



COA Mechanics *What the family is actually doing and what this path prevents.*

<p>CHOSEN COA Home-Centered Hybrid with Light External Spine Both children withdraw from public school. Home becomes the primary site of Christian formation, core academics, family rhythm, and interpretation of life. Outside supports reinforce the plan; they do not become the school or the authority.</p>	<p>WHY NOT DELAY Evening patchwork would keep 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 parents to repair moral, academic, and emotional damage at night when everyone is tired.</p>	<p>WHY NOT EXTERNAL-SCHOOL CENTERED Better label, same authority drift A full Christian school or heavy co-op may improve worldview but still outsources most formative hours, adds cost and commute rigidity, and can crowd out family peace, marriage margin, and flexibility.</p>	<p>WEEK SHAPE 4 core mornings plus one light/flex day Core mornings carry Bible, math, reading/language arts, writing, and history or science. The light day absorbs co-op, assessments, errands, park or friend time, tutoring, church connections, or needed rest.</p>
<p>DAILY SKELETON Short blocks, movement, quiet, then projects Start with prayer/Bible; run 2-3 academic blocks before lunch; protect snack and movement; reserve post-lunch quiet for Lily's rest; use afternoons for reading, projects, chores, outdoor work, and baseball.</p>	<p>SUPPORT CAP One anchor at a time Year 1 allows one co-op/community day or 2-3 outsourced classes total, not per child. Keep no more than two regular weeknights out, avoid recurring activity bloat, and preserve one low-commitment rest day.</p>	<p>ACADEMIC SPINE Coherent Christian core before extras Start with Bible, math, reading/writing, and only the history/science load the family can sustain. Use one primary curriculum ecosystem; defer Latin, heavy extras, and multiple platforms until rhythm is stable.</p>	<p>PARENT SPLIT Lily leads; Uther anchors Lily runs the daytime rhythm, manages curriculum, and shepherds Grace. Uther frames the mission, leads Bible/family council, backs discipline, checks Arthur's work, connects with Grace, and protects father-child skill sessions.</p>
<p>ARTHUR FOCUS Responsibility over rescue Arthur needs shorter but weightier work: math/writing accountability, chores, sibling help, baseball with boundaries, outdoor skills, and guided peer exposure that redirects status-seeking toward competence and virtue.</p>	<p>GRACE FOCUS Reading safety plus confidence Grace needs relief from comparison pressure, daily 15-20 minute wins-based reading, read-alouds/audio books, tiny written output, and a clear threshold for specialist evaluation if decoding stalls or shame escalates.</p>	<p>WHAT NOT TO DO Do not recreate school at home Do not buy every subject, join multiple co-ops, outsource the spine, chase online-only convenience, or treat Christian branding as proof of peer culture. Start coherent, observe, then add only when a real gap is proven.</p>	<p>SIMPLIFY RULE Solve load before adding providers If fatigue, conflict, avoidance, or anxiety spikes, reduce back to Bible, reading, writing, math, movement, chores, and rest. Fix the load before using tutors, classes, or activities to compensate.</p>

Execution Lanes *Separate family, Arthur, Grace, and parent-capacity workstreams.*

<p>Shared Family Lane Purpose: Move authority, formation, and weekday interpretation back home while building one thin community layer that supports rather than replaces the home. Rhythm: Family devotion; four core mornings; one light day for co-op/errands/assessments/friends/tutoring/rest; afternoons for chores, projects, reading, baseball, outdoor time, quiet. Resources: LIGHT Katy (https://www.lightkaty.com), KACH (https://kachconnect.com), Grace Home Educators source lead (https://www.findgrace.com/gracehomeeducators), THSC (https://thsc.org/join-us/), Texas Home Educators Katy directory (https://texashomeeducators.org/resource-directory/katy/). Risk: Overbuilding turns a home-centered model into another fragmented school week. Trigger: If the home rhythm is not calmer after 30 days, cut commitments first; if community is thin after 90 days, choose one named anchor deliberately.</p>	<p>Arthur Lane Purpose: Arthur needs responsibility, competence, adult guidance, and embodied challenge more than entertainment or another peer-led environment. Rhythm: Math 40-60 min; writing/grammar 30-40 min; deeper literature/history/science expectations; chores; sibling help; baseball; two short strength/mobility sessions; Uther checks longer assignments. Resources: Memoria Press (https://www.memoriapress.com/homeschool/), Teaching Textbooks (https://www.teachingtextbooks.com), Writing & Rhetoric/CAP (https://classicalacademicpress.com), Reign Jiu Jitsu homeschool program if a non-baseball discipline mentor is useful (https://reignjiu.com/programs/homeschool). Risk: Baseball, screens, or peers can reimpost the same status-seeking culture; under-challenge is also a risk if the day gets shorter without responsibility getting heavier. Trigger: Add writing/math/mentor support only if focus, output, or accountability remains weak after Uther's role and the home rhythm are actually in place.</p>	<p>Grace Lane Purpose: Grace needs a safer setting where reading identity can heal and love of stories is separated from decoding pressure. Rhythm: Daily 15-20 min gentle phonics/reading; math 20-30 min; short handwriting/copywork/dictation; read-aloud/audio volume; drawing/projects; low-pressure movement. Resources: All About Reading placement (https://www.allaboutreadingpress.com/placement), Houston Dyslexia LLC (https://www.houstondyslexia.com), Neuhaus family referral/support (https://neuhaus.org/our-services/families/parents-faq/), Showcase Gymnastics (https://www.showcasegymnastics.com), Ninja Katy homeschool classes (https://www.ninjakatvtx.com/classes). Risk: Reading can become another shame trigger if it is treated like a test, pushed too long, or paired with correction-heavy tone. Trigger: Escalate to named reading evaluation/support if decoding stalls, avoidance worsens, or anxiety increases after a defined trial period.</p>	<p>Parent/Review Lane Purpose: The COA fails if Lily becomes principal, curriculum architect, chauffeur, case manager, and emotional repair crew alone. Rhythm: School load stays within a 5-6 hour/day cap including planning; protect post-lunch quiet, one low-duty evening, and a weekly Uther/Lily decision meeting. Resources: THSC membership/support (https://thsc.org/join-us/), Texas Home Educators Katy directory only after a specific gap appears (https://texashomeeducators.org/resource-directory/katy/), and the named community leads above. Risk: Activity can masquerade as progress; the calendar can look impressive while the home plan gets weaker. Trigger: Use 30/90-day reviews to simplify first; add support only when the need is named and the parent load is understood.</p>
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Resource Matrix *Multiple child-specific recommendations retained from the source guides, with category tags A-G.*

<p>Community Anchors (A) A-1 LIGHT Katy: https://www.lightkaty.com Parent-led Katy co-op; verify openings, Statement of Faith, Thursday workload, class fees, and parent duties. A-2 KACH: https://kachconnect.com Local Christian homeschool network; check recurring age-fit activities and small groups, not just membership. A-3 Church leads: Grace Home Educators source link: https://www.findgrace.com/gracehomeeducators; church options from source: https://kingsland.org and https://www.whatisgrace.org/locations. Pick: Choose one relational anchor first; do not join all three.</p>	<p>Shared Admin + Parent Load (C/E/G) C-1 THSC: https://thsc.org/join-us/ Withdrawal clarity, Texas compliance coordination, record tools, and possible coaching/support access. E-1 TX Home Educators: https://texashomeeducators.org/resource-directory/katy/ Katy-specific directory for co-ops, tutors, classes, field trips, music, clubs; use as a named hub, not vague homework. G-1 Coaching: Start through THSC member support/coaching if included; use for simplification and decision triage, not more assignments. Guardrail: Admin support clarifies; it does not replace parent authority.</p>	<p>Arthur Academics (B) B-1 Memoria Press: https://www.memoriapress.com/homeschool/ Primary Christian spine; trim Year 1 so Lily is not teaching the full classical load. B-3 Teaching Textbooks: https://www.teachingtextbooks.com Math support if parent load/feedback becomes the bottleneck; compare before adding second ecosystem. Writing/Rhetoric/Classical Academic Press: https://classicalacademicpress.com Hold tutor/class until the first rhythm proves output is weak. Pacing: Challenge Arthur with heavier responsibility even when the school day is shorter.</p>	<p>Arthur Formation + Body (C/D) D-1 Baseball: Current team/league Keep only with coach-tone, bench-culture, travel, phone, and postgame boundaries. C-3 Mentor lead: Start with Uther-led capstone work plus church men/coaches; if an outside discipline mentor helps, review Reign Jiu Jitsu homeschool: https://reignjiu.com/programs/homeschool. Outdoor skills: Twice-monthly father-child sessions: yard work, cooking, carpentry, budgeting, service. This is a named in-house resource, not a missing provider. Watch: If baseball imports status-seeking peer culture, it becomes a liability despite being a sport.</p>
<p>Grace Reading (B/F/C) B-2 AAR/AAS: Placement first: https://www.allaboutreadingpress.com/placement Start low enough to win; short, celebratory sessions. C-2 Houston Dyslexia: https://www.houstondyslexia.com Named specialist lead; verify Katy service format, cost, and fit. F-1 Neuhaus referral: https://neuhaus.org/our-services/families/parents-faq/ Houston family referral/support path if formal evaluation is needed. Story volume: Use read-alouds/audio books alongside decoding so stories remain safe and enjoyable.</p>	<p>Grace Embodiment + Belonging (D/A) D-2 Movement leads: Showcase Gymnastics: https://www.showcasegymnastics.com; Ninja Katy homeschool classes: https://www.ninjakatvtx.com/classes; Reign BJ homeschool: https://reignjiu.com/programs/homeschool. A-3 Social fit: Grace Home Educators source lead and church options above; evaluate warmth, one-on-one friendship potential, and whether reading struggle stays private. Protect: Do not place her quickly into comparison-heavy settings. Watch: A poor-fit activity can recreate the shame/comparison dynamic the COA is meant to relieve.</p>	<p>Buy / Verify / Hold Buy first: THSC, All About Reading placement/materials as indicated, and the starter Memoria subset only. Verify before joining: LIGHT, KACH, church/Grace Home Educators, Houston Dyslexia/Neuhaus, baseball culture, Grace movement providers. Hold: Multiple co-ops, many outsourced classes, formal evals, tutors, online classes until the need is proven. Coverage: A community, B curriculum, C support, D embodiment, E practical search, F reading threshold, G parent sustainability.</p>	<p>Decision Rule Core question: Does this named resource make the home plan easier to live, or does it just make the calendar look impressive? Add when: The home rhythm is stable, the need is specific, and the parent load is understood. Cut when: Lily's fatigue rises, Grace's anxiety rises, Arthur's peer culture worsens, or family worship disappears. Default: Simpler and coherent beats broad and fragile for Year 1.</p>

Review + Controls *Use these checks to keep the first semester from turning into activity bloat.*

<p>FIRST 30 DAYS Confirm exit timing; join THSC; run Grace's placement; select trimmed Memoria start; preview home routines; contact LIGHT/KACH/church leads; schedule Uther's weekly family council/capstone blocks.</p>	<p>30-DAY REVIEW Ask after bedtime: Is Lily's load sustainable? Are children calmer than public school? Are Bible/prayer normalizing? Are subject blocks too long? Adjust start times and lengths before adding anything.</p>	<p>90-DAY REVIEW Ask: Can Arthur complete math/writing with reasonable focus? Has Grace gained fluency/confidence? Do children have 2-3 positive peer relationships? Should co-op, tutor, or subjects change?</p>	<p>FAILURE POINTS Overbuilding Year 1; teacher-intensive curriculum; outside programs becoming the real spine; vague reading concerns; unhealthy baseball culture; Christian branding mistaken for actual culture fit.</p>	<p>BUDGET PRIORITY 1) Core curriculum/basic supplies. 2) Church/community travel that truly builds belonging. 3) One co-op or targeted support. 4) Optional online classes, tutors, extras.</p>
<p>LEGAL/ADMIN Texas is permissive, but prepare the withdrawal letter, a written education plan, baselines, and simple records before notifying the school.</p>	<p>SOCIAL HEALTH Target 2-3 positive peer relationships through church, co-op, or sports; do not equate lots of group time with healthy socialization.</p>	<p>GRACE TRIGGER Escalate reading support if decoding stalls, avoidance worsens, or shame increases after short, steady, wins-based lessons.</p>	<p>ARTHUR TRIGGER Escalate support if math/writing output or attention remain weak after Uther accountability and a stable routine are actually in place.</p>	<p>ANNUAL REVIEW Compare academic baselines, family peace, finances, community integration, and parent capacity before adding classes for Year 2.</p>