



AHEM News

Advocates for Home Education in Massachusetts, Inc.

**What
you
need
to
know
when
you
need
to
know
it**

Clearing Our Throats . . .

Letter of Intent or Education Plan: Is There a Difference?

A lot of people talk about writing a Letter of Intent or LOI to the school district in order to begin homeschooling. A Letter of Intent simply states that you plan to homeschool. Did you know that the phrase “Letter of Intent” is never mentioned in Massachusetts law? Further confusing the situation is that some schools and even some homeschool support groups say that the first action a prospective homeschooler should take is to send a Letter of Intent to the school.

In some towns in Massachusetts, submitting such a letter will suffice; the town will be satisfied with just being notified that you have chosen to home educate your children. However, in most towns, the school officials will respond to you with their possibly outdated and overreaching policy on homeschooling.¹ They may ask you to provide all kinds of information that isn't necessary. Common requests² include a daily schedule of instruction, the qualifications of everyone who will be teaching your children, and the need to set up a face-to-face meeting. None of these are outlined in *Charles*³ as information a homeschooler must provide to the school district in order to be approved to homeschool. However, even if you have read up on your rights and responsibilities as a homeschooler, receiving this misinformation from the school can be intimidating and confusing.

That is one of the reasons why AHEM recommends submitting, instead of a Letter of Intent, a simple education plan, with subjects, hours, materials, parental qualifications, and your chosen form of evaluation. If the school, upon receiving your education plan, asks that you provide information above and beyond what is required by law, you can simply assure them that your plan is in compliance with *Charles*.

But the most important reason to submit an education plan that is in accordance with the *Charles* guidelines is that doing so fulfills your responsibilities as a homeschooler.⁴ Filing an education plan moves the ball into the school's court. This is especially important for a smooth transition if you are pulling a child out of school midyear and time is a concern.

Once you have submitted an education plan, school officials are in a position to approve or disapprove your plan, or ask for a revision. If they complain that you are homeschooling without approval, maybe even threatening you with a visit from the truant officer or worse, you can ask them to expedite approval, which precedent indicates is the remedy a court would apply for someone who has already submitted a home education plan and is awaiting approval. Submitting a Letter

of Intent does not protect you in this way; all it does is put you on the school's radar screen.

One last thing: although prior approval is required to homeschool in Massachusetts, parents do not need to request *permission* to homeschool, as some schools suggest. As parents, we have the right to choose home education for our children. What requires approval is the education plan, which must equal the local public school's “in thoroughness and efficiency.”⁵

A lot of people don't realize just how simple an education plan can be. AHEM has a sample one on our web site that has been used successfully by many families in Massachusetts.⁶

¹Homeschool Policies in Massachusetts: An Overview

<http://www.ahem.info/HSPoliciesinMA.htm>

²Questionnaire on Homeschooling Policies and Practices in Massachusetts

<http://www.ahem.info/Questionnaire.htm>

³CARE AND PROTECTION OF CHARLES & others, 399 Mass. 324 (1987). <http://www.ahem.info/Charles.htm>

⁴Homeschool Guidelines at a Glance

<http://www.ahem.info/HSGuidelinesataGlance.htm>

⁵CARE AND PROTECTION OF CHARLES & others, 399 Mass. 324 (1987). <http://www.ahem.info/Charles.htm>

⁶Sample Education Plan <http://www.ahem.info/EdPlanSample1.htm>

Current State Scene . . .

Legislative Update

The 186th legislative session begins its second year of a two-year legislative cycle. AHEM continues to track several bills that were referred to the Joint Committee on Education in 2009:

S 245 - AN ACT CHANGING THE MAXIMUM REQUIRED AGE FOR SCHOOL ATTENDANCE

(Michael R. Knapik, Republican – 2nd Hamden and Hampshire) This bill would change the compulsory attendance age to either the age established by the Board of Education, or the age of eighteen. This bill was referred to the Joint committee on Education 1/20/2009 and a public hearing was held 11/10/2009. No further action has been taken.

S 270 - AN ACT AMENDING SCHOOL ATTENDANCE

(Karen Spilka, Democrat – 2nd Middlesex and Norfolk) This bill would raise the compulsory attendance age from sixteen to eighteen. This bill was referred to the Joint committee on Education 1/20/2009 and a public hearing was held 11/10/2009. No further action has been taken.

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H 355 - AN ACT RAISING THE COMPULSORY ATTENDANCE AGE TO 18

(Garrett J. Bradley, Democrat—3rd Plymouth) This bill would amend the compulsory attendance statute so that “all children under the age of 18 shall be required to attend school if they have not graduated.” This bill was referred to the Joint committee on Education 1/20/2009 and a public hearing was held 11/10/2009. No further action has been taken.

H 369 - AN ACT CONCERNING KINDERGARTEN AND THE MANDATORY MINIMUM AGE FOR SCHOOL ATTENDANCE

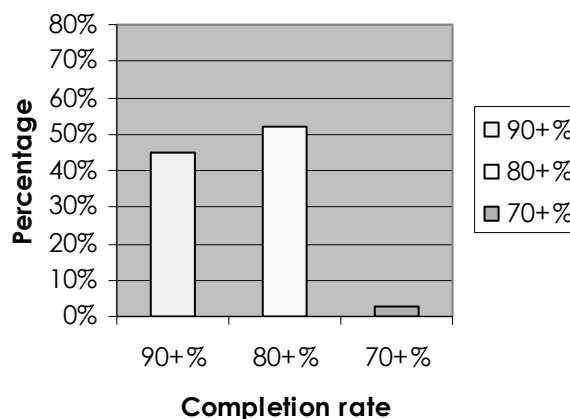
(Stephen R. Canessa, Democrat—12th Bristol) This bill would amend the compulsory attendance statute so that “The mandatory minimum age for school attendance will be that each child must attend school beginning in September of the calendar year in which he or she attains the age of 5. Each school committee may establish its own minimum permissible age for school attendance, provided that such an age is not older than the mandatory minimum age. Each child will be required to attend a kindergarten education program before entering into first grade.” This bill was referred to the Joint committee on Education 1/20/2009 and public hearings were held on 5/5/2009 and 12/11/09. The bill has been sent to a study for further review.

H 473 - AN ACT PERMITTING NON PUBLIC SCHOOL STUDENTS TO TAKE MCAS EXAM (Elizabeth Poirier, Republican – 14th Bristol) This bill would allow a student in a non-public school to elect to take the MCAS exam. The cost of administering the exam to such students would be borne by the students. This bill was referred to the Joint committee on Education 1/20/2009 and a public hearing was held 6/23/2009. The bill has been reported favorably by the committee. It will now proceed to the next stage of the legislative process, though it has not yet been calendared or assigned.

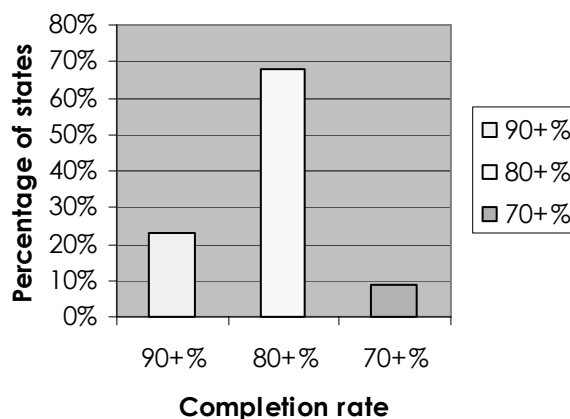
AHEM will continue to monitor the bills cited above as the legislative session progresses, and communicate any changes.

In January, AHEM wrote a letter to the Joint committee on Education against the bills that would raise the compulsory attendance age. Raising the compulsory attendance age would be ineffective in reducing the dropout rate, and would result in increased spending for school departments. We noted that the recent report, “Making the Connection,” (October 2009), from the Graduation and Dropout Prevention and Recovery

States with compulsory attendance age until 16



States with compulsory attendance age over 16



Commission, while purporting to recommend “evidence-based strategies” to reduce the dropout rate, went on to recommend raising the compulsory attendance age to 18, despite the report’s own assertion that “The simple act of increasing the compulsory age... will only retain a handful of students.” Indeed, research conducted by the National Center for Education Statistics has shown that states requiring compulsory attendance until age sixteen have a higher average for school completion than those states requiring compulsory attendance until age seventeen or eighteen. States requiring attendance until age sixteen have a lower dropout rate than those states compelling attendance until ages seventeen or eighteen.

The financial ramifications that would result from extending the compulsory attendance age would include increased costs in teachers’ salaries, classrooms, and transportation. If these bills were likely to achieve the desired results, the cost/benefit analysis would justify these higher costs. However, since statistics show that raising the compulsory attendance age would not result in a higher rate of high school completion, the financial burden to taxpayers and already fiscally strapped school departments cannot be justified.

We also noted that raising the age to 18 could remove alternatives, such as early graduation, from motivated students for whom traditional public school is not working.

Easy as Pie

— *idiom.*

easy as pie *Informal.*

Capable of being accomplished or done with no difficulty.

Homeschoolers in Massachusetts are empowering themselves to keep Massachusetts a homeschool friendly environment by sharing information and support in dealing with school officials. You can help by completing the new online version of the AHM questionnaire on Massachusetts homeschool policy and practice.

Go here to answer the survey:

[http://www.surveymonkey.com/s.aspx?
sm=lpP373yb5gBQFEIjgDNE7A_3d_3d](http://www.surveymonkey.com/s.aspx?sm=lpP373yb5gBQFEIjgDNE7A_3d_3d)

It couldn’t be easier — takes less than 5 minutes. If you’ve filled out a paper or email questionnaire in the past, please fill out this version now so we can build the new database. Your efforts at putting fingers to keyboard are MOST appreciated!

Meet Massachusetts Homeschoolers . . .

Homeschooling and Autism: Teaching to Strengths

By Lisa Jo Rudy

When you have a child with autism, the public systems seem to reach out and pull you in. Early intervention professionals recommend appropriate preschools where therapists are available. Before you have a chance to turn around, you’re

meeting with school officials to put together IEPs, NOREPs, accommodations and behavioral interventions... and you begin to feel that educating your child is so complex that it requires a team of highly paid experts just to explain what will happen, where it will happen, why it will happen, and who will be making it happen.

With so many acronyms, therapists, specially trained teachers and special equipment involved, how could a mere parent possibly manage to homeschool a child with autism? And why, with so much available publicly, would anyone want to?

We came to homeschooling reluctantly. Our son is mildly autistic (with an official diagnosis of PDD-NOS — pervasive developmental disorder not otherwise specified), and we were sure the public system would be the ideal choice for his educational needs.

It wasn’t.

Sadly, the American school system is set up with legal constraints which force parents, teachers and administrators to educate autistic children with one goal in mind: to help them become as typical in behavior, thinking, and learning style as possible. The ideal outcome, again legally enforced, is for a child with autism to look, think, and act typically enough to be able to function adequately in a general education classroom.

To achieve this goal, schools create individualized plans to remediate delays, fix problems, and teach social skills. Individualized plans are not designed to build on strengths, teach to different learning skills, or support self-esteem. Even academics may often come second.

What this meant to us was constant war. We argued for better academics and higher expectations, but were told that academics were the least of our worries. We wanted Tom to take ordinary field trips to zoos or museums, but his class went to the supermarket and McDonald’s. Tom wanted to build dioramas and write stories, but between social skills groups and handwriting therapy, there simply wasn’t time.

The breaking point came when, in fourth grade, he still hadn’t learned multiplication. I asked, at a meeting, “How will he ever get through high school if he doesn’t move forward with math?” The administrator looked at me quizzically and asked, “Why are you worried about that?”

The next year, we started homeschooling.

Initially, our goal was to engage our son in active learning based on his real interests and abilities. We were both working (for ourselves), but we were determined to make it work.

That first year (fifth grade) was a lot of fun. We had moved to Cape Cod, and we took advantage of our location and Tom’s interests to create multidisciplinary unit studies. We went on a whale watch and studied humpbacks. We followed the old Cape Cod railroads and rode on a few lines. We explored ponds, went bird watching, and read the books Tom already loved through movies (it was the first time he’d been asked to read a novel or write a book report). The only therapeutic intervention we pursued was speech therapy, and the only connection Tom had to the school district was after school

“Do Homeschoolers Go to College?”

By Joanne Casiello

Yes. There, that was an easy question to answer. “How do they do it?” is a much more complicated question as there are as many ways to pursue a college education as there are homeschoolers. And for me, the most complicated question, “Do they have to go to college?”

More than seventeen years ago when we began homeschooling our sons, we dreamed a dream. Our dream, our goal, was to take our children out of a schooled environment and allow them to grow, to discover and develop their natural gifts and find the ways to use them in this world. We strongly believed (and still do) that each child is born “gifted.” As parent-educators we saw our role as facilitators providing opportunities. Everyone we knew who homeschooled, from unschoolers to school-at-homers, shared the idea of developing gifts. It was a lovely and lofty dream.

It all got kind of squirmy feeling when our fourth son decided not to go to college. He has been building things for me since he was about two years old. At eight he could look at a hole in a stone wall, glance at a pile of rocks and casually pick up the rock that would fit that hole. At ten he completed the hands on physics class that his older brother were part of. So, I was thinking, architect, engineer? It took all of the tongue-biting talent I had developed as the mother of teens to be silent when he said, “Construction worker, carpenter.”

So I switched gears and read everything I could about mentoring a kid to a career in carpentry. One book urging parents not to worry about no college suggested that if we simply trusted our children and gave them all of the money that we would have spent on college to start their own business we would find they are successful. Swell. The money in our son’s college fund was gone with the wind of the recent stock market crash. We talked to folks at the local voke school who suggested it was not the place for a motivated, hard-working kid like our son. We contacted state agencies for info about apprenticeships and education. They would send us union listings of educational opportunities which included four years of classroom as well as hands on time. My son wanted to be out in the world, not sitting in a classroom. For a fee, state agencies would send us non-union information. We contacted non-union apprenticeship organizations — none available in our area. We found opportunities in fine furniture making, instrument making — not his interest. One school of carpentry only accepted schooled kids! It was our son, through the friend of a friend from an internship he did in construction while in high school, who found himself a job as a carpenter. Two years later I am amazed and proud of the growth of this talented son of mine. He lives on his own, pays his bills, bought a truck, shops, cooks, and cleans. His all-nighters may be a contracted job with a deadline. His final exams involve building inspectors signing off on the addition he built, or having the cabinet he designed and built in the shop fit perfectly at the customers’ business. Because he is part of a

participation in the jazz band (he plays clarinet). We were determined that, by building on interests and abilities, we’d be able to include Tom in the wide world without the need for special supports or hours of therapy aimed only at making him more like everyone else.

Over time, we joined homeschool groups and signed up for homeschool gym at the Y. These were trickier, because of course they weren’t “adaptive,” and Tom sometimes fell behind, misunderstood, or simply couldn’t do what he was asked. But we persevered, and enrolled him in a candlepin bowling league, a summer band camp, and a homeschool biography fair.

As we’ve progressed with homeschooling (it’s now our third year), we’ve found that some things were easier and some were tougher than we had anticipated. We also learned that homeschooling a child with autism really does require the involvement of multiple people — and that finding those people takes research and tenacity. Math was very hard indeed, and we went to several tutors before finding the perfect match. Making “true friends” is very hard (though probably no harder than it would have been in school); and executive skills (planning, seeing the big picture, etc.) remain elusive.

To work on social and collaborative skills, we’ve signed Tom up for two days a week of small classes with a homeschooling mom/teacher, and he’s connecting well with homeschoolers who range in age from younger to about his age. We’ve “caved” on the issue of therapy, and have signed him up for a social skills group to work on the basics of conversation, group dynamics, and body language.

While we are solidly behind homeschooling, our hope for Tom is that he will build the skills he needs to be included as a full member of a small school community. Our reasons for this are both practical and philosophical. On the practical side, we are finding it very hard to provide a high quality homeschool experience while also providing food, clothing and shelter for a family of four (including Tom’s younger, public-schooled sister). On the philosophical side, we know that a child with autism really does need the experience of being part of group, and that the skills of true collaboration are very hard to teach in a one-on-one parent-child setting.

To chronicle her first year of homeschooling, Lisa created a blog, www.teachingtommy.blogspot.com, which includes photos and details of many of her family’s activities. She’s written articles about homeschooling and autism for her web site, www.autism.about.com (a part of The New York Times Company’s About.com site). She’s also written a book for parents of children with autism, due out in May 2010, from Jessica Kingsley press. The book isn’t about homeschooling per se: instead, its focus (and its name) is Get Out, Explore and Have Fun: Getting the Most Out of Community Activities with Your Child with Autism or Asperger Syndrome.

Please be in touch with Lisa if you have more thoughts, ideas or insights regarding homeschooling and kids on the autism spectrum!
Lisa Jo Rudy — www.lisarudy.com.

small, new company he has been able to use his web skills to develop the company website, his CAD skills in design, his video skills to document the work and provide comic relief.

Around AHEM . . .

Educators' Discounts

AHEM has a web page that lists museums and retail stores that offer discounts to homeschoolers:

<http://www.ahem.info/EducatorsDiscounts.htm>.

Please send us more listings of Massachusetts stores and museums that offer discounts to homeschoolers. Include as much info as possible, including the name of a contact person if you have one.

AHEM Membership Cards

Any Massachusetts homeschooler can use a letter from their local school department as legal proof of homeschooling status. AHEM has available "membership" cards. While they are not legal proof of homeschooling status, homeschoolers have found that many retailers do accept such cards as evidence of homeschooling, allowing homeschoolers to be eligible for educator discounts at various retail stores, most notably book stores, arts and crafts stores, and educational supply stores. Anywhere that offers discounts to teachers is probably receptive to offering the same to homeschoolers. It can't hurt to ask! And don't forget to let us know if you have an addition to our Educators' Discounts page.

If you would like an AHEM membership card, please send a stamped, self-addressed envelope to AHEM, PO Box 1307, Arlington, MA 02474. Indicate "membership card" on the envelope, and allow 4-6 weeks for delivery. People requesting cards will be added to the Friends of AHEM list, so include your email address as well if you have one, as that is our preferred form of communication.

AHEM is on Facebook!

Become a fan of AHEM on Facebook at [facebook.com/AHEM.ma](https://www.facebook.com/AHEM.ma).



AHEM Field Trips & Events

Info regarding all AHEM trips & events:

If you sign up for a field trip or event, please do your best to attend. Remember:

- When you sign up, you are reserving a spot that then cannot be given to someone else.
- It is disrespectful of our host and reflects poorly on all homeschoolers when we reserve space, and a large part of our group doesn't attend the event.
- If you sign up and do not show up, AHEM reserves the right to no longer treat your reservation request on a first come, first served basis for future AHEM events, only assigning you a spot should there be room after the deadline has been met.

Field trip participants will be added to the Friends of AHEM list unless they specifically opt out.

The AHEM Salon Series Concludes

Come partake in lively, stimulating discussion with fellow homeschooling parents in a relaxed, friendly environment. Each month has featured a different topic.

On April 21, the series concludes with "Mommy, I'm Different: How Does Our Choice to Homeschool Affect Our Kids?" Since most homeschooling parents attended school as children, it's hard for us to imagine what our kids' lives might feel like. At this salon, we'll step back and think about how living in a world of schoolers offers both advantages and challenges for our children. Among the issues we'll explore are what it's like to learn unhindered by the judgment of grades, teachers, and labeling; the effect on our kids of being continually confronted with questions about their education; the feelings of ambivalence, pride, and social yearning some homeschoolers experience; and the evolution of a sense of self in homeschooled young people.

The meeting will take place on Wednesday, April 21 at 7:00 PM at Panera Bread, 34 Cambridge St., Burlington, MA. If you want, you can purchase soups, salads, sandwiches, baked goods, and hot and cold drinks at Panera. Please do not bring outside food in. If you plan to purchase food, please try to arrive a few minutes early to order so we can begin the discussion promptly at 7:00 PM.

The discussion will be geared toward adults, so we ask that you leave at home children who will be as happy or happier there with a loving caregiver. Interested teens are welcome to attend.

Cost is \$5/person (teen and adult) to reserve your spot; the full price will be refunded to you at the meeting, making your participation FREE. If you don't show up, your money will be donated to support the non-profit mission of AHEM.

If you want to go: Mail a check made out to Advocates for Home Education in Massachusetts to AHEM, PO Box 1307, Arlington, MA 02474. Please include:

- names of adults and teens
- ages of teens
- your address, and



Participants at the first Salon in January.

- email or phone number.

Space is limited and spots are allotted in the order checks are received; **checks must be postmarked by April 9th**. No refunds after April 9th except those made to attendees at the meeting on April 21st. Those with email will receive confirmation about a week before the meeting.

Email FieldTrips@AHEM.info for more information or call 781-641-0566.

Directions:

See <http://www.panerabread.com/cafes/find.php?cafe=3543>.

Parking

Free parking lot.

Surrounded by Microbes: Staying Healthy in a World of Bacteria and Viruses

Advocates for Home Education in Massachusetts has reserved space for ages 14 - 18 at this Museum of Science High School Science Lecture on **Friday, April 30, 2010**. The lecture lasts 45 minutes and you can enjoy the museum exhibit halls until closing. (MEET AT 9:15 AM in Lobby; we will enter the lecture as a group.)

Nancy Goodyear Ph.D., MT (ASCP), CLS (NCA), from UMass Lowell's Department of Lab and Nutritional Sciences, discusses her research as a clinical microbiologist. Learn about the molecular characterization of clinically significant pathogens and how antimicrobial resistance affects our everyday lives. Students are also invited to visit the Suit/Cabot Lab to participate in hands-on activities related to the chemistry of foods. For more details, see http://www.mos.org/educators/field_trip_resources/field_trip_activities/high_school_science_series.

Cost is \$5/person (teen and adult) to reserve your spot; the full price will be refunded to you at the museum, making your visit FREE. If you don't show up, your money will be donated to support the non-profit mission of AHEM.

If you want to go: Mail a check made out to Advocates for Home Education in Massachusetts to AHEM, PO Box 1307, Arlington, MA 02474. Please include:

- the number of teens and adults,
- name of responsible adult*
- ages of teens,
- your address, and
- email or phone number.

*Teens need an adult to be responsible for them – either a parent, or another adult with whom the parent has made prior arrangements.

Space is limited and spots are allotted in the order checks are received; **checks must be postmarked by April 2nd**. No refunds after April 2nd except those made to attendees at the museum on April 30th. Those with email will receive confirmation about a week before the visit.

You can purchase lunch at the cafés, or bring your own to be

eaten outside.

Email FieldTrips@AHEM.info for more information or call 781-641-0566.

Directions: See http://www.mos.org/visitor_info/maps_and_directions.

Parking: With a chaperone sticker, parking is \$3 per car payable at the box office in the main lobby before you exit.

AHEM presents A Morning Matinee at the Theater: "Hot Mikado"

Thursday, May 20, 2010 at 10:00 AM

In the mythical village Titi-Pu, where flirting is illegal, a young rocker on the run from his over-eager fiancée is searching for the woman who stole his heart. Unfortunately, she has already been promised to her much older guardian. A series of seemingly foolproof plans are hatched, only to be foiled by the merciless Mikado. This snappy adaptation of a classic musical by Gilbert and Sullivan has tunes and styles ranging from jazz and swing to gospel and blues. In this zany world full of colorful characters, flash, and fun, there is no telling what a wink will get you and who will ultimately steal your heart.

"Hot Mikado is all out fun with Gilbert and Sullivan. This clever adaptation adds swing dance and sizzling jazz to a beautiful tale about duty and love." - Kate Warner, Artistic Director

New Repertory Theatre is an award-winning company in the Boston area. This production is a full-length theatrical presentation, and part of the company's mainstage season. It runs approximately 2 hours and 30 minutes. AHEM leaves it to parents to decide if a production is suitable for their child. More information at <http://www.newrep.org/>.

No food or drink is allowed in the theater - snacks may be consumed in the building but not in the theater itself. Panera Bread is next door to the theater, and will be open serving soup, salads, sandwiches, bagels, pastries, and drinks all day.

Cost: \$13.00 per seat for adults or children. Homeschoolers ages six and up are welcome – no children under six allowed in the theater.

If you want to go: Mail a check made out to Advocates for Home Education in Massachusetts to AHEM, PO Box 1307, Arlington, MA 02474.

Please include:

- your name
- the number of children and adults,
- ages of children,
- your address,
- and email or phone number.

Those with email will receive confirmation about a week before the visit.

Space is limited; **checks must be postmarked by April 26**. No refunds after April 26. Email FieldTrips@AHEM.info for more information or call 781-648-5579.

Directions: New Repertory Theatre is located at the Arsenal

Center for the Arts, 321 Arsenal St., Watertown. For directions see <http://www.newrep.org/directions.php>.

Parking: After turning into the Arsenal on the Charles complex, take a right after the stop sign and an immediate left into the six story FREE parking garage.

Save the Date!

Barnes & Noble Event

Friday, May 14, 2010: AHEM is having a Book Fair and Celebration of Homeschooling at Barnes & Noble in Framingham, MA.

On Friday, May 14th from 9:00 am – 10:00 pm, Barnes & Noble will donate to AHEM a percentage of purchases made by supporters when they present a Bookfair voucher or mention AHEM to the cashier. (More details to come.) In addition, AHEM supporters near and far can shop online from May 14th – 19th at www.bn.com/bookfairs and Barnes & Noble will donate a percentage of those sales to AHEM as well. These funds will help us fulfill our mission, contributing to general operating expenses and to special projects.

Book Fair doesn't fully describe what we are planning. In addition, May 14th will be a celebration of AHEM and homeschooling in Massachusetts at the Framingham Barnes & Noble. We are scheduling events throughout the day, and you can be a part of it. Does your child have a talent he or she would like to share? There will be space set aside for performances. Maybe they would like to present artwork or a project they have been working on? Here's where they'll find an audience. We'll also have fun events sprinkled throughout the day like face painting, an Intro to Homeschooling presentation, and a visit from Spot the Dog! Because all this will be taking place in a public venue, it's a great opportunity for us to be ambassadors for homeschooling as a viable educational option.

We need your help in getting people to come to the event. You'll find a flyer and voucher on the back cover of this newsletter. Please make copies and give them to family, friends, neighbors, co-workers – anyone who might want to support homeschooling in MA. You can also download vouchers and flyers at our web site:

http://www.ahem.info/Bookfair_Flyer_with_Vouchers.pdf

or we'd be happy to send you vouchers to distribute: Send a business-sized stamped, self-addressed envelope to AHEM, PO Box 1307, Arlington, MA 02474 with a note telling us how many you need, and we'll mail them to you.

Please get in touch if there is something you'd like to contribute, or if you would like to be part of planning the event, or helping out on the day of. Email info@ahem.info or call 781-641-0566.

To become a Friend of AHEM, send your name and address to AHEM, PO Box 1307, Arlington, MA 02474 or email info@ahem.info. It's free! . . .

Become a Friend of AHEM

Advocates for Home Education in Massachusetts, Inc. (AHEM) is a nonprofit, independent, grassroots, volunteer-run, educational organization that gathers and disseminates information about homeschooling in Massachusetts through education, advocacy, and events. We believe that informed and active homeschoolers are their own best advocates in maintaining the right to independently homeschool. We welcome and value the participation of anyone interested in homeschooling in Massachusetts. AHEM, Inc. is a 501(c)(3) charitable organization. All donations are tax-deductible.

Friends of AHEM keep abreast of legislative and other issues that affect Massachusetts homeschoolers via an announcement-only email list or this newsletter. Friends of AHEM with email get special notice of AHEM events, field trips, and get-togethers. Be proactive: become a Friend of AHEM. Even if your involvement is simply to stay informed, that strengthens all of us.

To become a Friend of AHEM and receive email updates, send your name, address, and email address to info@ahem.info. To become a Friend of AHEM and receive *AHEM News* by US mail instead of email updates, send your name and address to AHEM, PO Box 1307, Arlington, MA 02474. Donations to offset cost are appreciated.

Why Are You Getting This Newsletter?

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