

SAMPLE FAMILY PLAN

Pendragon Family Decision & Action Brief

A tailored homeschool operating model for a Christian family in Katy / West Houston

THE DECISION

Use a home-centered Christian hybrid with a light external spine. Both children come home; the family owns formation and core academics; outside support is added only when it solves a named problem.

The family this plan was built for

Family and setting	Uther and Lily Pendragon; Katy / West Houston; Christian two-parent household; Arthur, 12, and Grace, 9.
What is driving the change	Arthur is being pulled toward distraction, online status, and shallow peer culture. Grace has experienced bullying, reading anxiety, and declining confidence.
Operational reality	Lily carries most weekday load. Uther works full time. Baseball shapes evenings and weekends. Budget, drive time, marriage margin, and parent energy are real constraints.
What the plan must accomplish	Restore parent primacy, protect Christian formation, rebuild Grace's confidence, redirect Arthur toward responsibility, preserve academic credibility, and remain sustainable.

The priority order behind every recommendation

- 1. Christian formation and parent primacy.
- 2. Family integrity, parent capacity, and financial sustainability.
- 3. Serious core academics, competence, and future-option preservation.
- 4. Healthy community and embodied development without activity bloat.

WHAT THIS BRIEF IS DOING

This is not a curriculum list. It is a family operating decision: what the Pendragons should own, what they should delegate, what they should postpone, and how they will know whether the plan is working.

Why this path - and why not the easier-looking alternatives

The recommendation is not simply 'homeschool.' It is a bounded operating model chosen against the family's actual pressures and capacity.

CHOSEN PATH Home-centered hybrid Home becomes the primary site of Christian formation, core academics, family rhythm, and interpretation of life. Outside supports reinforce the plan without becoming the authority.	WHY NOT DELAY Evening repair keeps the wound active Keeping public school while after-schooling leaves Arthur in the same peer culture and Grace in the site of shame, then asks tired parents to repair the damage at night.	WHY NOT OUTSOURCE A better label can still drift A full Christian school or heavy co-op may improve worldview, but it still outsources formative hours, adds cost and commute rigidity, and can consume family peace and margin.
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What the family is saying yes to

Formation	Daily Scripture and prayer; parents frame what is true, good, and beautiful; church and community support rather than replace the home.
Academic spine	Bible, math, reading and writing first; only the history and science load the family can sustain; one coherent curriculum ecosystem before extras.
Child-specific work	Weightier responsibility and accountability for Arthur; short, safe, wins-based reading and confidence restoration for Grace.
External support	One community anchor or two to three outsourced classes total in Year 1 - not per child - with no more than two regular weeknights out.

Tradeoffs the plan deliberately accepts

- **A smaller first year:** some enrichment and non-core breadth can wait while the home rhythm stabilizes.
- **A gradual community build:** the family may begin with a thin social layer rather than finding the perfect co-op immediately.
- **Visible parent responsibility:** outside providers are tools; the parents retain ownership of formation, pacing, and judgment.

WHAT NOT TO DO

Do not recreate school at home, buy every subject, join multiple co-ops, outsource the academic spine, chase online convenience, or treat Christian branding as proof of healthy culture.

A week shaped around learning, formation, and capacity

The family needs enough structure to create confidence without reproducing the schedule pressure they are leaving.

MON	TUE	WED	THU	FRI
Core morning Reading + math Projects / chores	Core morning Writing + math Outdoor work	Core morning Reading + math Baseball / movement	Core morning Writing + math Community option	Flex and recover Appointments / errands Friends / rest

The daily skeleton

Begin together	Prayer, Scripture, and a quick look at the day.
Complete the core	Two or three short academic blocks before lunch, with movement between them.
Protect quiet	Post-lunch reading or quiet projects so Lily is not teaching continuously.
Finish in real life	Projects, home responsibilities, outdoor skills, baseball, friends, and rest.

Parent roles and load protection

DAYTIME LEAD Lily OWNS The weekday rhythm, curriculum pacing, Grace's reading climate, and the authority to shorten a day when capacity is low. PROTECTION School and planning stay inside a five-to-six-hour daily cap, including preparation and driving.	MISSION ANCHOR Uther OWNS Family Bible and council, Arthur's accountability, discipline support, weekly decisions with Lily, and father-child skill sessions. PROTECTION One weekly Uther/Lily decision meeting prevents Lily from becoming principal, teacher, chauffeur, and case manager alone.
CAPACITY RULE If fatigue, conflict, avoidance, or anxiety spikes, reduce to Bible, reading, writing, math, movement, chores, and rest. On a hard day, one math block and one reading or writing block are enough.	

PAGE 4 | CHILD-SPECIFIC EXECUTION

One family culture, two deliberately different lanes

The children share formation and household rhythm, but their work is designed around different developmental and emotional needs.

ARTHUR | AGE 12

Responsibility over rescue

PURPOSE

Redirect distractibility and peer-status orientation toward competence, service, discipline, and adult-guided responsibility.

ACADEMIC RHYTHM

Math 40-60 minutes; writing or grammar 30-40 minutes; deeper literature, history, or science; work checked for actual output.

EMBODIMENT

Chores, sibling help, baseball with cultural boundaries, two strength or mobility sessions, and twice-monthly father-child skills.

STARTING RESOURCES

A trimmed Memoria Press spine; Writing & Rhetoric as needed; Teaching Textbooks only if feedback or parent load becomes the bottleneck.

PRIMARY RISKS

A shorter school day becoming under-challenge; screens, peers, or baseball reimporting the same status culture.

TRIGGER

Add writing, math, or mentor support only after the home rhythm and Uther's accountability are truly in place.

GRACE | AGE 9

Reading safety plus confidence

PURPOSE

Separate her love of stories and identity as a learner from shame, comparison pressure, and fear around decoding.

ACADEMIC RHYTHM

Gentle phonics or reading for 15-20 minutes; math 20-30 minutes; short handwriting, copywork, or dictation; abundant read-alouds and audio.

EMBODIMENT

Drawing, projects, outdoor time, and low-pressure movement in a setting where her reading struggle remains private.

STARTING RESOURCES

All About Reading placement before purchase; read-aloud and audio volume alongside decoding; movement provider verified for warmth and fit.

PRIMARY RISKS

Reading becoming another test, sessions running too long, correction-heavy tone, or a comparison-heavy group recreating shame.

TRIGGER

Escalate to Houston Dyslexia or a Neuhaus referral path if decoding stalls, avoidance worsens, or anxiety rises after a defined trial.

The shared family lane

- **Formation:** daily Scripture and prayer, family interpretation of learning, and parents functioning as primary moral authorities.
- **Community:** one relational anchor first, targeting two or three healthy peer relationships rather than lots of group time.
- **Embodiment:** baseball, chores, outdoor skills, movement, and service are treated as education rather than decorative extras.
- **Rest:** one low-commitment day and no more than two regular weeknights out protect marriage and household margin.

THE FAMILY GUARDRAIL

The plan is working when the home becomes calmer, Arthur carries more real responsibility, Grace approaches learning with greater safety, and the parents can sustain the rhythm without living at redline.

PAGE 5 | RESOURCE STRATEGY

Named support, added in the right order

The full Resource Guide carries the complete research. This brief shows how the recommendations fit the operating model and when each should enter.

COMMUNITY AND ADMINISTRATION

Build one relational anchor and one reliable support path

The family needs community, Texas confidence, and practical search support without turning the week into another institution-led schedule.

- **THSC** - withdrawal clarity, records support, and Texas homeschool confidence
- **LIGHT Katy** - parent-led Katy co-op; verify openings, Statement of Faith, workload, fees, and parent duties
- **KACH** - Christian homeschool network; look for recurring age-fit relationships, not membership alone
- **Texas Home Educators - Katy** - named directory for tutors, classes, music, clubs, and field trips after a specific gap appears

Guardrail: Choose one relational anchor first. Do not join every plausible community option.

ARTHUR'S ACADEMIC AND EMBODIED SPINE

Challenge through coherent work, responsibility, and adult guidance

Arthur needs serious output and real competence more than a busier calendar or another peer-led environment.

- **Memoria Press** - primary Christian spine, deliberately trimmed so Lily is not teaching the full classical load
- **Teaching Textbooks** - math feedback support only if parent load becomes the bottleneck
- **Classical Academic Press** - Writing & Rhetoric option; hold classes or tutors until output proves the need
- **Reign Jiu Jitsu** - optional discipline mentor if an additional non-baseball embodied challenge is useful

Guardrail: Baseball remains only with boundaries around coach tone, team culture, travel, screens, and postgame behavior.

GRACE'S READING AND BELONGING LANE

Start low enough to win; escalate only at a defined threshold

Grace needs stories to remain safe and enjoyable while decoding is rebuilt without comparison pressure.

- **All About Reading placement** - find the true starting point before buying materials
- **Houston Dyslexia** - named specialist lead if the reading trigger is reached; verify format, cost, and fit
- **Neuhaus family support** - Houston referral and family-support path if formal evaluation becomes warranted
- **Showcase Gymnastics** - movement option to verify for warmth, privacy, and fit

Guardrail: Do not place Grace quickly into settings where reading difficulty becomes public or comparison-heavy.

BUY / VERIFY / HOLD

Buy first: core curriculum and Grace's placement-based reading materials. **Verify before joining:** community, specialists, movement providers, and team culture. **Hold:** multiple co-ops, many outsourced classes, formal evaluations, tutors, and extra platforms until the need is proven.

The first 90 days - with clear review points

The plan does not assume every choice will be perfect. It defines what to do first, what to watch, and how to adjust without abandoning the mission.

First 30 days

01	Confirm the transition Set withdrawal timing; prepare the withdrawal letter, written education plan, academic baselines, and simple records.
02	Establish the core Join THSC; choose the trimmed Memoria start; run Grace's All About Reading placement; avoid buying the entire year at once.
03	Practice the rhythm Run four short core mornings and one flex day; protect post-lunch quiet; schedule the weekly Uther/Lily decision meeting.
04	Test community lightly Contact LIGHT, KACH, and church leads, but choose no more than one first relational anchor.
05	Set the child triggers Write down what would justify extra math or writing support for Arthur and specialist reading support for Grace.

Review before expanding

30-DAY REVIEW Is the household becoming steadier? ASK Is Lily's load sustainable? Are the children calmer? Are Bible and prayer normalizing? Are subject blocks too long? What should be shortened before anything is added?	90-DAY REVIEW What support is now justified? ASK Can Arthur complete core work with reasonable focus? Is Grace gaining fluency and confidence? Are healthy peer relationships forming? Is a co-op, tutor, or class solving a named problem?
A GOOD 90-DAY RESULT Four core mornings are predictable; Arthur completes serious core work and real responsibilities with reasonable focus; Grace approaches reading with less fear and visible progress; Lily is not living at redline; and one healthy community anchor is being tested without taking over the week.	

Controls that protect the mission

The family should not confuse activity with progress. These controls identify the conditions that require simplification, targeted support, or a deliberate change in course.

Failure points and control measures

Parent overload	If Lily's fatigue rises, cut commitments and curriculum load before hiring providers or adding activities.
Grace's reading	Escalate when decoding stalls, avoidance worsens, or shame increases after short, steady, wins-based instruction.
Arthur's output	Escalate when math, writing, or attention remains weak after Uther accountability and a stable routine are in place.
Outside-support drift	If a co-op, class, or online platform begins dictating the family calendar or academic spine, cut it back or remove it.
Peer-culture return	If baseball, screens, or a group setting strengthens the same status-seeking or comparison patterns, it becomes a liability despite other benefits.
Community remains thin	If healthy relationships have not begun forming after 90 days, deliberately choose one named church, co-op, or network anchor rather than adding scattered activities.

Administrative and annual controls

Legal and records	Prepare the withdrawal letter, written education plan, academic baselines, and simple records before notifying the school; use THSC for Texas-specific confidence.
Social health	Target two or three positive relationships through church, co-op, or sports; do not equate lots of group time with healthy socialization.
Budget order	Core curriculum and supplies; community travel that builds belonging; one co-op or targeted support; optional online classes and extras last.
Annual review	Compare academic baselines, family peace, finances, community integration, and parent capacity before adding classes or complexity for Year 2.

THE CONTROLLING DECISION RULE

Add when the home rhythm is stable, the need is specific, and the parent load is understood. Cut when family peace weakens, Grace's anxiety rises, Arthur's peer culture worsens, or Christian formation disappears from the day.

Sample note: This fictionalized family plan demonstrates the depth and structure of a Weldon's Method recommendation. A real plan is built from that family's questionnaire, planning analysis, constraints, child profiles, and judgment.