much they've learned.

Third, giving positive, helpful comments in the margins of the essay or in a conversation can encourage your writers. Specific remarks like these can be helpful: "I really like this point. It makes sense the way you support it with these facts," "You know how to hook your reader!" or "Your reasons are solid. Try rearranging them for more impact." These types of remarks will give confidence to reluctant writers and direction to experienced ones. Mention two things your student did well before you point out one in which he can improve.

A side issue: Avoid red ink. It is too shocking and demoralizing. My students are used to seeing brown, purple, orange, green, and aqua ink on their papers.

### Give Two Grades

If you want a clear snapshot of your students' writing abilities, give them two grades for each writing assignment: one for content and one for grammar/mechanics. Explanations of those categories are in the next paragraphs. Giving two separate grades shines a brighter light on your students' writing abilities. They will appreciate the fairness in this grading system and may write with less anxiety and more skill.

### Grade for Content

"Content" means the ideas the student wrote and how well she expressed them. Ask yourself some questions while reading the essay: Did my student follow the directions? Is it on time? In the introduction, is the topic clear? Is the thesis statement or main idea clear? Is it well supported by the reasons or points? Does this essay smell like a first draft instead of a well-proofread version?

To take the guesswork out of grading for content, download a free grading grid with key questions about content at <https://writingwithsharonwatson.com/the-power-in-your-hands/>. You will find another grading grid in the free sample of the Teacher's Guide to *The Power in Your Hands: Writing Nonfiction in High School*, 2nd Edition on that same page.

Consider telling your student ahead of time what you are looking for, something like this: "I am going to focus on how effectively you arranged your points. Be ready to explain your choices." You do not have to grade everything in each paper, especially at the beginning of the year. It is too overwhelming to the student, much as being

scrutinized on every new dish would completely demoralize a new bride with her cooking.

### Grade for Grammar and Mechanics

“Grammar and mechanics” encompass items such as spelling, punctuation, capitalization, use of italics and quotation marks, mechanics for citations, word usage, fragments and run-on sentences, and paragraphing.

An effective writing curriculum should train your children to be communicators first and grammarians second. While grammar is important, it is not the master of clear and effective communication. It is the servant.

### Grade in a Timely Manner

The sooner you grade the essay, the more importance your writer will attach to it. He will see that it matters to you and that you respect his effort. For the same reason that you would not wait a month to answer a love letter, grade these essays within a day or two. Students are more willing to write their next essay if they know it will be appreciated and evaluated in a timely manner.

Our students’ essays and reports are gifts to us. We may not see it that way, but they do. They have poured themselves into these works of art. They have revealed their feelings, abilities, opinions, and creativity to us, and they want to know what we think of them, “them” being both the essays and themselves. Even though I never

use red ink when grading, still one student revealed to me, “It doesn’t matter what color you use. They all feel like red to me.” Our students do not receive their grades; they feel their grades.

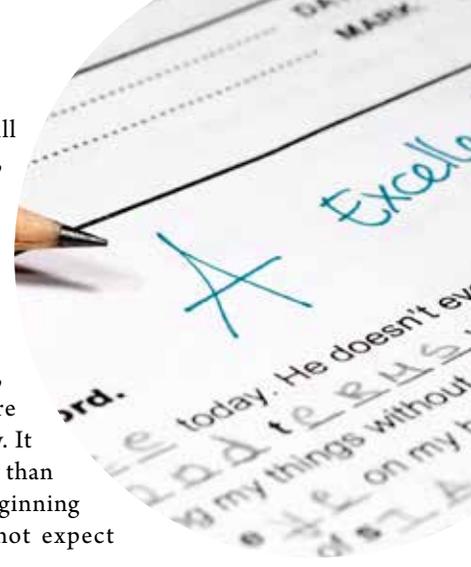
When we grade a child’s essay, our child feels as if we are evaluating him, not the essay. It pays to be encouraging rather than exacting, especially in the beginning of a new school year. Do not expect perfection; look for progress.

When students receive a fair, two-part grade and get your encouraging feedback in one or two days, reluctant writers loosen up. Fearful writers blossom. Students view you more as a writing coach than an adversary and will make measurable progress on their writing skills. That is a positive cycle to enjoy early this new school year. ■

Portions of this article were formerly published in The Old Schoolhouse Magazine.



**SHARON WATSON** is a “retired” homeschool mom and the author of *Apologia’s Jump In*. She’s also the author of *The Power in Your Hands: Writing Nonfiction in High School, 2nd Edition*, in which you’ll find a new grading grid for every assigned essay and report. Go to [WritingWithSharonWatson.com](http://WritingWithSharonWatson.com) and subscribe for free writing lessons. Photo by Esther Moulder of ClickPhotography.biz.



**KEEP WATCH ON YOURSELF,**

**TOO BE LEST YOU**

**TEMPTED.**  
Galatians 6:1b

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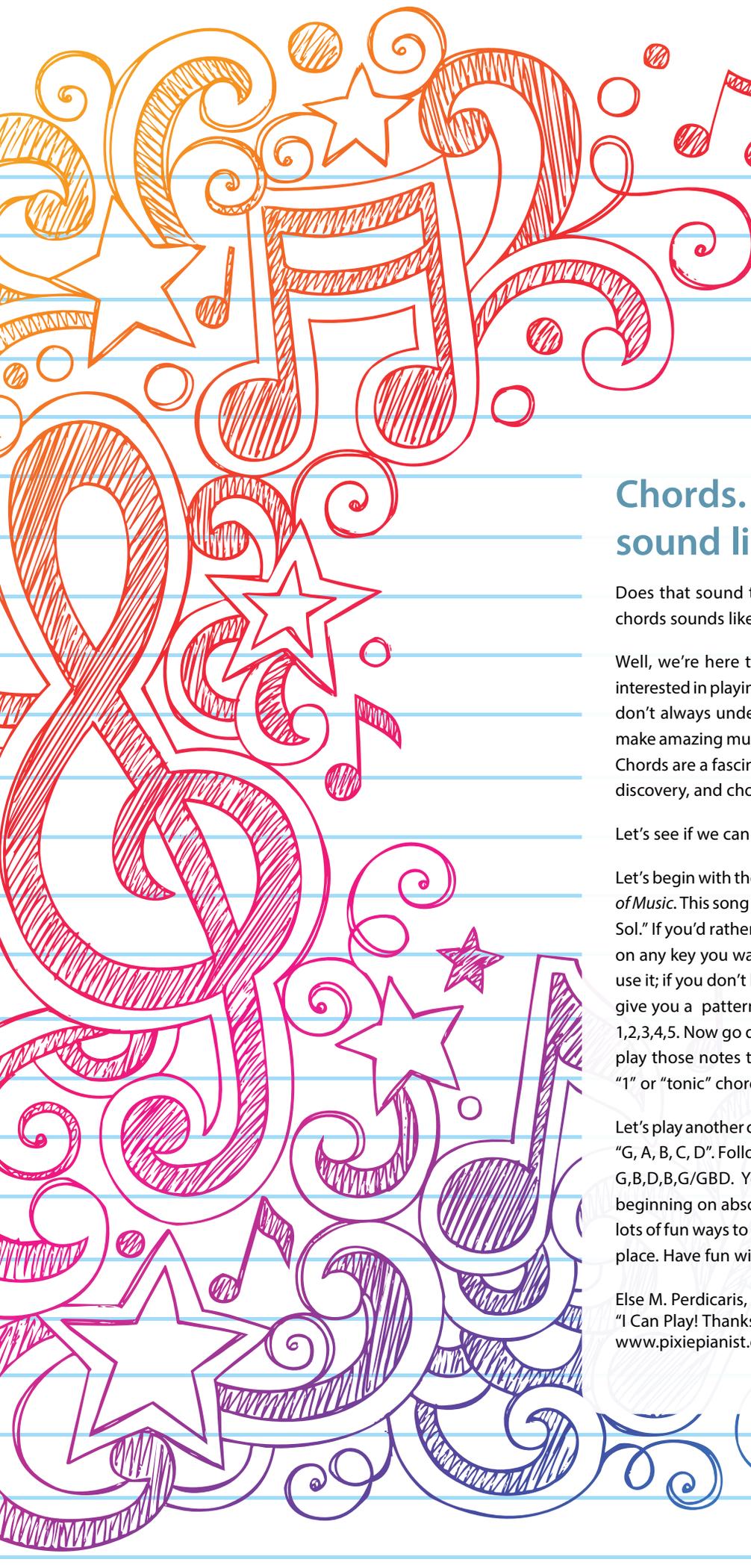
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# Music Minute for Kids

## Chords

### Chords. What does that word sound like to you?

Does that sound technical? Hard to understand? Maybe the word chords sounds like something boring that you'll never need?

Well, we're here to change that for you. If you like music and are interested in playing it, then chords are your best friend. Guitar players don't always understand chords, but they use them all the time to make amazing music. That may also be true of other instrumentalists. Chords are a fascinating and unending source of experimenting and discovery, and chords are downright fun!

Let's see if we can understand chords better.

Let's begin with the familiar song, "Do Re Mi," from the film, *The Sound of Music*. This song teaches notes by using the syllables, "Do, Re, Mi, Fa, Sol." If you'd rather use numbers, call these notes, "1, 2, 3, 4, 5." Begin on any key you want to on the piano. If you know the key signature, use it; if you don't know that, just make the pattern sound right. Let's give you a pattern that will put it together for you. We're going up: 1,2,3,4,5. Now go down: 4,3,2,1 (5 only once). Now play 1,3,5,3,1. Now play those notes together all at one time. You have just played the "1" or "tonic" chord of the key you're using.

Let's play another chord. Take the key of G. The beginning notes will be "G, A, B, C, D". Following the pattern, we can play: "G,A,B,C,D,C,B,A,G/G,B,D,B,G/GBD. You got it, that's the G chord! You can do that beginning on absolutely any note to make another chord. There are lots of fun ways to change that chord but you have begun in the right place. Have fun with your imagination and creativity! ■

Else M. Perdicaris, M.M.  
"I Can Play! Thanks, Mom!"  
[www.pixiepianist.com](http://www.pixiepianist.com)

# New Christian Audio Series From The Former Producers Of Adventures In Odyssey!™

## Captivating “Worldview” Entertainment For Families Who Care Deeply About The Content Their Kids Are Exposed To!



Read the exciting story below to find out what some parents have already discovered. And, if you don't agree that it's great Christian entertainment...

**I'll send you a crisp 10 dollar bill, straight from my own wallet!**

Dear Friend,

If you're looking for “5-Star” Christian entertainment that your kids will love to listen to, this will be the most important message you will ever read. Here's why:

The *Adventures in Odyssey*™ audio series has been a family favorite for decades. I think it's because parents love Christian content that's both safe and fun. We all trust “Focus” to consistently deliver.

In fact, I think “Odyssey-style” audio programming has been so amazing that it's left many parents wanting more. That's why I'm writing to you today.

**Here's the story:** The good news is that some very talented, former *Adventures in Odyssey*™ producers and sound designers have created a brand new audio series.

And, like *Adventures in Odyssey*™... the new audio series features true, family-friendly entertainment you can trust.

The new stories are exciting and very fast-moving, so we call them “**Audio Adventures**”. Production quality is high too. In fact, one listener actually described it as “Disney™ for the ears.”

So why all the buzz? Why are these new productions winning awards and getting 5-Star ratings by moms and dads across the country?

**Here Are Seven Great Reasons:**

**Reason Number One:** Action! Our Audio Adventures are not slowly read books on tape. Which means your family is going to experience full, high-energy “theater of the mind” audio with multi-dimensional sound.

**Reason Number Two:** Character-driven stories about great Christian heroes. Our “heroes” teach kids about making Godly decisions when life gets tough. (That's when our character is really tested after all!) So if you're looking for real life inspiration for yourself and your family... keep reading.

**Reason Number Three:** Studies show that “listening and learning” with audio actually improves how a child's brain works. It's true. With audio learning, the left hemisphere of the brain gets stimulated in a way that no other learning method can stimulate.

Here's the key: Once the left hemisphere is activated, research from Carnegie Mellon shows

increases in verbal memory and fluency. Other studies show the ability to use imagination is dramatically enhanced and “focus” improved. (Who wouldn't want more “focus” from their kids?!)

**Reason Number Four:** Kids need real history. Christian history has almost disappeared completely from our culture. But it's not just secular textbooks in school that have dropped all references to our faith. Nope. Christian history is now gone from movies, books, even coffee-shop conversations.

**Reason Number Five:** Manners and respect. Another thing that grieves me is the fact that so many kids today show little respect and thankfulness. That's why all of our Audio Adventures teach biblical “reverence” as well as an attitude of gratitude.

**Reason Number Six:** Extremely easy to use. Audio Adventures come as 2-CD sets and are also downloadable. So just press play.

**Reason Number Seven:** You need a break. It's true. Probably the thing parents love most about our new audio series is that just like *Adventures in Odyssey*™... our Audio Adventures are “content safe” for kids.

So once you press play... you can step away. That means if you need it, you'll have some time for yourself. Time that can help you get everything else done that your hectic schedule demands. And maybe, just maybe, you can even find a little time to do something you love to do. So Audio Adventures are a perfect tool to help you...

**Get Control On Crazy Days!**

So why am I telling you this? It's simple. Most parents end up with “drained batteries” from daily schedules that border on the impossible. With Audio Adventures, you can put Christian entertainment on auto-pilot, knowing you're cultivating a...

**Strong Christian Worldview While Your Kids Have A Lot Of Fun Listening!**

And, after years of research and study, I really believe my team has “cracked the code” on how to put together *worldview* training you can trust... with a fast-paced story that kids actually want to listen to. I'm even more excited because now you can actually...

**Listen With Zero Risk!**

Even better: Your family can also listen to the new Audio Adventures without any risk on your part. Plus, if you decide later that this isn't something that your family would benefit from, I will actually...

**Pay You Ten Dollars Just For Checking These New Audio Adventures Out!**

Am I crazy? Nope, not at all. I simply believe your family is going to love these Audio Adventures so much I'm willing to take all the risk here. So,

I'm going to refund your money and then pay you \$10 dollars just for your trouble if you decide later it's not for you.

**It's Easy To Get Started!**

[www.FamilyAudioAdventures4.com](http://www.FamilyAudioAdventures4.com)

**Important:** Once you're on the site, you should use coupon code **IAH1** to bypass the regular pricing system that my accountant set up. If you do... you'll get a stunning 67% off. What am I up to here? Well, I've got an idea that you're going to love. As a matter of fact, it could be...

**The Biggest “Value Bargain” Of Your Life!**

It's my “give away the farm” plan for the first 77 people that order from this magazine. Here's what I'm going to do: I'm going to actually double your order if you use that code. That means you'll get the first set at a huge discount. Then, I'm going to throw the second set in absolutely free. Why am I doing this? The answer is simple. I want you to give them away!

Yep. I'm sure you know a family in church or in a homeschool group that you think would enjoy this type of wholesome, family-centered entertainment.

What's in it for us? Well, it would really help us “get the word out” about our new Audio Adventures.

And remember... you really don't risk a penny because you have our incredible...

**100 Percent Money Back Guarantee!**

So go to the website and watch Kirk Cameron talk about why he thinks this is a Christian entertainment breakthrough. You can also watch some of the great “behind-the-scenes” action in the studio.

[www.FamilyAudioAdventures4.com](http://www.FamilyAudioAdventures4.com)

When you get to the site, order the introductory set of 4 Audio Adventures. Your order will be rush-shipped by FedEx to you. Then, take your time and listen to them with your kids to decide if you think they are worth it.

If, after six full months, you decide the Audio Adventures don't meet your needs - for any reason - simply return the set for a full refund. And, I'll add an extra \$10.00 just for trusting me on this. No questions asked. No hassles either. Your word is gold here.

For Raising Kids With Character,

A handwritten signature in blue ink that reads "Bill Heid".

Bill Heid  
Executive Producer  
Heirloom Audio Productions

**P.S.** It's our heartfelt goal to unlock the hidden potential in every child with audio. And you know what? I'm convinced every child is at least twice as smart as parents and teachers think.

# Dyslexia in the Homeschool

— Alison Slatter



# Dyslexia is not seeing words backwards or flipping letters. Its roots are not found in the eyes or in the ears so optometrists and audiologists cannot diagnosis it.

## So what is it?

God in His plan for humanity created a few people's brains (approximately 20%) to be wired differently than the rest. This difference is passed down within families and often can become a tremendous blessing of creativity to those who embrace the differences and manage the difficulties.

The official definition of dyslexia is "a learning disorder characterized by difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words." (The Mayo Clinic)

Schools do not test for dyslexia. Instead, they give a child a battery of tests. When two scores (the intelligence and phonemic awareness scores) have a stark disparity, it is concluded the child is dyslexic. Specific dyslexia tests do exist, but unfortunately these can be more costly than most families can afford. However, you can begin with a skills checklist. This website is a good starting point for determining some of the tell-tale signs of dyslexia: <http://dyslexia.yale.edu/clues1.html>

Dyslexia has nothing to do with the intelligence of the child. As a matter of fact, most dyslexic children are particularly bright! Thomas Edison, who still holds the most number of patents in the United States, was dyslexic. Neuro-typical children see the letter "A" and hear the sound it makes and easily make the visual and auditory connection in the brain. It is a direct path between the two pieces of information. The dyslexic brain, however, takes a far more circuitous route. As such, far more repetitions of the information and additional sensory input is required to make the visual and auditory connection of graphemes (letters) and their phonics (sounds). A child does not grow out of being dyslexic. A dyslexic will always be a dyslexic.

Sally Shaywitz of the Yale Center for Dyslexia and Creativity wrote "Overcoming Dyslexia" which serves as a foundation for learning about dyslexia and what it means to be dyslexic for most people starting out on the dyslexic journey. A newer resource in understanding and educating dyslexics was written by entrepreneur, Ben Foss, called "The Dyslexia Empowerment Plan: A Blueprint for Renewing your Child's Confidence and Love of Learning." He writes from the standpoint of being a

lifelong dyslexic and how parents can help their children be successful despite the challenges.

It is also important to note that while dyslexics are best known for their reading difficulties, it is not uncommon for a dyslexic child to also struggle with math. Arithmetic is a language of numbers. The symbols have different meanings and operations. For someone who has language-processing issues, math can also present a challenge.

What does that mean for the dyslexic child in everyday language? It means the child needs to be taught in a specific, systematic, and multisensory manner. This method applies to reading as well as math. Fortunately, there are many box curriculums that are created with the dyslexic child in mind. While the following is not an exhaustive list nor should it be seen as an endorsement, these are some of the products which dyslexic children have had success.

### Reading and Spelling

Dyslexics do best with the Orton-Gillingham method of instruction. Several programs available to the home educator are based on this gold standard:

- The Barton Method
- All About Reading/Spelling
- Wilson Reading
- Nessy Reading and Spelling

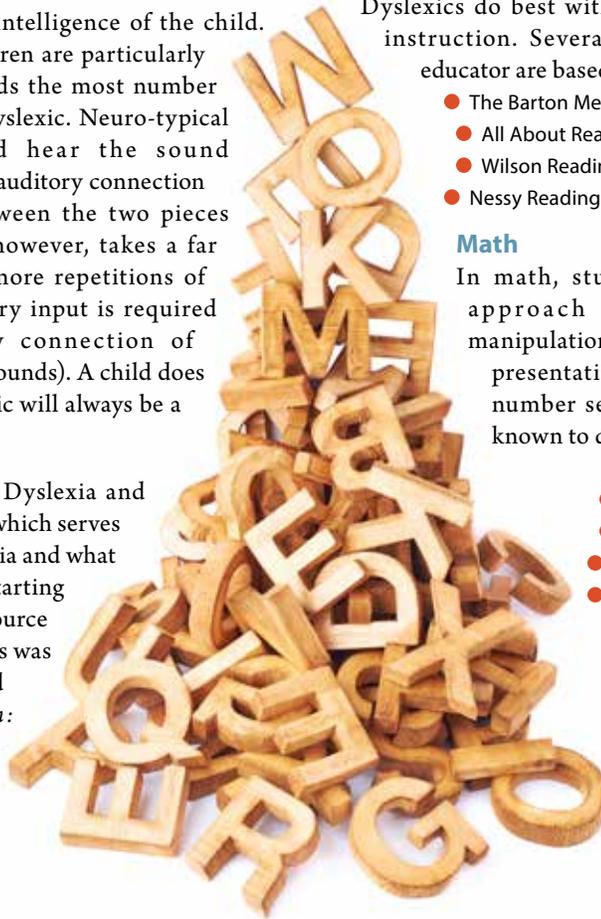
### Math

In math, students do best with a systematic approach that begins with hands-on manipulation of objects, progresses to a pictorial presentation, and finally ends in the abstract number sentence. These programs have been known to do well for dyslexics:

- Math-U-See
- Right Start Math
- Saxon Math
- Singapore Math with Home Instructor's Guide



**ALISON SLATTER** has served on Indiana Association of Home Educators' Government Affairs Team since 2013. She is a wife and homeschool mother of three living in Greenwood, Indiana. She is blessed with two dyslexic, amazingly creative, and outside-of-the-box thinkers.





# Providing an **Equivalent** Education

—Debi Ketron

**One of the benefits of home education is the ability to tailor your child's education to his or her specific needs. When one follows traditional textbooks and learning styles, it is not difficult to document that education is taking place. One of the methods that home educators may choose to implement is delight-directed learning. Some may use the term "unschooling" due to the fact that it does not appear to be like a traditional education. Many homeschoolers may use delight-directed learning in their homeschool to at least some extent.**

A question that must be considered by home educators is: How can one determine that they are providing an "equivalent education" as is required in Indiana Code? (IC 20-33-2-28)

IAHE asked an attorney, Tj Schmidt of Home School Legal Defense Association (HSLDA), about how to define an equivalent education. He said,

Indiana law does not explain what 'equivalent instruction' means and the Indiana Department of Education does not have the authority to determine what that is. It is something that would be determined on a case-by-case basis if there were questions as to whether a child was being educated.

In these situations, the courts will typically use the common meaning of the word. The Merriam-Webster Dictionary states that 'equivalent' is 'equal in force, amount, or value.' Therefore, a parent teaching their child at home could demonstrate they were providing equivalent instruction by demonstrating they had provided instruction to their child for the same amount of time as the public school. Another option would be to demonstrate that the type of instruction materials they were using were just as comprehensive as those provided in the public school. Finally, they could show that the actual instruction was producing results (i.e. that their child was on/above grade level for their age/abilities).

HSLDA also recommends that families follow the same general subjects that would be taught in public school, and must teach in the English language. Schmidt continues, "As far as keeping

records, Indiana state law only requires attendance records (i.e. the first suggestion listed above-same number of days of instruction). HSLDA does recommend that parents keep (detailed) records of the instruction completed for the current school year just to aid in the event of any challenge to their homeschool program."

These detailed records should include:

- Attendance records
- Information on textbooks and workbooks that your student used
- Portfolios of work
- Samples of schoolwork
- Test results
- Records of any correspondence with school officials
- Any documents that demonstrate that your child is receiving an appropriate education in compliance with the law.

Records should be kept for at least two years. High school records and any home education notification with the State of Indiana (if you choose to report enrollment) should be kept permanently.

**Recommended resource to aid in documenting delight-directed learning:**



- *Senior High: A Home-Designed Form+u+la*, Barbara Edtl Shelton
- <http://www.christianbook.com/senior-high-home-designed-form-updated/barbara-shelton/1887639098/pd/39098>

## Secondary School Recordkeeping to Demonstrate an Equivalent Education

As we consider what it means to provide an “equivalent education,” we need to consider our student’s possible post-secondary education. Even though the student may not desire a college education at eighteen, he may change his mind in a few years. As home educators, it is crucial that we maintain solid records. When we decide to home educate, we agree to responsibly oversee and implement our child’s education. It is a serious proposition that is not to be taken lightly. Homeschoolers need to provide their student with an equivalent education to the public school even though the specifics are not mandated. IAHE believes that flexibility for each student enables us to provide a superior education.

Many families home educate because they don’t want their child to settle for an equivalent education to the public schools. They desire a superior education! Only parents know what that may mean for their child. The most important thing parents can do is to teach their child how to learn and teach to mastery, so that the student actually understands the material and doesn’t only learn the information for a test. By the time a student graduates from high school, he needs to know how to teach himself. The student needs to be able to learn from a book or teach himself without having to rely on someone else to “spoon-feed” the information to him. This will truly prepare him for college and for life.

As private schools, Indiana homeschool families determine their own criteria for graduation and issue their student’s diploma. Many families use the Indiana Department of Education’s diploma standards as a guide. Although Indiana’s CORE 40 requirements are not mandated for homeschoolers, Indiana college admission departments may require a student to follow the Indiana CORE 40 requirements as a minimum. One of the advantages of following the Core 40 with academic honors is that it will prepare you for the rigors of college. If a student would like to be considered for an honors college, Indiana’s “Core 40 with Academic Honors” is the recommended guideline to follow. Many Indiana home educators follow the honor diploma requirements to best prepare their student for college.

A sample of high school records would be the following sample course descriptions accompanied by the high school transcript. Some colleges may ask for this information and some may not.

### English III (1 credit)

A very thorough study of American literature from the Colonial-Revolutionary period through Modern, including an examination of the works in relation to the author’s lives and beliefs and in light of the period in which they wrote. More than seventy authors are included, and critical attention is given to movements such as romanticism, Darwinism, and religious liberalism. Grammar and punctuation are reviewed and vocabulary is further developed. Formal essay writing skills are practiced.



#### Textbooks:

- Jensen, Frode. *Grammar. Grants Pass, OR: WORDSMITHS, 2003.*
- Jensen, Frode. *Punctuation. Grants Pass, OR: WORDSMITHS, 2003.*

- Levine, Harold; Levine, Norman; & Levine, Robert T. *Vocabulary for the College Bound.* New York, NY: Amsco School Publications, Inc., 1993.
- Orgel, Joseph R. *Scholastic Aptitude Vocabulary.* Cambridge, MA: Educators Publishing Services, Inc., 1993.
- Payne, Lucile Vaughan. *The Lively Art of Writing.* Chicago, IL: Follett Publishing Company, 1996.
- St. John, Raymond A. *American Literature for Christian Schools.* Greenville, SC: BJU Press, 2003.

### Algebra I (1 credit)

The student will study algebra and develop problem-solving skills. The topics studied include functions, algebraic expressions, systems of equations and their solutions, inequalities, polynomials, ordered pairs, Cartesian coordinate system, quadratic equations, probability, square roots/higher ordered roots, geometric solids, uniform motion problems, Pythagorean theorem, slope-intercept method of graphing, and graphs of linear/non-linear equations.



#### Textbook:

- Clark, Thomas E. *Algebra: A Complete Course.* 2nd. Ed. Indianapolis, IN: VideoText Interactive, DVD and books, 2000.

### Chemistry/Lab\* (1 credit)

The class and lab introduces students to chemistry. Topics include measurement and units; energy, heat, and temperature; atoms and molecules; classifying matter and its changes; counting molecules and atoms in chemical equations, stoichiometry, atomic structure, molecular structure, poly atomic ions and molecular geometry; acid/base chemistry, chemistry of solutions, the gas phase, thermodynamics, kinetics, chemical equilibrium, and reduction/oxidation reactions. Labs include air has mass, air takes up space, comparing conversions to measurements, density of liquids, calibrating the thermometer, measuring the heat capacity of a metal, distinguishing between chemical and physical change, condensing steam in an enclosed vessel, measuring the width of a molecular, limiting reactants, electrical charge, how the eye detects color, polar covalent versus purely covalent compounds, solubility of ionic compounds, acids and bases, acid/base titration, effect of temperature on solid and gaseous solutes, investigation of a solute that releases heat, freezing point depression, using the ideal gas law, determining  $\Delta H$  of a chemical reaction, factors that affect chemical reaction rates, effect of a catalyst, and invisible writing.



#### Textbook:

- Wile, Jay L. *Exploring Chemistry with Creation.* 2nd Ed. Anderson, IN: Apologia Educational Ministries, Inc., 2003.

\*Note that documenting labs as a part of the science class is extremely important for college admission. ■



**DEBI KETRON** and her husband graduated four children from their home school. They were involved in homeschool leadership in Dearborn County, IN for many years. She was a former IAHE Region 8 Representative with her husband Phil, and currently serves as the IAHE Director of Government Affairs and on the Board of Directors for Indiana Association of Home Educators (IAHE) and IAHE Action.

# ELECTIONS 2016 HOMESCHOOL RESOURCES

—Marcy Crabtree



Another election year has arrived and we are gearing up for learning more about the process. We have always used election years in our homeschool to dig deeper into American history and to learn more about the process we as a country use to elect our leaders.

Unit studies have primarily been our favorite way to learn, and this year will be no different. We'll be using the updated version of Amanda Bennett's Elections unit study, just as we did in 2012. Since my son Ben is 4 years older, we can go a lot deeper than the last election. It's hard to imagine, but in the next Presidential election in 2020, he will be old enough to vote! I feel it is very important for him to gain respect now for how this process works, especially in light of the freedoms that seem to be diminishing day-to-day lately.

I thought I would share some of the resources I have found to enrich our studies in the past, as well as a few that we will use this year. Some of these resources are free (which I love) and some are not (but totally worth it). I hope you find the list useful! This summer is a great time to begin learning more about the Elections process when you aren't in the middle of your busy school year.

## Unit Studies

- *Elections Unit Study* from Unit Studies by Amanda Bennett
- *American Government Unit Study* from Unit Studies by Amanda Bennett
- *Constitution Celebration Unit Study* from Unit Studies by Amanda Bennett
- *Electing America's Leaders* from KONOS
- *Presidential Unit Study Pack* (copywork, notebooking, and more) from Homeschool Encouragement

## Online Resources

- CSPAN Classroom (register FREE for incredible election resources) <http://www.c-spanclassroom.org/Campaign-2016.aspx>
- The U.S. Constitution: A Reader [www.constitutionreader.com](http://www.constitutionreader.com)
- 2016 Presidential Candidates <http://2016.presidential-candidates.org/>
- Ben's Guide to the U.S. Government <http://bensguide.gpo.gov/>
- U.S. Electoral College <http://archives.gov/federal-register/electoral-college/>

## Lapbooking and Notebooking and Other Printables

- U.S. Elections Hands-on History LapPak from Home School in the Woods
- NotebookingPages.com The Lifetime Membership contains basic lined pages with patriotic themes, Presidents and First Ladies, Revolutionary War, state maps, timelines, Bill of Rights, US Constitution, and Election Day pages that can be used for notebooking.

## Games

- The Presidential Game
- Constitution Quest
- We the People Fight Tyranny
- Hail to the Chief
- Brainbox for Kids: US Presidents

## Book Basket

- *See How They Run: Campaign Dreams, Election Schemes, and the Race to the White House* by Susan E. Goodman
- *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro
- *Duck for President* by Doreen Cronin
- *The Election Book: The People Pick a President* by Carolyn Jackson
- *Woodrow, the White House Mouse* by Peter W. Barnes
- *House Mouse, Senate Mouse* by Peter W. Barnes
- *Marshall, the Court House Mouse* by Peter W. Barnes

- *Presidential Elections and Other Cool Facts* by Syl Sobel
- *Vote* (DK Publishing)
- *So You Want to be President* by Judith St. George
- *If You Were There When They Signed the Constitution* by Elizabeth Levy
- *George Washington: Man of Prayer and Courage* by Norma Cournow Camp
- *Abigail Adams: First Lady of Faith and Courage* by Evelyn Witter

## Free Books for Kindle

- *The Child's Book of American Biography* by Mary Stoyell Stimpson
- *The Story of Our Country Every Child Can Read* by Jesse Lyman Hurlbut
- *With Lee in Virginia* by G.A. Henty
- The United States Constitution
- The Declaration of Independence
- United States Bill of Rights
- Gettysburg Address

## DVDs

- FREE Election Day: Choosing Our President from Learn Our History
- Schoolhouse Rock Election Collection
- Liberty's Kids Complete Collection

## Apps

For iPad/iPhone/iPod Touch:

- Election App 2016
- Stack the States
- Presidents vs. Aliens
- Manual for the USA, 2nd Edition (iPad)

For Amazon Fire:

- Presidential Election 2016
- Campaign Manager: A Presidential Election Simulation Game
- Stack the States
- Presidents vs. Aliens
- American Civil War Gazette

- U.S. Citizenship Test
- American History Books

## Field Trips

- Take your children to vote with you! Show them the ballot and explain how the process works.
- Tour your state capitol. This is a great opportunity to learn more about how government works and about the history of your state.
- Take a civic field trip. Tours of your local campaign headquarters can usually be arranged with a simple phone call.
- If you live in a state that one of our Presidents was also from, visit his birthplace, homestead, library, burial site, or other historical landmark dedicated to him.
- Plan a vacation around a trip to Washington, DC!

For more resources and links to all of the products mentioned, visit Marcy's blog @ BenandMe.com. ■

<http://benandme.com/2016/02/elections-2016-homeschool-resources.html>



**MARCY CRABTREE** spent 15 years as an OB nurse, sometimes juggling homeschooling with the job she calls her first ministry. Grateful that her main ministry today is at home, she has been Tom's wife for 19 years, and is 15-year-old Ben's proud momma. She has been homeschooling since the beginning and really should write the book, "Homeschooling by the Rabbit Trail Method."



# 2016 Conference Photo



*Thank you  
to our 2016 Board Members and Regional Representatives!*



*Looking over curriculum*



*IC Stallings and some fans*



*Big Crowd for the  
General Session*



*Some of our  
wonderful regional reps!*



*Indiana State Police  
ICAC Youth Educators*



*Listening to the speaker*



*Playing at the  
Discovery Toys booths*



*Taking a break listening  
to Linda Hobar*



*Perusing the United  
Art & Education booth*



*2016 Expressions winners*



*Friends!*

# Convention Recap!



J.C. Stallings speaking about his epiphany moment.



Playing at the Homegrown Preschooler booth



The IAHE booth was always hopping!



Cutie!



Wide Eyed and Wondering!



Polished Cornerstones booth



Learning to play at The Harp School booth



Answering Questions



Board member Mark Bentley



Institute for Excellence in Writing booth



Catching up with old friends



Piano Solutions booth



Our fearless leader, Penny Taylor!

See you next year at the  
**2017**  
IAHE Convention!  
March 24-25  
Indiana State Fairgrounds

# CREW 4:12



2016 CREW 4:12 winning team, The Outriggers, led by Abbi Dodrill, Daniel Sydow, Justin Phillips, Hannah Read, and Paige Murrell.

# THANK YOU

## for all your hard work.

For all the hours you have poured into making our convention one of the greatest. For giving tirelessly of yourself for families and faces you may never meet. For staying up late, late hours for weeks before the big day. For taking time away from your families to pour out your love on other families. For planning all year for the next convention once this year's ends. For being our convention planning committee.

Thank you.

*A special thank you to:*

**Convention Coordinator**  
*Penny Taylor*



**Exhibit Hall Coordinators**  
*Greg & Kimberly Laskowski*

**Crew 4:12**  
*Dan & Shawn King*



**Registration Coordinators**  
*Warren & Karen Whitesell*

**Learning Express Coordinator**  
*Kimberly Laskowski*



**Expressions! Coordinator**  
*Aliesha Whitesell*

***And many more!!!***

A close-up photograph of a woman with voluminous, curly brown hair and a young girl with dark hair pulled back. The woman is wearing a light blue top and is smiling broadly, showing her teeth. She is hugging the girl from behind. The girl is wearing a pink top with a small floral pattern and is also smiling. The background is a soft, out-of-focus green, suggesting an outdoor setting. The text "We Have This Moment Today" is overlaid in a white, cursive font, and the name "Marilyn Boyer" is written below it in a smaller, similar font.

*We Have This  
Moment Today*  
*-Marilyn Boyer*

# I remember so clearly one warm sunny day in May. I had seven children at the time, one just two weeks old. The kids were

outside playing under the sprinkler, laughing, making up games. God spoke so clearly to my heart that day, saying, “Cherish this day. Bask in this moment.” I did, and I still do now. Today, four of those little boys are married, and two of the little girls are now married too. All but one have children of their own, and one of the boys is in heaven, which makes that memory even more precious to me. A dear friend of ours, Doug Oldham, sang a song that I have treasured through the years. It goes like this:

*We have this moment to hold in our hands,  
To touch as it slips through our fingers like sand.  
Yesterday's gone and tomorrow may never come,  
But we have this moment today.*

My prayer is that God will burn that truth into each of your hearts and cause you to “Number your days, that you may apply your hearts unto wisdom” (Psalm 90:12). Time is not forever. As a young mom, I thought the season of life I was experiencing (an infant, a couple of toddlers, a preschooler, dirty diapers, in-depth training) would last forever. It seemed impossible to imagine anything different. And yes, looking back, it now seems like each season only lasted a short time and I find myself wishing that season back again, even for just one day!

Each season has blessings all its own. It has its own struggles and challenges, but focus on the blessings. For instance, it was definitely more difficult to manage when I had three little ones and all the laundry, chores, and meals to do by myself. Yet now I look back on those days as peaceful and sweet in their own way. The little boys all took naps and I had a time of peace and quiet in the afternoon. I set the schedule and actually had control over it. Bedtime was easy. Now, there's always so much going on that it's hard to know what to plan on.

Rick and I always used to have some quiet evening time to talk and plan. Now we have to do that when we go out to eat. Our house is always a busy place, people coming and going, and when you pull in the driveway, you never know who'll be there. And yet, there was a long season where my girls fixed all the meals, and the kids all have chores, so things are easier on that score, although the time is fast approaching where I'll be doing all those things by myself again.

I'm not saying that one season is better than another, but that each has its blessings. If we learn to focus on its blessings and not its irritations, we can learn to cooperate with it. Instead of resisting it, embrace it, throw yourself into it. Young mom, don't feel guilty for not being involved in a lot of church functions and leadership roles.

There's nothing more important you can be doing with your time than investing it in your little ones and leading them to God.

God plans our “life curriculum,” and, as with our children, things work best when we cooperate with His plan. Some seasons are a huge struggle. It's hard to be pregnant, feeling sick, and still responsible to train other children, but God gives grace. Look for the positives. When you're feeling really sick, let the older kids have the opportunity to practice their cooking skills and parenting skills sometimes, too. I learned through eleven years of pregnancy that when you're not feeling well, it's usually better to be up and functioning as best you can instead of focusing on how rotten you feel.

We have this moment to hold in our hands – some of those moments are wonderful, precious memories. We take lots of pictures. We've had lots of occasions through the years – birthdays, special nights out, Bible quiz nights, fun plan-and-fix-a-meal nights, picnics, cookouts, special family night supper get-togethers. Life is precious and God has blessed us so abundantly. Try to give your children some encouragement and motivation along the way, for all these things build good memories.

Family is important. Make it fun to belong to your family. We laugh a lot! It's good medicine for the soul. We've had some guests leave saying their cheeks hurt from laughing so much.

Make the most of your moments today. Loosen up, look for the positive in whatever you're going through, and make the memories you'll all be able to sit around and laugh about for years to come! ■



*“She’s so ENCOURAGING!” That’s what moms say about **MARILYN BOYER**, home schooling author and mother of 14. Marilyn’s heartfelt speaking style is both challenging and comforting, her content based on over thirty years’ experience in home schooling her own children. Her many years in the trenches have convinced her that the most important part of an education is the building of godly character. That’s why she created Character Concepts, a Bible-based curriculum for kids from preschool through high school.*





# The Blessing of a Lesson Planning Retreat

—Nancy Manos

One spring a number of years ago, a friend invited me to participate in a lesson planning retreat that she and a few other homeschooling moms enjoyed each summer. I was blessed to be able to go on this retreat four years in a row. It was an incredibly valuable time set apart—free from the distractions of daily life and responsibilities at home—to focus on preparing for the coming school year.

One or two of the ladies would drive and we would load the vehicles with crates, tote bags, and boxes full of our curriculum and resources, plus a few essentials like snacks and comfy clothes as well as office supplies, notebooks, laptops, and a copier, too!

After stopping for lunch on Friday, we'd begin our trek northward for a three-day retreat to seek God's direction for our families and to get our thoughts and plans organized.

We held our retreat at a Christian retreat center about 2 ½ hours north of Phoenix. The retreat center worked well for us because it has houses that sleep 6-8 people and there was enough room for each of us to set up a six-foot folding table (provided by the retreat center) to spread out our materials and to work on our lesson planning.

Going to a retreat center also made it easy because meals were included. We didn't have to spend time shopping, prepping food, or cooking, so we were able to dedicate more time to working on lesson plans. This was a big help!

If you're like me when you hear the word retreat, images of rest, relaxation, games, down time, teachings, worship, Bible study, and friendship probably come to mind.

I quickly discovered that a lesson planning retreat is quite a different experience! I was amazed and inspired by the intensity

and seriousness of these ladies the first time I went. They weren't there to relax—they were there to work. And work we did!

We arrived Friday and got busy unloading our supplies and setting up our work areas. We worked for a couple of hours until dinner and put in another hour or two after dinner.

It wasn't all seriousness and labor, though. Friday evening we watched a movie and ate snacks we brought along. We talked and laughed together, then went to bed and tried to get a good night's sleep. (It's always hard to get to sleep that first night.)

After breakfast, it was again time to work. I found that by Saturday morning I had found a good cadence and I was able to make good progress thinking through many of the subjects I planned for my children to study the coming school year.

During breaks, one of my favorite things was the opportunity to chat, ask questions, browse through the other moms' curricula, and glean ideas.

We all learned so much from one another over the course of those three days. And the Lord certainly provided direction and brought clarity as we took time to seek Him in areas that previously were fuzzy in our minds.

The blessing of having uninterrupted time with other moms to bounce ideas off and to ask questions is priceless! Focused time away allows you to concentrate, read, preview materials, and write lesson plans. Having a plan for the year can help make you a less scattered mom and a more confident teacher.

Without a doubt, the opportunity to get away for the weekend and focus on preparing for the coming school year was more beneficial than I ever could have imagined it would be.

I know that my family's homeschool experience was more organized and purposeful the years I went on the lesson planning retreat. I was blessed with some very special friendships that were formed during those retreats as well.

A lesson planning retreat is a worthwhile investment of time and money to help you prepare for the coming school year. Here are a few tips and hints to help you as you consider organizing your own lesson planning retreat.

### Tips and Hints When Preparing for a Lesson Planning Retreat

Schedule your retreat. Get it on the calendar. Make reservations at a retreat center, cabin, or hotel. Factors to consider when choosing a venue include price, availability, accommodations, and location.

Think through details such as where you'll stay, who will watch your kids, how you'll get there, who you'll invite, what you'll eat, and what you want to accomplish on the retreat.

It is helpful to schedule your retreat for after your state's homeschool convention so you have your new curriculum in hand. The retreat is also a great opportunity to listen to some of the workshop recordings from the convention. (Bring headphones so you don't disturb your fellow retreat moms while listening.)

Discuss the expectations for the retreat together ahead of time. Establish boundaries and a schedule for work times, free time, meal times, and fellowship.

If you're carpooling, make plans to share the travel expense by having each participant give the driver a predetermined amount of gas money.

Think about the goals you have for yourself and your children for the coming year. Try to narrow down what's most important for you to accomplish on the retreat and focus on that. Pray and seek God's direction on this before you go.

Focus on subjects that need the majority of your attention. These might be core subjects such as history, English, and science, or it might be a supplementary subject like geography, art, or a foreign language. You might also spend some time planning meal schedules and chore charts if that's a priority for you.

Realize you probably won't get everything done and that's okay!

### Supplies and Resources to Bring

Find out what is provided by the venue and make a list of what you need to bring. Make sure you have the supplies you need to have handy so you can focus on lesson planning.

If you won't have Internet access at the retreat, be sure to download any videos or documents related to the subjects you'll be working on so you have everything you need.

A laptop is great if you like to type your lesson plans and notes. We found that bringing a copier to share is very helpful, too! Remember to bring copy paper, extra ink, and necessary cables and cords.

Bring your Bible, curriculum, resources and books, calendar, lesson planning worksheets, pens, pencils, highlighters, and other office supplies such as index cards, post-it notes, stapler, 3-hole punch, notebooks, 3-ring binders, etc.

### How Many Moms and Who to Invite?

Assess what works best for you and what your goals are for the retreat. The number of people also depends in great part on the facility and accommodations.

A group of about six moms seems to be just right from our experience—not too many to be a distraction and enough to provide diversity for fellowship and idea sharing. However, going on a retreat by yourself or with just one other mom can work well, too.

Choose moms that are like-minded and have the same goal of getting away to work on lesson plans. You may regret inviting a mom whose main desire is to get away to fellowship or who has a hard time refraining from talking for long.

### Tips for Making the Most of the Time at the Retreat

Stay focused while you are there. It's easy to want to socialize all weekend, but if you aren't disciplined you won't get your work done and neither will the other ladies. Be respectful during work times. Limit distractions. Minimize talking during work times and limit socializing to breaks, meals, or scheduled time for fellowship and recreation.

Spend time praying together and for one another. You might even plan a time of worship together.

Jot down ideas that come to you as you read, pray, and talk with the other moms. Getting away on a retreat tends to get the creative juices flowing and you'll want to remember those gems when you get home.

Be willing to share your experiences and learn from one another. We each have learned different things that could be helpful to someone else. Don't be so focused on your own lesson planning that you miss the opportunity to encourage another mom.

Go expecting to hear from God. He will meet you there. He has a good plan for your homeschool and family. ■



**NANCY MANOS** has been serving on the board of directors of Arizona Families for Home Education (AFHE) with her husband James since 2004. Nancy and James have two daughters whom they homeschooled through high school. The Manos' home education journey was a rich, rewarding, sometimes challenging experience, and Nancy is passionate about encouraging others in the homeschool adventure. Many of the tips and hints in this article were shared by several fellow lesson planning retreat participants.

[www.nancymanos.com](http://www.nancymanos.com) | [www.afhe.org](http://www.afhe.org)



# LET THEM PLAY:

Homeschooling in the PREschool Years

-Tawnee Hinton

## With many states considering lowering the age of mandatory school, homeschooling our preschoolers is being talked about more and more. When should we start homeschooling? When is it time for formal school? These questions are asked daily. Maybe you have asked yourself the same question?

My answer—LET THEM PLAY!

That's scary isn't it? How will they thrive and read and do well in school and get into the right college if they don't get started right away? First, take a deep breath and slow down. Your preschooler is "pre" school. Have we forgotten the meaning of "pre?"

"Pre-" as defined in the Webster's Dictionary (online) means "(1) earlier than; before (2) advanced." In other words "preschool" means BEFORE SCHOOL.

Your preschooler is in the discovery stage. They are learning ALL DAY, EVERY DAY. You don't have to sit down for an hour of workbooks for them to learn. You don't need a curriculum to make them smart. When they build with building blocks, they are learning about geometry and three-dimensional objects and creation. When they listen to you read them a story, they are learning that the pages have words and that makes a story. They are learning about the animals and people and things in the story. When they create with Play-Doh, they are developing fine motor skills and hand-eye coordination. They need these skills to hold a pencil and write later so they are important.

All these skills are important and they are learning...WHILE PLAYING!

A study relating delayed kindergarten ages to high test scores states that delaying entrance into Kindergarten by one year (from age 5 to age 6) increases both math and reading scores by an average of 6 points and this higher scoring is sustained into grade 2. "A one-year delay in kindergarten entrance has a positive and significant effect on children's test scores both when they begin school and at the end of two years in school."

And there are more studies to look at. A study conducted by Stanford University in 2015 stated that delayed Kindergarten entrance was shown to decreased ADHD diagnosis and hyperactivity/temperament issues. A study conducted by two organizations, Defending the Early Years and Alliance for Childhood, stated that the adoption of Common Core Requirements in Kindergarten, such as reading, is establishing "inappropriate classroom practices" since many children at this age are not developmentally ready to read. "Research shows greater gains from play-based programs than from preschools and kindergartens with a more academic focus."

In Indiana, the compulsory age to school your children, the age at which you MUST enroll them in school or be schooling them at

home and tracking their attendance, is age 7 (the fall they turn 7). However, schools allow enrollment to Kindergarten at age 5, as long as the child is 5 by August 1.

Many states have lower compulsory school ages and some states have all day preschool available for kids at the public schools at age 4. Are these program necessarily harmful? Who is to say, we don't have any documented, long-term studies to show this but, the only documented benefit I have found to early childhood education seems to be lower childcare costs.

This may be necessary for some but, we, as homeschoolers, can make another choice. When to begin homeschooling.

It can be tempting. As you sit down at the table with your older children to "do school" and your little one says "I want to do school too." We laugh and think how sweet it is and soon we are getting them workbooks instead of crayons or paint and paper. Don't fall to the temptation. They don't know WHAT school is, only that mom or dad are at the table devoting some attention to their siblings and they want to be a part of it. So bring them to the table in doses. Give them their school of Play-doh or blocks or paints. Let them explore the feeling of finger paint and what they can create on that empty paper. Let them mold the PlayDoh into something beautiful and compliment them. LET THEM USE THEIR IMAGINATION!

Don't fall into the trap of schooling too early. You will only find yourself, and your child, frustrated. Give them a love for learning, not a dread. They have MANY years to "do school," let them DISCOVER and CREATE and EXPLORE!

Take a flower and let them pull it apart, build something in the mud, and explore in the water. Hold back on the workbooks and math questions and phonics programs. Play music and let them dance or beat on a drum to the music. Read to them. Let their siblings read to them. Let them hold a book and "read" it themselves. It doesn't matter if it's upside down. They are learning!

As homeschoolers we can determine when the best time for formal education to begin for our children. Some will most certainly be ready earlier than others. But even if your child is "ready" for formal education because they can sit still for 30 minutes does not mean they won't learn more from a nature walk and a trip to the zoo.

Have fun and enjoy your time with your PREschooler. Enjoy the PREschool years because soon there will be grammar and science and math problems to complete and your son or daughter will be longing for a trip to the creek to catch frogs and butterflies and dissect a leaf.

They will have plenty of time for workbooks. Let them learn all the wonderful things imagination and play can bring them. Relax. Breathe. And LET THEM PLAY. ■



**TAWNEE HINTON** and her husband live with their four children in Central Indiana. Tawnee is a Support Manager for Classical Conversations and an officer in the US Navy Reserve. She has been a copy editor for The Informer for a year and blogs about her family's homeschooling adventures at *Adventures in Homeschooling*. You can find it at [www.adventuresinhomeschooling.com](http://www.adventuresinhomeschooling.com).

# • 2016 • LEGISLATIVE SESSION REPORT

—Debi Ketron



The 2016 session of the Indiana General Assembly ended on March 10. This was a “short” session, and there were 831 bills introduced. The legislature was cautious about passing bills with a high fiscal note, so some that typically would move did not this session. IAHE tracked over eighty bills of interest. The House and Senate Education Committees heard a total of thirty-nine bills and two resolutions in the ten weeks that comprised this legislative session. Four of them were of particular interest to IAHE.

**Education Matters • HEA 1330** contains language that IAHE included with the assistance of Governor Pence's office. IAHE is grateful that the House Education Committee Chairman, Robert Behning (R-Indianapolis), carried the bill for us.

IAHE felt it was necessary to introduce this legislation due to the overreach of the Indiana Department of Education (IDOE). In September 2015, a memo from the IDOE was sent to superintendents and principals across the state that required students enrolled part-time in the public school to take ISTEP+. Prior to this time, it was not required.

Indiana Code states the purpose of ISTEP+ is:

1) to assess the strengths and weaknesses of school performance; 2) to assess the effects of state and local educational program; 3) to compare achievement of Indiana students to achievement of students on a national basis; and 4) to provide a source of information for state and local decision makers with regard to educational matters, including . . . the overall academic progress of students, the need for new or revised educational programs, the need to terminate existing programs . . . . In addition, IC 20-32-5-6 mandates that ISTEP+ scores "measure student achievement relative to the academic standards established by the state board . . . ."

Indiana case law affirms that local school corporations have the discretion to allow or deny part-time participation. Indiana law states very clearly that non-accredited, non-public schools are "not bound by any requirements set forth in IC 20 or IC 21 with regard to curriculum or the content of educational programs offered by the school," and that this does not prevent a student from that school in "enrolling in a particular educational program or participating in a particular educational initiative offered by an accredited public, nonpublic, or state board approved nonpublic school..."

Since the purpose of the ISTEP+ program is designed to "provide a source of information for state and local decision makers with regard to...the overall academic progress of students...the need for new or revised educational programs...the need to terminate existing education programs... student readiness for postsecondary school experiences...(and) diagnosing individual student needs," it cannot be applied to part-time students who are not enrolled in the subjects being tested.

## If they are testing homeschool students in math or English and the student is only taking an art class, how does that test the student on how well the public school is teaching those subjects when those subjects are being taken at home?

IAHE believed it was bad policy to require home educators who are enrolled part-time, such as in one non-academic class, to take ISTEP+ or other future similar assessments designed to evaluate the school, curriculum, and testing methods.

The language in HEA 1330 states, "(c) A student who attends a school described in subsection (a) who also enrolls in a particular educational program or initiative as permitted under subsection (b) may be offered the opportunity to participate in state standardized assessments, but such participation is not required."

This language allows "home rule" where the school may decide whether or not a student has access to a class and whether or not to offer the test. What has changed is that the student can no longer be required to take the statewide assessment. HEA 1330 was signed by the Governor.

**Various Education Matters • SEA 93** is a bill that IAHE was monitoring. In the final weeks of the session during Second Reading in the House, a floor motion was amended into SB 93. Since it was in Title 16 and not Title 20, it included home schools. Here is the language:

### Testing of Water in School Buildings

Sec. 1. As used in this chapter, "school building" means any building used for the classroom instruction of students in any grade from kindergarten through grade 12. The term includes buildings used by all public schools and private schools.

Sec. 2. Every school building shall be supplied with safe, potable water from:

- (1) a source; and
- (2) a distribution system; approved by the commissioner of the department of environmental management, the state health commissioner, or the local board of health or county health officer having jurisdiction where the school building is located.

Sec. 3. (a) At least once in each period of two (2) calendar years, the water available in each school building for drinking purposes shall be tested to ensure that it is healthful and free of contaminants, including lead, that could be injurious to human health.

(b) The testing required by subsection (a) shall be conducted by: (1) the commissioner of the department of environmental management; (2) the state health commissioner; or

(3) the local board of health or county health officer having jurisdiction where the school building is located."

Senate Education Chairman Dennis Kruse (R-Auburn) and Representative Robert Behning (R-Indianapolis) worked with IAHE to include an amendment in conference committee to exclude home schools. The final language excluded all private schools.

SEA 93 was signed by the Governor.

### Various Education Matters • HEA 1005

After a sexual abuse incident at a brick and mortar non-accredited, nonpublic school, the legislature desired to require expanded child protection index background checks for adults with ongoing contact with students in all schools within the scope of their employment.

SECTION 3. IC 20-26-2-1.3 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2016]: Sec. 1.3."Expanded child protection index check" means:

(1) an inquiry with the department of child services as to whether an individual has been the subject of a substantiated report of child abuse or neglect and is listed in the child protection index established under IC 31-33-26-2;

(2) an inquiry with the child welfare agency of each state in which the individual has resided since the individual became eighteen (18) years of age as to whether there are any substantiated reports that the individual has committed child abuse or neglect; and

(3) for a certificated employee, an inquiry with the department of education or other entity that may issue a license to teach of each state in which the individual has resided since the individual became eighteen (18) years of age as to whether the individual has ever had a teaching license suspended or revoked.

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The final language included all schools that have one or more employees. House Education Chairman Robert Behning, worked with IAHE to exempt parents teaching their own children.

**IAHE recommends that even if you are not required by law to have an expanded background check for anyone teaching your children in a co-op, it would be prudent to do it. Many co-ops already do background checks.**

### Home Educators' Questions Regarding HEA 1005 Receive Answers from HSLDA

These are answers from HSLDA regarding HEA 1005 (formerly SB 334). In their opinion, these answers are accurate. Please seek counsel from HSLDA for specific questions.

- 1.) If a family hires a teacher such as a piano teacher, does it require a background check? NO
- 2.) What if a group of parents pay an individual to teach a class such as a foreign language? Or what if the teacher is not paid, but there is a fee for the class (supplies, facility fees). NO
- 3.) How easy it is to transfer a background check? I have to get one for another organization. Could that then count for any other situation, or would the individual groups need to have a new one done? HSLDA does not have an answer, but suspects it will not be a problem. The background check is something that needs to be updated. Schools will have to put it in their policy regarding when they must be updated. A school could also decide to accept one that has been done in the last "x" period of time.
- 4.) If I hired a family member such as a grandparent to tutor my children, do I then need to run a background check? NO
- 5.) Do any/all tutors need background checks? NO
- 6.) Does this bill apply to independent contractors? NO
- 7.) Is a co-op a school? A co-op is not a school unless they desire to be one. If they operate 5 days a week, 6 hours a day then HSLDA would expect the state to consider them to be a school, but it might still be possible that they aren't. A normal co-op that operates 1-2 days a week shouldn't have any trouble.
- 8.) If anyone is passing themselves off as a school with employees, they must comply.

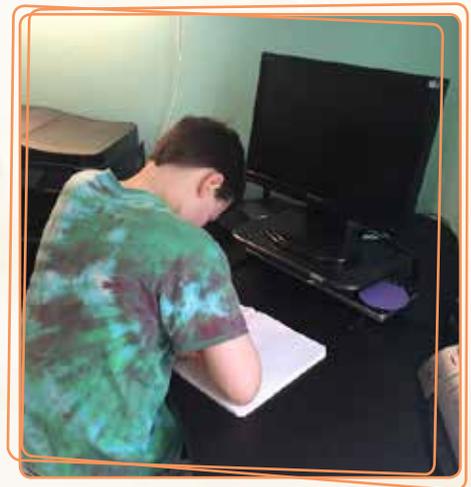
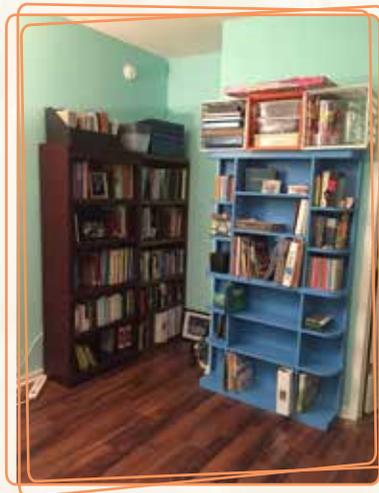
HEA 1005 was signed by the Governor.

**Next Generation Hoosier Educators Scholarship • HEA 1002** allows for an academic state scholarship to attract and retain eligible applicants to the teaching profession. IAHE requested home educators be included in the bill. Speaker of the House, Brian Bosma (R-Indianapolis) agreed to include homeschoolers. IAHE believes it would give increased credibility to homeschool diplomas since homeschooled graduates would be on a level playing field with public school graduates when applying for this scholarship. Since the requirements for this scholarship occur after graduation, we saw no reason to omit homeschoolers. HEA 1002 was signed by the Governor. ■



**DEBI KETRONE** and her husband graduated four children from their home school. They were involved in homeschool leadership in Dearborn County, IN for many years. She was a former IAHE Region 8 Representative with her husband Phil, and currently serves as the IAHE Director of Government Affairs and on the Board of Directors for Indiana Association of Home Educators (IAHE) and IAHE Action.

# Amazing School spaces



**Welcome to our school room!** Ian built and installed the IKEA cabinetry for us over Christmas break. I have always liked the Caribbean look with dark wood floors, crisp white and bright pastels. I find the wall color to be so inviting and it brings the whole room together. The space is such a pleasant place to be. The long desk makes school so much easier than bouncing around the house. All my teaching materials are in one place, organized and within easy reach. The long desk also allows me to be right by my two school-age children and the printer. The child in the wooden chair is next to me to engage in direct instruction, but I can still answer quick questions from the other to keep the school day flowing. Since my preschooler prefers to be in the room with us as we do school, she can paint on her easel or sit at her very own desk to color, draw, ink stamp, or cut.

The room also doubles as our guest room when family comes to stay. The couch, while offering an alternative study location, also opens into a queen size bed. Daily duties for the couch though usually entail reading with my early readers, cuddling up for reading aloud and Bible lessons. The desk is essential, but the couch is where the tenderness of home education rests. ■



**IAN and ALISON SLATTER** are members of IAHE's Government Affairs team. Both have served in various public offices. Ian currently works in an inner-city public charter school while Alison home educates their three children. They live in Greenwood, Indiana.

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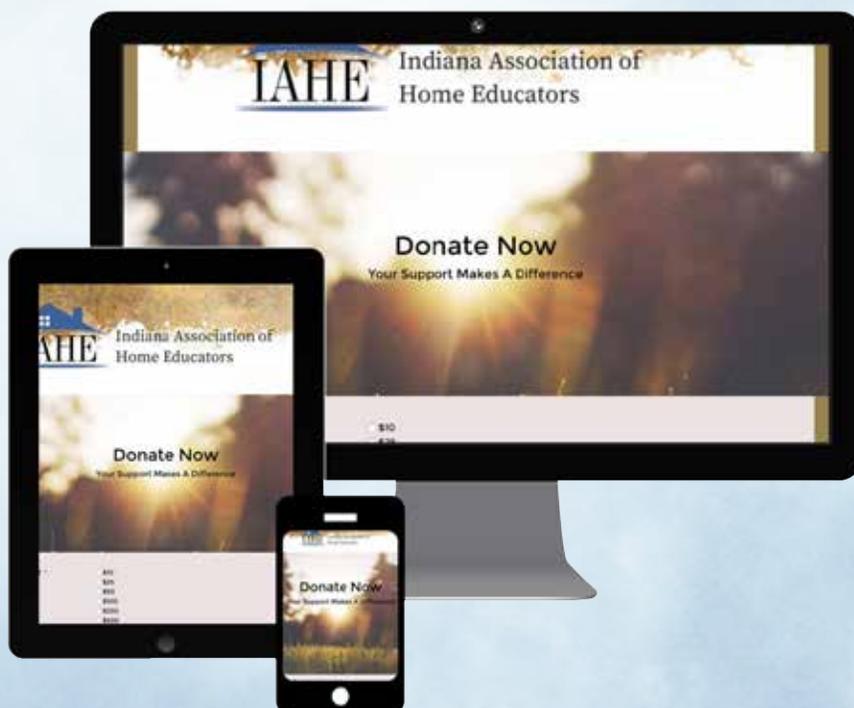
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